MILLER GROVE ISD

District Improvement Plan
2022/2023

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Date Reviewed: Date Approved:

MILLER GROVE ISD

Mission

Molding students for success by fostering creativity, strong work ethic, academic excellence, and respect for self and others.

Vision

Growing impactful "Team Players" through Academics, Agriculture, Arts, and Athletics.

MILLER GROVE ISD Site Base

Name	Position
McCreight, Ginger	Teacher
Moseley, Davy	Technology Director
Rankin, Linda	High School Principal
Bessonett, Cherrie	Special Education Teacher
Fox, Jaime	Elementary Principal
Qualls, Jana	Parent
Zimmerman, Casey	Parent
Harris, Vicki	Paraprofessional
Hayden, Marcella	Teacher
McDonald, Stacy	Teacher
Beasley, Lorna	Business Member
Williams, Cyndi	Parent
Lackey, Ryann	Teacher
Tapley, Monica	Paraprofessional

MILLER GROVE ISD

Goal 1. (Academic Achievement) By the end of the school year, all MGISD students will make individual progress towards the highest standards of academic proficiency and each student will achieve academic growth from the previous year.

Objective 1. (STAAR) For all tested grade levels, the "meets grade level or above" targets will be 54% RLA, 45% math, 45% science, and 33% social studies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. F1 CIP, S1 DIP: A comprehensive needs assessment will be conducted by the District Site-Based Committee to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instructing, family and community involvement, school context and organization, and technology. Supplies to support all functions of the school will be purchased. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 4)	Principal(s)	October and May	(L)Local	Criteria: Formative - Meeting notes and Minutes Summative - Narrative of CNA
2. F6 CIP and F2 DIP: Students who may be at risk for academic failure and not meeting the challenging state academic standards will be identified as early as possible. (Title I SW Elements: 2.6) (Target Group: AtRisk)	Principal(s)	Each 9 weeks	(L)Local	Criteria: Formative: Student Lists; Benchmark Scores, 9-week grades Summative: STAAR results; final grades
3. S4 & S6 CIP and S3 & S4 DIP: A K-12 structured Multi-Tiered System of Support (MTSS) and data-driven instruction based on individual needs determined by disaggregation of 2022-2023 STAAR/EOC results will be provided. (Title I SW Elements: 2.4,2.5) (Target Group: All)	Principal(s)	Every 9 weeks	(L)Local, (S)SCE - Amount	Criteria: Formative - DMAC reports, lesson plans Summative - STAAR/EOC results
4. F4 CIP: An enriched, accelerated, and aligned curriculum will be provided during the school day to meet the needs of our students at risk of not meeting the challenging state academic standards. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Principal(s)	Each 9 weeks	(L)Local, (S)SCE - Amount	Formative - Increased student performance in core content area assessments. Summative - STAAR/EOC results
5. F6 CIP and F3 & S3 DIP: To address the needs of those at risk of not meeting the challenging state standards, Title 1 interventionists will provide timely and	Principal(s)	Every 9 weeks	(F)Title I, (F)Title II, (L)Local	Criteria: Formative - lesson plans, list of students served Summative: STAAR/EOC results

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
individualized instruction. (Target Group: AtRisk)				
6. S6 & F4 CIP and F2 & F3 DIP: During allotted accelerated instruction time (to meet HB 4545), teachers/interventionists (with a 3:1 ratio of students to interventionist) will provide accelerated instruction for all students who do not pass any portion of the STAAR. (Title I SW Elements: 2.6) (Target Group: AtRisk)	Principal(s)	Each 9 weeks	(L)Local	Criteria: Formative: Benchmark Results Summative: STAAR Results
7. F3 DIP, F3 CIP: To provide additional educational assistance to students, paraprofessionals (under the direction of the teacher) will offer small group or one-on-one instruction. (Title I SW Elements: 2.6) (Target Group: AtRisk)	Principal(s)	Each 9 weeks	(L)Local	Criteria: Formative: Benchmark results Summative: STAAR results
8. S10 DIP, F4 DIP CIP F6: To strengthen academic programs and improve school conditions for student learning, STAAR strategies classes will be in place. (Title I SW Elements: 2.6) (Target Group: AtRisk)	Principal(s)	Each semester	(L)Local	Criteria: Formative: Progress Monitoring Summative: STAAR Results
9. F20 DIP: To encourage the reluctant reader and to provide students with an opportunity to develop 21st century digital literacy skills, fully-equipped, staffed libraries will be maintained. (Target Group: All)	Principal(s), Superintendent	Each semester	(L)Local	Criteria: Formative: Library inventory records Summative: STAAR results
10. F3 CIP: Administrators and teachers will meet quarterly to evaluate student progress, discuss student needs, determine an appropriate academic assessment schedule (such as benchmarking) and collaborate in regards to instructional strategies that will enable all students to meet the challenging State academic standards. (Title I SW Elements: 2.2) (Target Group: All)	Principal(s)	Each 9 weeks	(L)Local	Criteria: Formative: Meeting logs Summative: STAAR results
11. S6 DIP: MGISD will upgrade and maintain	Principal(s), Technology	Each semester	(L)Local	Criteria: Formative: Technology

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
infrastructure, hardware, and software to support technology integration in the classroom and in administrative programs and to ensure cybersecurity for staff and students both on-campus and off-campus. (Target Group: All)	Director			reports Summative: STAAR results

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Goal 1. (Academic Achievement) By the end of the school year, all MGISD students will make individual progress towards the highest standards of academic proficiency and each student will achieve academic growth from the previous year.

