Millsap Elementary

Campus Improvement Plan
2020-2021

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.	Bring Your A Game - Attendance, Academics, Attitude, and Active Learning
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
Third grade academic growth	MAP data
Enrollment	PEIMS data
Parent and Student Satisfaction	Student and Parent Surveys
Safe Learning Environment	Parent Surveys, Maintenance, and Discipline Reports
Parent Involvement	Sign-In sheets for parent activities

Prioritized Concerns

Areas of Concern	Data Source	Funding Source
Writing Performance on STAAR	STAAR assessment results	Title I, Local Budget, SCE
Lag in Special Populations Progress	TELPAS; STAAR; DRA; iStation; MAP	Title I, Local Budget, SCE; SPED; Title III
Lagging Early Literacy	DRA/iStation reports: MAP	Title I, Local Budget, SCE
Leadership Team and Curriculum Support needs enhancements	Parent surveys; culture surveys; staff surveys;	Title I, Local Budget, SCE
Unsatisfactory Student Growth	TELPAS; STAAR; DRA; iStation: MAP	Title I, Local Budget, SCE; SPED; Title III
Reading and Math Performance on STAAR	STAAR assessment results	Local Budget, SCE, Title I

Millsap Elementary
Campus Improvement Plan
Goals

District Goals:

1. Millsap ISD will focus on student success by providing premier educational academic and co-curricular programs.

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. MES students will achieve success through meaningful learning experiences, innovative instruction, and personalized opportunities.
2. MES students will achieve success through meaningful learning experiences, innovative instruction, and personalized opportunities.
3. MES will recruit, value, and retain an exceptional staff to create a rewarding learning environment
4. MES will recruit, value, and retain an exceptional staff to create a rewarding learning environment
5. MES will recruit, value, and retain an exceptional staff to create a rewarding learning environment

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

1. MES will recruit, value, and retain an exceptional staff to create a rewarding learning environment

2. MES will educate and support students in a safe learning environment conducive to social emotional health.

3. MES will educate and support students in a safe learning environment conducive to social emotional health.

4. MES will create and foster an environment where all stakeholders are engaged in the transformational work of Millsap Elementary.

5. MES will create and foster an environment where all stakeholders are engaged in the transformational work of Millsap Elementary.

Campus Action Plan 2020-2021

Campus:	Millsap Elementary
District Strategic Goal:	Millsap ISD will focus on student success by providing premier educational academic and co currucular programs.
Campus Goal:	MES students will achieve success through meaningful learning experiences, innovative instruction, and personalized opportunities.
Campus Strategy:	1.1 Meets and Masters performance for each grade-level will increase 10-15% as measured by EOY MAP for grades 3-5 and EOY F&P goal for K-2
Teaching/Learning **X** **Operational**	**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	Vertical Planning will occur once per six weeks to ensure aligned expectations and sharing of effective instructional strategies.W		Principal, AP, Instructional Coaches	9-25; 10-30. 12-18; 2-12; 4-1; 5-21	Local Budget, Title 1, SIG
2	Frequent performance assessments will be administered to gauge mastery of instructional concepts.		Teachers, Instructional Coaches	on going as needed	Local, Title 1,
3	Develop and reinforce incentive program for academics to include math and literacy club/rewards.		Teachers, IC, Admin	frequently	Local
4	Teachers will engage in weekly purposeful PLCs using protocols to build common assessments, review data, increase rigor and relevance.	8, 4	Admin, IC, teachers	Weekly	Local, Title I, SIG
5	MES will foster a culture of literacy through the use of Guided Reading, Lucy Calkins' Units of Study, Accelerated Reader and an enriched library		Admin, Reading Coach	ongoing daily	Local, Title I
6	Provide instructional materials appropriate for student growth to support research based strategies and provide hands on experiences	10	Admin, Instructional Coaches	ongoing as needed	Local, Title 1, SIG
7	Provide up to date technology tools to enhance all student learning and also provide continuity for remote learners.		Technology Directory, Admin	As needed	Local, Title I, SIG