Objective 2. (HB3 CCMR Goal) MGISD will improve the post-secondary preparedness of all students by ensuring that each graduate has developed a plan for success after high school, and 96% of campus graduates will transition successfully into post-secondary opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. F14 DIP, F5 CIP: To help improve student performance on ACT/SAT, the district will provide ACT/SAT tutoring assistance. (Target Group: All,AtRisk) (Strategic Priorities: 3)	Principal(s)	yearly	(L)Local	Criteria: Formative - benchmarks, report cards Summative - ACT/SAT scores
2. F14 DIP, F5 CIP: MGISD will offer one job shadow day to high school students to encourage job exploration. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 3)	Principal(s)	Yearly	(L)Local	Criteria: Formative - signout sheets Summative - job shadow lists
3. F14 DIP, F5 CIP: Seniors will be provided with effective transitioning to attain college and career readiness through access to college and career fairs. (Target Group: 11th,12th) (Strategic Priorities: 3)	Principal(s)	Semester	(L)Local	Criteria: Formative - sign-in sheets for college and career fairs Summative - Students who complete FAFSA, TAFSA and have CCMR points.
4. F14 & F15 DIP and F5 CIP: To facilitate effective transitions for students from high school to post-secondary education, the district will coordinate with Paris Junior College to provide students with dual enrollment opportunities to earn college credit while in high school. (Target Group: 10th,11th,12th) (Strategic Priorities: 3)	Principal(s)	Each semester	(L)Local	Criteria: Formative: College class enrollment Summative: College credits earned
5. F14, S9 DIP: To facilitate effective transitions for students from high school to post-secondary careers, the Career and Technical Education program is in place with opportunities for certifications available. (Target Group: CTE) (Strategic Priorities: 3)	Principal(s)	Each semester	(S)CTE	Criteria: CTE class enrollment Summative: Licensures and certifications, number of CTE seats
6. F17 & F18 DIP: To incorporate experiential learning opportunities (such as agriculture and	Principal(s)	Each semester	(S)CTE	Criteria: Formative: CTE class enrollment

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
business) and promote skills attainment important to in-demand occupations and industries in the state, field-based learning opportunities with area businesses that provide students in-depth interaction with industry professionals will be offered for academic credit. (Target Group: CTE) (Strategic Priorities: 3)				Summative: Licensures and certifications
7. S9 DIP: For students pursuing a military opportunity, the ASVAB is administered yearly, military recruiters will provide assistance and information, and students are allowed a "college and career" day to visit military recruitment sites and gain further information. (Target Group: 11th,12th) (Strategic Priorities: 3)	Principal(s)	Each semester	(L)Local	Criteria: Formative: Military sign-ups Summative: Military enlistments
8. S12 & S14 DIP: Counselor, teachers, parents and students will be informed about higher education admissions and financial aid opportunities, including state financial aid opportunities such as Toward Excellence Access and Success Grant Program and the Teach for Texas Grant Program. (Target Group: 11th,12th) (Strategic Priorities: 3)	Principal(s)	Yearly	(L)Local	Criteria: Formative: Parent sign-in sheets Summative: Completed financial applications
9. S13 DIP: Seniors and juniors will be assisted in making informed curriculum choices to prepare them for success beyond high school. (Target Group: 11th,12th) (Strategic Priorities: 3)	Principal(s)	Each 9 weeks	(L)Local	Criteria: Formative: Student sign-in sheets Summative: CCMR results
10. S5 & F2 DIP: An Accelerated Lab for credit recovery and for individualized, instructional assistance for at-risk students will be utilized at the secondary level. The credit recovery program facilitator will monitor student progress and assist in courses required for graduation. A zero percent dropout rate will be	Principal(s)	Each semester	(L)Local	Criteria: Formative: Course enrollments Summative: Dropout rate

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maintained. (Title I SW Elements: 2.6) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)				
11. F14 DIP, F5 CIP: Talent Search from PJC will offer students in grades 9-12 free of charge academic tutoring, college entrance information, college tours, and other college information. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Principal(s)	Each semester	(L)Local	Criteria: Formative: Log of participating students Summative: CCMR scores
12. S13 DIP: The district will ensure that all students in grades 7-12 are provided guidance throughout their secondary school career to enable them to graduate with distinctions, endorsements, certifications, and acknowledgments. (Target Group: 7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 3)	Principal(s)	Yearly	(L)Local	Criteria: Formative: student logs; meeting sign-in sheets Summative: CCMR scores

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Objective 3. (Varied curriculum and support for special populations) A varied and challenging curriculum will be offered to meet the needs of all students but especially those students identified for special programs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. S3 & S5 CIP and S2 DIP: Modified instruction, accommodations, tutorials, and/or intervention classes will be provided for special education students, 504 students, and other students in need of intervention. 100% of identified Special Education students will show growth on state testing results. (Title I SW Elements: 2.5) (Target Group: SPED)	Principal(s), Special Ed. Director	Each 9 weeks	(S)SPED	Criteria: Formative: Progress Monitoring Summative: STAAR Results
2. F6 CIP: To address the needs of at-risk students, in-depth, quality learning time will be provided by offering before or after school tutoring in core classes in small groups, interventionist time, and summer school for students still struggling academically at the end of the school year. Lexia, IXL, and materials from Region 8 will be used for intervention. (Title I SW Elements: 2.6) (Target Group: AtRisk)	Principal(s)	Each semester	(L)Local	Criteria: Formative: Tutoring logs, summer school enrollment Summative: STAAR results
3. F1 DIP, S13 CIP: The coordinated school health program including physical activity, counseling, and nutrition services for PreK-8th grades will help provide a well-rounded program of instruction. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th,6th,7th ,8th)	Principal(s)	Each semester	(L)Local	Criteria: Formative: Lesson Plans Summative: Fitnessgram scores
4. S4 DIP, F4 CIP: The district's ESL sheltered instruction program to meet the needs of emergent bilinguals, including migrants, as they use their primary language as a resource while acquiring full proficiency in English, will be in place. (Target Group: ESL,EB)	Principal(s)	Each semester	(S)ESL	Criteria: Formative: 9 weeks grades Summative: STAAR and TELPAS results
5. F19 DIP: Gifted and talented students will be served differentiated instruction in core content classes for grades K – 12. (Target Group: GT)	Principal(s)	Each semester	(S)Gifted/Talented	Criteria: Formative: 9 weeks grades Summative: STAAR results; final grades

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. 6. S4 DIP, F6 CIP: Dyslexia student learning needs will be addressed through the Reading by Design program. (Target Group: Dys)	Principal(s)	Each semester	(S)Dyslexia	Criteria: Formative: Dyslexia Progress Measures Summative: STAAR results, final grades
7. F9 & F12 DIP, F5 CIP: To provide effective transitions for students from junior high to high school, orientation services for eighth grade students will include an informational meeting to help in course selection. Also, transition activities for Pre-K, Elementary, and Junior High students moving to a new station on campus will be provided. (Target Group: PRE K,8th)	Principal(s)	August	(L)Local	Criteria: Formative: Orientation schedule Summative: Student course selection sheets
8. F1 DIP: Fine Arts will be integrated into the course offerings to help provide a well-rounded program of instruction to meet the academic needs of all students. Fine arts programs are as follows: art programs at all levels and a theater arts program at the secondary level. (Target Group: All)	Principal(s)	Each semester	(L)Local	Criteria: Formative: Master schedule offerings Summative: Fine Arts class enrollment numbers
9. CIP and F10 DIP: The district will provide homeless children and youths with counseling services, personal toiletry items, and tutoring services, as needed, to support their enrollment, attendance, and success. (Target Group: HS)	Principal(s)	Each semester	(F)Title I	Criteria: Formative: PEIMS entries; counselor logs Summative: Attendance and grade reports
10. S2, S4, S5 DIP: A pregnancy related services program will be provided for pregnant students, and documentation of each student's participation in the PRS program will be complete, verified, and on file in the counselor's office. This includes verification of pregnancy, CEHI teacher's logs, copy of ARD/IEP (if applicable), PRS entry date, date	Principal(s)	Each semester	(S)SCE - Amount	Criteria: Formative: PRS teacher logs Summative: Attendance and grade reports

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
of delivery, doctor's notes, and PRS exit date. (Title I SW Elements: 2.6) (Target Group: AtRisk)				

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Objective 4.   (HB3 Early Literacy and Math) 60% of third grade students will score at "Meets Grade Level" or above on STAAR reading, and 40% of third grade students will score at "Meets Grade Level" or above on STAAR math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CIP F6: Students in K-3 will be assessed to determine strengths and weaknesses in reading, and, if needed, accelerated instruction in reading and math will be provided. (Title I SW Elements: 2.5) (Target Group: K,1st,2nd,3rd)	Principal(s)	Each 9 weeks	(L)Local	Criteria: Formative: Progress monitoring Summative: EOY results; STAAR results
2. F12 DIP: A PreK program will provide instruction for ages 3-5 and support the transition of PreK students into kindergarten. (Target Group: PRE K)	Principal(s)	Each semester	(L)Local	Criteria: Formative: PreK enrollment Summative: EOY results
3. S8 DIP: K-3 teachers will attend the Reading Academies. (Target Group: K,1st,2nd,3rd)	Principal(s)	Yearly	(L)Local	Criteria: Formative: Teacher registrations Summative: Teacher Evaluation Summaries
4. F3 CIP: Reading A-Z, Accelerated Reader, and Star Reading resources will be expanded to identify current reading levels, encourage student reading and increase literacy levels. Elementary teachers will utilize the vocabulary test and STAR tests to determine student strengths and weaknesses. (Target Group: All)	Principal(s)	Each 9 weeks	(L)Local	Criteria: Formative: Renaissance STAR diagnostic test results Summative: STAAR results

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Objective 5.   (Certified Staff) To improve the learning environment, 100% of MGISD instructors will be qualified and certified instructors producing creative lesson designs emphasizing critical thinking and application, while meeting the social and emotional needs of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. F4 DIP: Appropriately certified professional staff and all other staff will be recruited and retained by offering a quality work environment, retention stipends, administrative support and ample professional development opportunities. (Target Group: All) (Strategic Priorities: 1)	Principal(s), Superintendent	Yearly	(F)Title I, (F)Title II, (F)Title IV	Criteria: Formative: Staff records Summative: Staff retention rates
2. S8 DIP: Classroom teachers will engage in professional development to improve their content knowledge, use of instructional technology including Google Classroom and cybersecurity, and TTESS to provide more effective instuction. (Target Group: All) (Strategic Priorities: 1)	Principal(s)	Each semester	(L)Local	Criteria: Formative: PD Certificates Summative: STAAR results
3. DIP: To seek qualified personnel, the district staff will attend job fairs, advertise on websites, and make contact with area colleges and alternative certification programs. (Target Group: All) (Strategic Priorities: 1)	Principal(s), Superintendent	May, June	(L)Local	Criteria: Formative: staff records Summative: STAAR results
4. DIP: The district will provide training to instructional leaders focusing on effective walk-throughs with ongoing instructional coaching for all teachers. (Target Group: All) (Strategic Priorities: 1)	Principal(s), Superintendent	Each semester	(L)Local	Criteria: Formative: PD certificats Summative: STAAR results

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Goal 2. (Family and Community Engagement) Miller Grove ISD will foster effective parent and family engagement by ensuring 100% of parents are invited each year to be educational stakeholders in their child's learning and will create at least one new partnership with a community organization each year.