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 Pawsitive Awards	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 2020-2021

Campus:	Millsap Elementary
District Strategic Goal:	Millsap ISD will focus on student success by providing premier educational academic and co-curricular programs.
Campus Goal:	MES students will achieve success through meaningful learning experiences, innovative instruction, and personalized opportunities.
Campus Strategy:	1.2 Learning experiences will be routinely differentiated to meet the unique needs of each student and sub-populations.
Teaching/Learning **X** **Operational**	**Population/Students Served:** At-Risk, Economically Disadvantaged, ELL, SPED, White, Hispanic

	Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1	Utilize progress monitoring tools such as MAP, STAR Math and Freckle to design additional experiences to remediate or accelerate student learning.		Admin, Instructional Coaches, Teachers	Ongoing	Local, Title I, SIG
2	Special education teachers and paras will collaborate every three weeks with classroom teachers and literacy/math coaches to review student performance data and target instructtion.		Teachers, Admin, Coaches	Each three weeks thru May 2021	Local
3	Demonstrate growth of students with Dyslexia by providing students with pull-out or inclusion services and instructional materials needed	9	Dyslexia Therapist, Admin	Ongoing	Local, Title I
4	Continue to provide campus-based ESL services to identified ELL students and the necessary support and resources to ensure student success		Admin, teachers	As needed	Local, Title I, Title III
5	Enhance instruction and provide appropriate services and instructional materials for students in special populations including SPED, 504, ESL, GT, At-Risk	9	Admin, Counselor, Coaches, Teachers	Ongoing	Local, Title I, SIG
6	Maintain a high quality Pre-K program by providing necessary instructional materials	7	Admin	As needed	Local, Title I
7	Continue and enhance teacher support utilizing Math and Reading Coaches	5	Admin	Ongoing	Local, Title I
8	Provide Migrant services for eligible students	10	Admin	Ongoing	Local, Title
9	Provide Tile I, Part A services to homeless children	10	Admin	Ongoing	Local, Title

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	First Semester 2020	Principal; Asst Supt
2 Scottish Rite Dyslexia Training	Dyslexia Therapist	Ongoing	Supt
3 GT 30 hour training	New Teachers	December Dec. 2021	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	Weekly 20-21 school year
3 Math Instructional Coach and Reading Instructional Coach plans	2020-2021 school year
4 PLC sign-in sheets and minutes	2020-2021 school year
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

Lead Indicators (In-Process or Predictive Formative Measures)		
Measure	**Measure Type (Predictive or In-Process)**	**Reporting Period or Dates**
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	June 2021
2 Amplify Reports	Key Strategic Measure	Monthly 20-21
3 TELPAS	Key Strategic Measure	Spring 2021
4 Benchmark Data and Progress Monitoring	Campus Measure	As scheduled
5 MAP reports	Key Strategic Measure	BOY, MOY, EOY

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Campus:	Millsap Elementary
District Strategic Goal:	Millsap ISD will focus on student success by providing premier educational academic and co-curricular programs.
Campus Goal:	MES will recruit, value, and retain an exceptional staff to create a rewarding learning environment
Campus Strategy:	1.3 Enhance early foundational learning for students in Pre-K
Teaching/Learning X Operational	Population/Students Served: All students

	Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1	Provide progress monitoring tools such as CLI engage to target and individualize instruction	7	Admin	BOY, EOY, and MOY	Local, TxKEA
2	Ensure access to educational materials and resources to provide hands-on, language rich experiences		Admin, teachers	Ongoing	Local, Early Learning
3	Enhance instruction through instructional coaching for Pre-K teachers	7	Admin	one time per month	Local, Title 1

Professional Development Needed for Implementation of Action Plan			
Description of Content/Training	Audience	Date of Completion	Person(s) Responsible
1 PreK Instructional Coaching	PreK Teachers	May 2021	

Fidelity of Implementation Indicators (Evidence the plan is being implemented as written)	
Evidence	Date of Expected Completion
1 Training Feeding	May 2021
2 CLI Reports	May 2021