Objective 1. (Parent and Family Engagement) Parent and family engagement will increase by 10% by providing parents with current, timely information about their child's learning and by providing parent training which promotes student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. F6 & F7 DIP and S12 CIP: Understanding that the current research on parental involvement indicates that predictors of student achievement in school include a home environment that encourages learning with expectations for the child to do well and parents who become involved in the child's education at school, the district has incorporated strategies to lower barriers to parent participation in the school's planning and the child's learning experiences. Parents are encouraged to contact teachers and principals and are welcomed at the school. (Title I SW Elements: 3.1) (Target Group: All)	Principal(s)	Each 9 weeks	(L)Local	Criteria: Formative: Number of parent contacts with the school Summative: Results of school climate survey for parents
2. F7 & F11 DIP and S12 CIP: Parents will be invited to serve on the District/Campus Site-Based Committee, and their input will be used in district decision making. (Title I SW Elements: 3.1) (Target Group: All)	Principal(s), Superintendent	Yearly	(L)Local	Criteria: Formative: Sign-in sheets Summative: Number of parents attending
3. F7 & F11 DIP, S12 CIP: Parents will be invited to attend Title I meetings (scheduled twice at varying times and on different dates for parent convenience) and provide input for the evaluation of previous year's School-Parent Compact and Parent and Family Engagement Policy (PFE) and then the development of the current year School-Parent Compact and PFE Policy. Afterwards, all parents will be notified of the availabilty of these documents on the school website. (Title I SW Elements: 2.1,2.2,2.3,3.1,3.2) (Target Group: All)	Principal(s)	Yearly	(L)Local	Criteria: Formative: Parent sign-in sheet Summative: Results of school climate survey for parents
4. S12 CIP: Parent/teacher conferences will be held at least once yearly at the elementary level, and the School-Parent Compact will be discussed. (Target Group: All)	Principal(s)	Yearly	(L)Local	Criteria: Formative: Teacher logs Summative: Results of school climate survey for parents

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Goal 2. (Family and Community Engagement) Miller Grove ISD will foster effective parent and family engagement by ensuring 100% of parents are invited each year to be educational stakeholders in their child's learning and will create at least one new partnership with a community organization each year.

Objective 2. (Community Engagement) At least one new partnership with a community organization will be created in the year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. DIP: Community members will be invited to serve on the District/Campus Improvement Committee, the School Health Advisory Council, and other applicable committees. (Target Group: All)	Superintendent	Yearly	(L)Local	Criteria: Formative: Meeting sign-in sheets Summative: Extent of community engagement
2. CIP: MGISD will build positive relationships with community organizations and individuals for collaboration and the sharing of their expertise with students for student service projects and competitions in FFA and other organizations. (Target Group: All)	Principal(s)	Each semester	(L)Local	Criteria: Formative: Community sign-in sheets Summative: Number of community partners
3. DIP: The community will be invited to the Halloween Carnival, Open House, Meet the Teacher, Thanksgiving Dinner, and Veterans Day Assembly. (Target Group: All)	Principal(s)	Yearly	(L)Local	Criteria: Formative: Sign-in sheets Summative: Extent of community engagement
4. DIP: The community will be kept informed via social media, district newsletters, the updated calendar sync available on our website, and the marquee at the school entrance. Each medium will be updated with the latest information and events taking place at MGISD. (Target Group: All)	Principal(s), Superintendent	Each 9 weeks	(L)Local	Criteria: Formative: Communication documents and postings Summative: Extent of community engagement

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Goal 3. (School Culture and Climate) MGISD will partner with all stakeholders to create a value-added education system that creates an atmosphere of learning and an environment that meets the safety and security needs of all students and staff.

Objective 1. (Health and Safety) 100% of students, their parents, and the district staff will consider Miller Grove ISD a safe and healthy environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. S19 DIP: A crisis management team will annually receive specialized training and provide assistance for violence prevention and intervention. (Title I SW Elements: 1.1) (Target Group: All)	Principal(s)	Every nine weeks	(L)Local	Criteria: Formative - sign-in sheets for professional development Summative - Safety records
2. F2 CIP: The school will maintain a positive relationship with local authorities (utilizing state and federal resources) and using their expertise, plan and conduct appropriate safety drills and training. (Target Group: All)	Principal(s)	Every nine weeks	(L)Local	Criteria: Formative - Safety drill logs Summative - Safety summary reports
3. S13 DIP: The district will act upon recommendations from the School Health Advisory Council concerning the coordinated school health program. (Title I SW Elements: 2.1) (Target Group: All)	Principal(s)	Semester	(L)Local	Criteria: Formative: meeting sign-in sheets Summative: SHAC policy recommendations
4. S11 CIP: Training on safety and security plans will be completed yearly for students and staff, and the MGISD Police Department will be ready to help carry out emergency standard response protocols as per the Emergency Operations Plan for the safety and well-being of our students and staff. (Target Group: All)	Principal(s), Superintendent	Yearly	(L)Local	Criteria: Formative: Sign-in sheets Summative: Safety records
5. 1. S4 DIP, S11 DIP: To reduce the threat of student violence, bullying, and suicide, a comprehensive school counseling program will be in place at each campus with a guidance plan (regularly updated) to teach conflict resolution, tolerance, honesty, and concern for others. (Target Group: All)	Principal(s)	Yearly	(L)Local	Criteria: Formative: Counseling presentation session logs Summative: Discipline reports, climate survey results
6. S4 DIP, S11 CIP: Age-appropriate student training on the prevention of and education concerning sexual harassment and other forms of bullying, whether it is online, in school, on school grounds, and/or in school vehicles, will	Principal(s)	Yearly	(L)Local	Criteria: Formative: Counseling presentation session logs Summative: Discipline reports, climate survey results