Lead Indicators (In-Process or Predictive Formative Measures)

	Measure	Measure Type (Predictive or In-Process)	Reporting Period or Dates
1	Walk-through observations	In-Process	Ongoing
2	CLI Reports	In-Process	BOY, MOY, EOY

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 EOY CLI Reports	Campus Measure	June 2021

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Campus Goal:	MES will recruit, value, and retain an exceptional staff to create a rewarding learning environment
Campus Strategy:	2.1 Create professional learning opportunities that directly impact their practice and improve student performance and achievement
Teaching/Learning **X** **Operational**	Population/Students Served: All students

	Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1	Utilize a reading and math instructional coach to support efforts for targeted instruction and differentiated learning for all students		Admin	Daily thru May 2021	Local, Title !, SIG
2	Provide continued training and support on Guided Reading strategies incorporated with the Units of Study	4	Admin, Reading Instructional Coach	ongoing	Local, Title I
3	Provide training for Campus Advisory Team to empower teachers to become teacher leaders	2	Admin	ongoing	Local, Title I, SIG
4	Provide training and support needed for successful guided math groups	4	Admin, Math Instructional Coach	ongoing	Local, Title !
5	Target personal instructional growth by providing training according to T-TESS goals	3	Admin	Ongoing	Local, Title I
6	Continue to train and support paraprofessionals as needed for student success.		Admin	Ongoing	Local

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	May 2021	Admin
2 TEA Reading Academy	All Reading Teachers k-3; admin	May 2021	ESC 11

Fidelity of Implementation Indicators (Evidence the plan is being implemented as written)	
Evidence	**Date of Expected Completion**
1 Instructional Coaches Schedule	Sept. 2020
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	In-Process	Sept. 2020
2 Training sign-ins	In-Process	As presented
3 Coach's Reports	In-Process	Weekly 2020-21

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 2020-2021

Campus:	Millsap Elementary
District Strategic Goal:	Millsap ISD will recruit, develop and retain high quality and motivated staff to ensure student success.
Campus Goal:	MES will recruit, value, and retain an exceptional staff to create a rewarding learning environment
Campus Strategy:	2.2 Build collective efficacy among our staff by providing structured and protected time for teachers to meet in a collaborative setting
Teaching/Learning X Operational	Population/Students Served: All students

	Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1	Provide time for teachers to complete peer classroom observations twice per six weeks with documented feedback	2, 3	Admin	Each six weeks	Local
2	Weekly collaborative planning for grade levels with instructional coaches will be provided		Admin	Weekly thru May 2021	Local, Title I
3	Protected weekly PLC time will be provided and structured to discuss common assessments, student work, standards, goals, and professional learning		Admin	Weekly thru May 2021	Local, Title I

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 PLC agendas	Weekly
2 Peer Walk through documentation	2 X per six weeks
3 Lesson plans	Weekly

Lead Indicators (In-Process or Predictive Formative Measures)		
Measure	**Measure Type (Predictive or In-Process)**	**Reporting Period or Dates**
1 PLC agendas	In-Process	Ongoing
2 Peer Observation documentation	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**

Campus Action Plan 2020-2021

Campus:	Millsap Elementary
District Strategic Goal:	
Campus Goal:	MES will recruit, value, and retain an exceptional staff to create a rewarding learning environment
Campus Strategy:	Teachers will be supported to uphold MISD mission, vision, and values as well as have the knowledge and skills to maximize student performance
Teaching/Learning **X** **Operational**	**Population/Students Served:** All students

	Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1	Provide teacher support to recognize and instruct the whole child		Admin	Ongoing	Local
2	Provide a strong mentor program with regular protected time to meet with mentors and support mentees		Admin	Ongoing	Local, Title I
3	Develop and regularly recognize staff for enhancing student success such as perfect attendance awards, Golden Bulldog, and pawsitive awards		Admin	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 2020-2021

Campus:	Millsap Elementary
District Strategic Goal:	
Campus Goal:	MES will educate and support students in a safe learning environment conducive to social emotional health.
Campus Strategy:	Safety measures will be implemented and followed for student success.
Teaching/Learning X **Operational** X	**Population/Students Served:** All

	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	Monthly	Local
2	Go Kits will be provided and maintained with current supplies for emergency situations		Safety Coordinator, Nurse, Principal	Sept 2020 and as needed	Local
3	Support and maintain a Guardian program	10	Superintendent	Ongoing	Local, Title
4	Utilize a school check-in/out system to track visitors and maintain student safety	1	Principal, Technology Director	Ongoing	Local
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.	1	Principal, AP	Ongoing as needed	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**
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**

Campus Action Plan 2020-2021

Campus:	Millsap Elementary
District Strategic Goal:	
Campus Goal:	MES will educate and support students in a safe learning environment conducive to social emotional health.
Campus Strategy:	3.2 Social emotional instruction will be supported to enhance student academic success
Teaching/Learning Operational X	Population/Students Served: All students

	Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1	Regular guidance lessons will be provided to all students each week	1	Counselor, Principal	Weekly	Local
2	Increase student leadership opportunities by organizing a Principal's Advisory Committee to meet each six weeks to provide student voice.		Principal	1st Thursday each month	Local
3	Provide an annual parent education meeting focused on supporting social and emotional skills as well as creating a safe campus for all students		Principal	October 2020	Local
4	Implement pawsitive awards to go with each great expectation life principle as a weekly incentive		Principal, AP, Teachers	Weekly	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 2020-2021

Campus:	Millsap Elementary
District Strategic Goal:	
Campus Goal:	MES will create and foster an environment where all stakeholders are engaged in the transformational work of Millsap Elementary.
Campus Strategy:	4.1 Partnerships with parents and community will continue as well as seek out additional opportunities to connect with new partners toenhance the overall learning experience of our students.
Teaching/Learning Operational X	Population/Students Served: all

	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 2020-21	Local
2	Survey and collect data from parents on various careers and interests that could be shared with our students		Counselor, Principal	Ongoing	Local
3	Reinvigorate the WatchDog program to provide role models for students		Principal	as allowed by covid	Local
4	Provide a monthly parent involvement activity for all parents that includes instructional tips for at home learning and support		Principal, Zone Coordinator	as allowed by covid	Local
5	Provide cohort groups for special populations such as ESL family night, special education family nights		Principal, Zone Coordinator	as allowed by covid	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 2020-2021

Campus:	Millsap Elementary
District Strategic Goal:	
Campus Goal:	MES will create and foster an environment where all stakeholders are engaged in the transformational work of Millsap Elementary.
Campus Strategy:	4.2 MES will continue to communicate on a routine basis using various tools so that we can reach all of our stakeholders
Teaching/Learning Operational X	Population/Students Served: All

	Actions	T-1 SW Comp	Responsible Staff (Position)	Timeline	Resources (Budget/Staff/Material)
1	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	6	Principal	ongoing	Local
2	Utilize various tools such as newsletters, Smores, Blackboard, and Social Media to tell our story and communicate information	6	Principal, AP	ongoing	Local
3	Provide a unified campus wide parent communication system such as Remind, Dojo, or SeeSaw, etc.	6	Principal, Technology Director	Ongoig	Local
4	Enlarge the PTO to encompass parent participation by most parents by utilizing programs such as sign up genius.	6	Principal	Sept.. 2020	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

STAAR Data
Area of Focus: Mathematics

2016-17 Mathematics STAAR Results

Student Group												

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	86	1507	16	19	70	81	46	53	28	33
	4	83	1545	23	28	60	72	32	39	13	16
	5	62	1574	18	29	44	71	19	31	7	11

2017-18 Mathematics STAAR Results

Student Group												

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	68	1439	20	29	48	71	24	35	9	13
	4	86	1526	21	24	65	76	29	34	8	9
	5	84	1567	23	27	61	73	29	35	8	10

2018-19 Mathematics STAAR Results

Student Group												

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	80	1480	16	20	64	80	41	51	20	25
	4	67	1588	12	18	55	82	33	49	20	30
	5	90	1611	21	23	69	77	42	47	22	24