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Objective 1. (Health and Safety) 100% of students, their parents, and the district staff will consider Miller Grove ISD a safe and healthy environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
be provided. MGISD will continue to focus on anti-bullying and tolerance of differences. (Target Group: All)				
7. S4 DIP, S11 CIP: In accordance with Senate Bill 11, the district will inform and train staff concerning the Behavioral Threat Assessment and Management Team and their work to provide a proactive approach for identifying individuals who may pose a threat and for providing interventions before violent incidents occur. (Target Group: All)	Principal(s)	Yearly	(L)Local	Criteria: Formative: Counseling presentation session logs Summative: Discipline reports, climate survey results
8. S7 & S20 DIP: In accordance with the district's trauma-informed policy, positive behavior interventions and support, including those that integrate best practices on grief-informed and trauma-informed care, will be utilized; campus teams will be trained annually in techniques and research-based practices for providing informed care. (Target Group: All)	Principal(s)	Each semester	(L)Local	Criteria: Formative: Campus team training participation certificates Summative: Results of school climate survey for parents
9. S4 & S19 DIP and S11 CIP: Staff training in conflict resolution, violence prevention, signs of sexual abuse, awarenes of sex trafficking and other maltreatment of students (aligned with district policy), and suicide prevention will be provided. (Target Group: All)	Principal(s)	Yearly	(L)Local	Criteria: Formative: Inservice schedule Summative: Staff Training sign-in sheets; climate survey results
10. S4 DIP, S19 DIP: Students can report dating violence, bullying, sexual harassment and sexual violence through the anonymous online reporting system. (Target Group: 6th,7th ,8th,9th,10th,11th,12th)	Principal(s)	Each semester	(L)Local	Criteria: Formative: District website link Summative: Number of website link hits
11. S11 CIP (Required by Senate Bill 9): Dating violence will not be tolerated and should be reported to the campus principal; parents of the alleged victim or perpetrator will be contacted, and an investigation will follow.	Principal(s)	Each semester	(L)Local	Criteria: Formative: Reports of incidents Summative: Number of incidents

MILLER GROVE ISD

Goal 3.   (School Culture and Climate) MGISD will partner with all stakeholders to create a value-added education system that creates an atmosphere of learning and an environment that meets the safety and security needs of all students and staff.

Objective 1.   (Health and Safety) 100% of students, their parents, and the district staff will consider Miller Grove ISD a safe and healthy environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Victims will be referred to a licensed professional counselor for immediate assistance and follow-up. Age-appropriate educational materials on the dangers of dating violence, including resources for students seeking help, will be available (Target Group: 9th,10th,11th,12th)				
12. S13 CIP: Elementary students will be involved in a variety of activities that promote health and safety. PK-5 students will learn how to dial 911 in case of an emergency. Elementary students will have a Fire Prevention Week. Elementary students will also learn about proper hygiene through the Masons. Information and training on personal hygiene will be carried out through the nurse's office. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th)	Principal(s)	Yearly	(L)Local	Criteria: Formative: Schedule of activities Summative: School climate survey results

MILLER GROVE ISD

Goal 3.   (School Culture and Climate) MGISD will partner with all stakeholders to create a value-added education system that creates an atmosphere of learning and an environment that meets the safety and security needs of all students and staff.

Objective 2.   (Discipline) 3% fewer discipline referrals will occur as a result of safety/discipline measures in place.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. S4 DIP and S11 CIP: When necessary, students with severe discipline problems will be assigned to the AEP in Sulphur Springs in order to receive more individualized help with self-control. For less severe infractions, lunch detention and in-school suspension will be utilized as discipline measures. (Target Group: All)	Principal(s)	Each 9 weeks	(L)Local	Criteria: Formative: DAEP, ISS, Lunch detention counts Summative: Discipline reports
2. S7 DIP: Staff will be trained in classroom management, district discipline plan, student code of conduct, harassment, and discrimination. (Target Group: All)	Principal(s)	Yearly	(L)Local	Criteria: Formative: PD documentation Summative: Yearly discipline reports
3. CIP: Parents will be informed of misconduct and behavioral problems through home discipline referrals and phone calls. (Target Group: All)	Principal(s)	Each 9 weeks	(L)Local	Criteria: Formative: Parent call logs Summative: Yearly discipline reports
4. S7 DIP, F16 DIP: To reduce the overuse of discipline practices that remove students from the classroom, teachers will utilize prevention-based interventions such as rewards for good behavior, redirection and de-escalation techniques. (Target Group: All)	Principal(s)	Each 9 weeks	(L)Local	Criteria: Formative: 9-week discipline reports Summative: Yearly discipline reports

Resources

Resource	Source	Budget Code	Amount
Title I	Federal		
Title II	Federal		
Title IV	Federal		
SCE - Amount	State		

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Community Demographics

Demographics Strengths

The makeup of the student population is relatively stable with regard to race, ethnicity, primary language, and gender.

Active family participation in community events.

Demographics Needs

Problem Statement 1 (Prioritized): The district has a very limited number of students identified as GT. Root Cause: Need for updated identification procedures

Problem Statement 2 (Prioritized): The district faces many challenges providing programs of study for CTE. Root Cause: Rural location of the school.