2016-17 Mathematics STAAR Results

Student Group												

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	16	1474	6	38	10	63	7	44	5	31
	4	11	1537	5	45	6	55	6	55	2	18
	5	10	1480	6	60	4	40	1	10	0	0

2017-18 Mathematics STAAR Results

Student Group												

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	12	1389	5	42	7	58	3	25	1	8
	4	17	1513	6	35	11	65	7	41	2	12
	5	11	1566	4	36	7	64	4	36	2	18

2018-19 Mathematics STAAR Results

Student Group												

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	13	1460	3	23	10	77	6	46	2	15
	4	14	1549	2	14	12	86	4	29	3	21
	5	17	1593	6	35	11	65	7	41	4	24
American Indian or Alaska Native	3	1									
	4	0									
	5	0									
American Indian or Alaska Native	3	0									

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
	4	1									
	5	0									
American Indian or Alaska Native	3	1									
	4	0									
	5	1									
Asian	5	0									
Black or African American	3	0									
	4	0									
	5	0									
Black or African American	3	1									
	4	0									
	5	0									
Black or African American	3	0									
	4	3									
	5	0									
Native Hawaiian or Other Pacific Islander	5	0									

2016-17 Mathematics STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
White	3	67	1508	10	15	57	85	36	54	20	30
	4	72	1547	18	25	54	75	26	36	11	15
	5	51	1592	12	24	39	76	18	35	7	14

2017-18 Mathematics STAAR Results

Student Group												
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	51	1450	14	27	37	73	20	39	7	14
	4	66	1522	15	23	51	77	20	30	4	6
	5	73	1568	19	26	54	74	25	34	6	8

2018-19 Mathematics STAAR Results

Student Group												
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	60	1485	12	20	48	80	31	52	17	28
	4	46	1599	10	22	36	78	27	59	15	33
	5	69	1603	15	22	54	78	31	45	16	23
Two or More Races	3	1									
	4	0									
	5	1									
Two or More Races	3	3									
	4	1									
	5	0									
Two or More Races	3	6	1437	1	17	5	83	3	50	0	0
	4	3									
	5	2									

2016-17 Mathematics STAAR Results

Student Group												
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**		
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Economically Disadvantaged	3	30	1459	8	27	22	73	13	43	6	20	
	4	38	1537	11	29	27	71	15	39	6	16	
	5	27	1534	11	41	16	59	5	19	1	4	

2017-18 Mathematics STAAR Results

Student Group												
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**		
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Economically Disadvantaged	3	20	1391	7	35	13	65	5	25	2	10	
	4	27	1498	7	26	20	74	7	26	1	4	
	5	34	1549	12	35	22	65	10	29	3	9	

2018-19 Mathematics STAAR Results

Student Group												
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**		
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Economically Disadvantaged	3	37	1464	8	22	29	78	17	46	7	19	
	4	27	1568	4	15	23	85	10	37	6	22	
	5	41	1556	14	34	27	66	13	32	5	12	
Limited English Proficient	3	2										
	4	1										
	5	2										
Limited English Proficient	3	3										

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	4	3									
	5	1									
Limited English Proficient	3	1									
	4	2									
	5	3									
Special Education	3	2									
	4	5	1365	5	100	0	0	0	0	0	0
	5	3									
Special Education	3	5	1250	5	100	0	0	0	0	0	0
	4	6	1451	4	67	2	33	2	33	0	0
	5	6	1439	5	83	1	17	0	0	0	0
Special Education	3	7	1392	4	57	3	43	2	29	1	14
	4	6	1408	4	67	2	33	0	0	0	0
	5	6	1535	3	50	3	50	1	17	1	17

2016-17 Mathematics STAAR Results											
Student Group											
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
At-Risk				#	%	#	%	#	%	#	%
	5	23	1486	13	57	10	43	1	4	0	0

2016-17 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2017-18 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2018-19 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