Problem Statement 3: Reduction in overall ADA (down approximately 50 students from prior year). Root Cause: Rural location of the school.

Demographics Summary

Miller Grove ISD is a small 1A Texas school district located in the Southwest corner of Hopkins County and a small portion of neighboring Rains County. The district is one campus, which includes an elementary and secondary school. Miller Grove services prekindergarten through twelfth grade. The district has a current enrollment of approximately 300 students and is located in a rural, agricultural area. The district's ethnic distribution of students is approximately 14.5% Hispanic and 81.4% white. There are no migrant students with 4% emergent bilinguals in the district. Our student population also consists of 47.95% economically disadvantaged and 32.5% at-risk. Miller Grove ISD is a Title I School district wide based on the percentage of economically disadvantaged students. The district population includes 12.9% of students who qualify for special education and 0.95% gifted and talented. The faculty is a mixture of novice and experienced teachers including 31 total teachers, 5 educational aides, 14 auxiliary staff members and 8 administrative support personnel.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

Disaggregated STAAR Data

Student Achievement Strengths

Significant increases in Approaches level in ELA/Reading, Writing, and Science
Increases in Meets level in ELA/Reading, Writing, Science, and Social Studies
Increases in Masters level in ELA/Reading, Math, and Social Studies
100% graduation rate
Increases in CCMR Graduates from 58.7% to 87%
Above State and Region averages for Graduates with an Associate's Degree
Above State and Region averages for TSIA results
Above State and Region averages for ACT scores: all subjects, ELA, Math, and Science
Above State and Region averages for Advanced Dual-Credit Course Completion: Any Subject, ELA, Science, and Social Studies

Student Achievement Needs

Problem Statement 1 (Prioritized): Under-performance, compared to the state, in STAAR Math at all levels. Root Cause: Lack of effective instructional practices and improved vertical alignment of curriculum

Problem Statement 2 (Prioritized): Under-performance, compared to the state, in STAAR ELA/Reading, Math, Writing, and Science at the Meets and Masters level. Root Cause: Lack of effective instructional practices and improved vertical alignment of curriculum.

Student Achievement Summary

The district site-based committee and leadership team conducted a comprehensive needs assessment. Performance in meets and master levels of core content areas across all student groups, including Hispanic and Economically disadvantaged, is an area of needed focus, with special emphasis in math, writing, and social studies. Increased emphasis on vertical alignment, differentiation, and instructional rigor, which is necessary for STAAR and EOC test success across the district is necessary.

Student Achievement Summary (Continued)

Federal Accountability:
The district site-based committee reviewed Results Driven Accountability (RDA) for 2020 and the 2019–2020 Federal Report Card. Miller Grove ISD's RDA 2019–2020 report showed all indicators = 0 or report only including Bilingual Education/English as a Second Language & English Learner, Other Special Populations, Special Education. The district was not identified for corrective action.

State Accountability:
Miller Grove's 2018-2019 accountability was Recognized Performance with an overall score of 84 according to TEA guidelines. The site-based committee reviewed TAPR information looking for trends in all subject areas for each grade level as well as for students moving from one grade level to the next. Trends among groups of students were also reviewed. The following areas were identified as target areas based on the TAPR 19-20:
STAAR Percent at Approaches Grade Level or Above – Math: Rate below state average (MG = 81, TX = 82)
STAAR Percent at Meets Grade Level or Above – Writing: Rate below state average (MG = 33, TX = 38)
STAAR Percent at Meets Grade Level or Above – Math: Rate below state average (MG = 42, TX = 52)
STAAR Percent at Masters Grade Level – ELA/Reading: Rate below state average (MG = 17, TX = 21)
STAAR Percent at Masters Grade Level – Writing: Rate below state average (MG = 9, TX = 14)
STAAR Percent at Masters Grade Level – Math: Rate below state average (MG = 20, TX = 26)
STAAR Percent at Masters Grade Level – Science: Rate below state average and declining (MG = 10, TX = 25)

Graduating seniors from Miller Grove have received some guidance for future career, college, or military planning. Historically, the percentage of College Ready Graduates and Career/Military Ready Graduates have been well below state and region averages; however, the most recent data from 2018-2019 indicates an upward trend with rates higher than the state and regional averages.

School Culture and Climate

School Culture and Climate Data Sources

Community Demographics
Community Input
Discipline Referrals
District Policies
Safe Schools Checklist

School Culture and Climate Strengths

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

Positive communication through social media
Recognition for academics and behavior successes
High expectations for academics and behavior
Emphasis on growth of all students
Professional and family atmosphere
Safety measures are in place
Anonymous reporting in place
Overall positive view of school from parents and community
Positive supports between student social groups

School Culture and Climate Needs

Problem Statement 1 (Prioritized): Some students graduate from Miller Grove with no plan for career, college, or military. Root Cause: Limited district guidance for students' futures planning.

Problem Statement 2 (Prioritized): Lack of Behavior Threat Assessment and Management Team as required by SB 11 Root Cause: Lack of information and training

School Culture and Climate Summary

The overall consensus of the community, parents, students, and staff is that our district is a safe and welcoming place to be. The district employs a full-time school resource officer and actively participates in the Guardian Program. According to the 19-20 TAPR attendance was 96.1%. Only 2.2% of students had disciplinary placements in 18-19. Our staff works closely with all of our students to meet all students' needs. Yearly training for the staff includes: cybersecurity, bullying prevention, food allergies, preparing for an active shooter, sexual harassment, child maltreatment, blood borne pathogens, FERPA/PPRA in schools, and dyslexia. The district participates in the Red Ribbon Campaign to help student awareness on drugs and bullying. Our school is the center of the community and is utilized for many activities in the community. The vision, mission, and goal statements of the district all point toward high expectations for everyone, and our students and staff are aligned to this concept.

Staff Quality, Recruitment and Retention

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Data Sources

Highly Qualified Staff

Staff Quality, Recruitment and Retention Strengths

Many teachers have been teaching 20+ years (23%)
New teacher support from principals and mentors
All staff members are evaluated annually for effectiveness
Average class size is 17 (although some classes are much larger)
16.8% of teachers hold master's degrees or higher
Average years' experience for teachers is 11.6 (state = 11.1)
Turnover Rate for teachers is 6.9% (state = 16.8)

Staff Quality, Recruitment and Retention Needs

Problem Statement 1 (Prioritized): Limited applicants for available positions Root Cause: Rural location of the district

Problem Statement 2 (Prioritized): Timely feedback of performance for teachers Root Cause: Lack of training and consistent implementation and oversight.

Staff Quality, Recruitment and Retention Summary

MGISD teachers are appraised each year. High quality, professional development is available for staff to attend at Region 8 and other places, including conferences, to build their skills and knowledge. According to the 19-20 TAPR MG had 83.2% of the teaching staff with bachelor's degrees, with 16.8% holding master's degrees. In 2020, 93.3% of teachers were white and 6.7% were Hispanic. In contrast, the student population was 81.6% white, 15.3% Hispanic, and 2.8% Two or More Races. Our retention rate for teachers was 93.1%. When hiring new teachers to our staff, we use the online regional database of highly-qualified candidates, the school website postings, and local college teacher programs. The district also pays $1000 above base for all teachers. New teachers are assigned mentors and are enrolled in new teacher training at the regional service center. Time and resources are provided for training. Professional development includes face-to-face mentor training, administration face-to-face training and conferences, online training, and regional staff development. Staff development is monitored through walk-throughs and observations, data analysis, and use of resources. If a teacher performance is not up to expectations, intervention plans are implemented.

According to the 2019-20 TAPR, the average class size in the High School ranged from 7.6 in foreign languages to 9.9 in science. This does vary from subject to subject but in every case the class sizes are much smaller than the state average. Similarly, class sizes in kindergarten through sixth grade are smaller than the state average. This offers our

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

students the advantage of having greater access to their teachers and benefits teachers by generally reducing problems of classroom management and workload with smaller classes.

Mentor support, staff incentives, access to instructional resources, and staff recognition should be continued areas of focus for the upcoming school year in order to continue improving retention rates and instructional practices among teachers. The district should also continue efforts to attract new, high quality teachers to our rural location.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Disaggregated STAAR Data
Special Programs Evaluations
Staff Development

Curriculum, Instruction and Assessment Strengths

Access to TEKS Resource
Access to DMAC for data disaggregation
Student specific services and interventions (SPED, 504, Dyslexia, tutorials)
Professional Development opportunities via Region 8
Use of MAPS data to drive instruction in Reading and Mathematics
Tracking of student performance data via data walls and discussions

Curriculum, Instruction and Assessment Needs

Problem Statement 1 (Prioritized): High quality professional development to support teaching and learning Root Cause: The challenge of staying current with research and best practices

Problem Statement 2 (Prioritized): Under-performance of all student groups in the area of math and writing Root Cause: Ineffective implementation of district curriculum (instructional strategies, vocabulary) during PLCs and district vertical alignment content meetings

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

Problem Statement 3 (Prioritized): Consistent implementation of district curriculum, including strategies and vocabulary Root Cause: Ineffective instructional planning of strategies and vocabulary across all classes in each grade level and across all grades

Problem Statement 4: Access to varied high quality instructional materials Root Cause: Few high quality resources purchased in previous years has depleted the supply of materials for instruction

Curriculum, Instruction and Assessment Summary

Our district curriculum is based on the TEKS and PreK guidelines set forth by the state. The TEKS Resource System contains an Instructional Focus Document and Year at a Glance that is utilized in planning. Vertical Alignment is reviewed each year. Vertical and grade level meetings locally are used to monitor the curriculum by the teams of subject area teachers. Results of state assessments are disaggregated and analyzed to drive instruction. Three benchmark assessments are given in grades PreK-2 (beginning, middle, and end-of-year) to monitor performance. Two benchmark assessments are given in grades 3-10 to provide predictors to state testing performance. Data generated from MAPS is used to drive instruction based on identified student needs. Student performance data is reviewed each year and critical areas of weakness are determined. Accelerated instruction is designed around data-driven identified student needs. State testing results and local benchmark scores show the need for additional instructional time and more small-group intervention. At-risk and EL students are the highest need group for this type of intervention. Morning and afternoon small group tutoring is also available to help students in need.

Family and Community Involvement

Family and Community Involvement Data Sources

Community Input

Family and Community Involvement Strengths

District communication (e.g. website, Facebook, call-out system)
Philanthropy (e.g. community fundraisers)

Family and Community Involvement Strengths (Continued)

Parent/Community events (e.g. Meet the Teacher, Veterans Day program, Open House, Fall Carnival)
Ascender's Parent Portal
SHAC Meetings
PTO

Family and Community Involvement Needs

Problem Statement 1: Families unaware of the vast number of resources the district offers. Root Cause: Lack of internet in all homes and lack of training how to utilize the resources.