STAAR Data
Area of Focus: Science

2016-17 Science STAAR Results												
Student Group	**Grade Level**	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Students	5	62	3885	14	23	48	77	29	47	7	11
Hispanic/	5	10	3672	5	50	5	50	4	40	0	0
American Indian or	5	0									
Asian	5	0									
Black or African	5	0									
Native Hawaiian or Other Pacific Islander	5	0									
White	5	51	3914	9	18	42	82	24	47	6	12
Two or More Races	5	1									
Economically	5	27	3783	8	30	19	70	10	37	3	11
Limited English	5	2									
Special Education	5	4									
At-Risk	5	23	3535	12	52	11	48	1	4	0	0

2017-18 Science STAAR Results												
Student Group	**Grade Level**	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Students	5	85	3817	24	28	61	72	36	42	8	9
Hispanic/	5	11	3783	3	27	8	73	7	64	0	0
American Indian or	5	0									
Black or African	5	0									

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	%	Approaches #	%	Meets #	%	Masters #	%
White	5	74	3822	21	28	53	72	29	39	8	11
Two or More Races	5	0									
Economically	5	33	3806	9	27	24	73	14	42	4	12
Limited English	5	1									
Special Education	5	7	3482	4	57	3	43	2	29	0	0

2018-19 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	90	3982	15	17	75	83	47	52	19	21
Hispanic/	5	17	4070	2	12	15	88	10	59	3	18
American Indian or	5	1									
Black or African	5	0									
White	5	69	3931	13	19	56	81	33	48	13	19
Two or More Races	5	2									
Economically	5	40	3844	7	18	33	83	14	35	5	13
Limited English	5	3									
Special Education	5	8	3790	3	38	5	63	2	25	1	13

2016-17 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2017-18 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2018-19 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

2016-17 Reading STAAR Results											

Student Group												
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Students	3	86	1456	18	21	68	79	43	50	23	27
	4	83	1484	33	40	50	60	29	35	16	19
	5	62	1562	15	24	47	76	29	47	16	26

2017-18 Reading STAAR Results											

Student Group												
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Students	3	68	1404	22	32	46	68	21	31	9	13
	4	86	1492	25	29	61	71	28	33	9	10
	5	84	1550	15	18	69	82	35	42	11	13

2018-19 Reading STAAR Results											

Student Group												
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Students	3	80	1476	12	15	68	85	42	53	26	33
	4	67	1492	23	34	44	66	27	40	14	21
	5	90	1563	16	18	74	82	39	43	17	19

2016-17 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	16	1417	4	25	12	75	9	56	4	25
	4	11	1499	4	36	7	64	5	45	3	27
	5	10	1492	4	40	6	60	2	20	1	10

2017-18 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	12	1353	5	42	7	58	2	17	0	0
	4	17	1481	4	24	13	76	7	41	1	6
	5	11	1536	4	36	7	64	6	55	2	18

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	13	1419	4	31	9	69	4	31	3	23
	4	14	1462	6	43	8	57	4	29	3	21
	5	17	1546	3	18	14	82	7	41	2	12
American Indian or Alaska Native	3	1									
	4	0									
	5	0									

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
American Indian or Alaska Native	3	0									
	4	1									
	5	0									
American Indian or Alaska Native	3	1									
	4	0									
	5	1									
Asian	5	0									
Black or African American	3	0									
	4	0									
	5	0									
Black or African American	3	1									
	4	0									
	5	0									
Black or African American	3	0									
	4	3									
	5	0									
Native Hawaiian or Other Pacific Islander	5	0									

2016-17 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	67	1463	14	21	53	79	32	48	18	27
	4	72	1481	29	40	43	60	24	33	13	18

| | 5 | 51 | 1573 | 11 | 22 | 40 | 78 | 26 | 51 | 14 | 27 |

2017-18 Reading STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	51	1414	15	29	36	71	17	33	8	16
	4	66	1493	20	30	46	70	20	30	7	11
	5	73	1552	11	15	62	85	29	40	9	12