Family and Community Involvement Summary

Parent and community involvement is a focus for MGISD. The online gradebook keeps parents informed of their child's grades and attendance and promotes their involvement in their child's academics. The parent notification system, school marquee, school website, and district social media are also avenues for parents to receive needed information about school events. Parents and community members serve on district site-based decision-making committees that drive changes needed on campus. The Meet the Teacher Night in the fall is attended by a large number of parents, as is Open House in the Spring. The National Honor Society plans and hosts a Veterans Day breakfast and program that is well-attended by local veterans and family members. The tradition of a Fall Carnival and End-of-Year Stew/Field Day are annual community events that draw many community members. The PTO supports families at Thanksgiving and Christmas with food baskets. Various student organizations contributed with a canned food drive for those projects and was responsible for a community-wide clothing drive. Local businesses provide donations for district activities and student scholarships. The Student Council sponsors several activities, such as: Father/Daughter Dance, Teacher Appreciation Week, and a Veterans Day Event. CTE, Academic, and Sports banquets/programs are held each year to recognize the accomplishments of students, teachers, coaches, and sponsors.

School Context and Organization

School Context and Organization Data Sources

Community Input
District Policies
Federal Program Guidelines
Special Programs Evaluations

Comprehensive Needs Assessment

School Context and Organization Strengths

"Team" atmosphere
Positive and supportive community
Scheduling is supportive and collaborative across campuses
Use of data to identify students' weaknesses
Committees are put in place to give input for school decisions
Stakeholder input is gathered when decisions need to be made

School Context and Organization Needs

Problem Statement 1: More parental involvement needed Root Cause: Lack of activities that draw parent interest

School Context and Organization Summary

The district leadership team consists of the superintendent, campus principals, special programs coordinator, technology director, athletic director, and school resource officer. Central office staff accommodates the financial needs of the campuses as funds are available. Instructional supports, such as staffing, classroom facilities, materials, and technology are in place. The district site-based decision making committee is composed of teachers, administrators, parents, community, and business representatives. Schedules are designed around students' needs. The high number of transfers from other districts speaks to the confidence in our school. The campus exhibits a climate of high expectations for all students and fosters the idea that all students can learn. Additional instructional periods, as well as before and after school tutorials, are offered for low -performing students. The district's central office has an open-door policy concerning ideas and opinions.

Technology

Technology Strengths

Variety of available technology (e.g. Windows laptops and desktops, Chromebooks, iPads)
Fiber optic connection to the Internet with a bandwidth of 300 up and 300 down and wireless AC access points in every classroom
Access to annual technology conferences
Availability of technology support staff on and off campus virtually
Jr. High and High School students have access to either Chromebooks or computer access in each class period
Jr. High and High School students have access to Google Suites, which includes: Google Classroom, Email, Docs, Sheets, and Slides, etc.

Comprehensive Needs Assessment

Technology Strengths (Continued)

Jr. High and High School students have access to graphing calculators in math classes and TI-84 calculators in science classes
Secondary has a dedicated computer lab for staff and students
Elementary has approximately 150 iPads
Teachers and students have access to wireless district wide

Technology Needs

Problem Statement 1 (Prioritized): Staff needs ongoing PD training in G-Suite and Microsoft 365. Root Cause: Teachers are somewhat reluctant to change and the technology changes often.

Problem Statement 2 (Prioritized): Student access to Internet and adequate hardware for delivery and continuation of instruction from home Root Cause: Insufficient mobile hotspots and devices for students to take off campus are in short supply.

Problem Statement 3: We have a very long life cycle of devices on campus. Many classroom devices are approaching 10 years old and should be replaced. Root Cause: Lack of funding to allocate specifically to replacing devices before they fail mechanically.

Technology Summary

The district technology resources include either a cart of 20+ iPads or Chromebooks in every classroom, or a lab of Windows desktops, as well as access to printers, headsets and webcams. All classrooms have either interactive projectors or interactive flat panels, document cameras, automated parent notification system and wireless access.

Other

Other Summary

The following data were used to verify the comprehensive needs assessment analysis:
Improvement Planning Data
District goals
Quantifiable goals for measures of CCMR (HB 3)

Comprehensive Needs Assessment

Other Summary (Continued)

Current and/or prior year(s) district improvement plans
Accountability Data
Texas Academic Performance Report (TAPR) data
Student Achievement Domain
Student Progress Domain
Closing the Gaps Domain
Federal Report Card Data
RDA data
Student Data: Assessments
State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions STAAR End-of-Course current and longitudinal results, including all versions
Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness Texas Success Initiative (TSI) data for postsecondary/college-ready graduates' data
SAT and/or ACT assessment data
Local benchmark or common assessments data
Star E, MAPS, and Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups
Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
Economically disadvantaged / Non-economically disadvantaged performance and participation data
Special education/non-special education population including discipline, progress, and participation data
At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
Dyslexia Data
Dual-credit and/or college prep course completion data
Student Data: Behavior and Other Indicators
Annual dropout rate data
Attendance data
Discipline records
Class size averages by grade and subject
Enrollment trends
Employee Data
Teacher/Student Ratio
Campus leadership data
Professional development needs assessment data
Evaluation(s) of professional development implementation and impact TTESS data

Comprehensive Needs Assessment

Other Summary (Continued)

Support Systems and Other Data
Organizational structure data
Processes and procedures for teaching and learning, including program implementation
Communications data
Capacity and resources data

Comprehensive Needs Assessment Data Sources

ACT/SAT Data

Community Demographics

Community Input

Disaggregated STAAR Data

Discipline Referrals

District Policies

Failure Lists

Federal Program Guidelines

Graduation Records

Growth Projections

Highly Qualified Staff

Parent Participation

Report Card Grades

Safe Schools Checklist

Special Programs Evaluations

Special Student Populations

Staff Development

Standardized Tests

Survey and Interviews of Students/Staff/Parents