2018-19 Reading STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	60	1480	6	10	54	90	33	55	19	32
	4	46	1506	13	28	33	72	21	46	9	20
	5	69	1561	13	19	56	81	29	42	13	19
Two or More Races	3	1									
	4	0									
	5	1									
Two or More Races	3	3									
	4	1									
	5	0									
Two or More Races	3	6	1492	2	33	4	67	4	67	3	50
	4	3									
	5	2									

2016-17 Reading STAAR Results

Student Group												

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	30	1416	10	33	20	67	12	40	5	17
	4	38	1466	17	45	21	55	11	29	7	18
	5	27	1513	8	30	19	70	9	33	3	11

2017-18 Reading STAAR Results

Student Group												

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	20	1365	8	40	12	60	3	15	2	10
	4	27	1461	11	41	16	59	6	22	1	4
	5	34	1526	10	29	24	71	10	29	5	15

2018-19 Reading STAAR Results

Student Group												

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	37	1440	8	22	29	78	17	46	10	27
	4	27	1445	12	44	15	56	8	30	3	11
	5	41	1528	10	24	31	76	13	32	4	10
Limited English Proficient	3	2									
	4	1									
	5	2									

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Limited English Proficient	3	3									
	4	3									
	5	1									
Limited English Proficient	3	1									
	4	2									
	5	3									
Special Education	3	2									
	4	5	1326	4	80	1	20	0	0	0	0
	5	3									
Special Education	3	5	1275	4	80	1	20	0	0	0	0
	4	6	1457	4	67	2	33	1	17	1	17
	5	6	1390	5	83	1	17	0	0	0	0
Special Education	3	7	1348	4	57	3	43	0	0	0	0
	4	6	1325	5	83	1	17	0	0	0	0
	5	6	1490	4	67	2	33	1	17	1	17

2016-17 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
At-Risk	5	23	1472	12	52	11	48	4	17	1	4

2016-17 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters

			#	%	#	%	#	%	#	%

2017-18 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2018-19 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2016-17 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2017-18 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2018-19 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

STAAR Data
Area of Focus: Social Studies

2016-17 Social Studies STAAR Results											
Student Group	**Grade Level**	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**

2017-18 Social Studies STAAR Results											
Student Group	**Grade Level**	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**

2018-19 Social Studies STAAR Results											
Student Group	**Grade Level**	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**

2016-17 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2017-18 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

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

STAAR Data
Area of Focus: Writing

2016-17 Writing STAAR Results												
Student Group	**Grade Level**	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**		
				#	%	#	%	#	%	#	%	
All Students	4	82	3541	45	55	37	45	21	26	3	4	
Hispanic/	4	9	3732	5	56	4	44	3	33	1	11	
American Indian or	4	0										
Black or African	4	0										
White	4	73	3518	40	55	33	45	18	25	2	3	
Two or More Races	4	0										
Economically	4	38	3523	22	58	16	42	11	29	1	3	
Limited English	4	1										
Special Education	4	5	2804	5	100	0	0	0	0	0	0	

2017-18 Writing STAAR Results												
Student Group	**Grade Level**	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**		
				#	%	#	%	#	%	#	%	
All Students	4	86	3518	47	55	39	45	25	29	3	3	
Hispanic/	4	18	3440	10	56	8	44	7	39	0	0	
American Indian or	4	1										
Black or African	4	0										
White	4	64	3540	35	55	29	45	17	27	3	5	
Two or More Races	4	1										
Economically	4	27	3341	20	74	7	26	5	19	1	4	
Limited English	4	3										

| Special Education | 4 | 6 | 3061 | 5 | 83 | 1 | 17 | 1 | 17 | 0 | 0 |

2018-19 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	66	3619	28	42	38	58	18	27	2	3
Hispanic/	4	14	3464	7	50	7	50	2	14	0	0
American Indian or	4	0									
Black or African	4	3									
White	4	45	3674	17	38	28	62	14	31	2	4
Two or More Races	4	3									
Economically	4	27	3507	14	52	13	48	5	19	0	0
Limited English	4	2									
Special Education	4	6	3183	5	83	1	17	0	0	0	0