

MILLER GROVE ISD

District Improvement Plan/Campus Improvement Plan 2023/2024



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Date Reviewed:

DMAC Solutions ®

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Date Approved:

5/1/2024

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.

Nondiscrimination Notice

MILLER GROVE ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

MILLER GROVE ISD Site Base

Name	Position
Heijligers, Inge	Teacher
Moseley, Davy	Technology Director
Qualls, Jana	Parent
McCool, Brad	Parent
Hayden, Marcella	Teacher
McDonald, Stacey	Teacher
Beasley, Lorna	Business Member
Lackey, Ryann	Teacher
Sparks, Jacque	Non-teaching staff
Rankin, Linda	Superintendent
Hudson, Emma	Non-teaching staff
Hasten, Rolanda	Teacher
Holland, Toby	Teacher
Clem, Melanie	Teacher
Zimmerman, Casey	Business Member
Darty, Wayne	Community Member

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 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 1416), teachers/interventionists will provide accelerated instruction for all students who do not pass any portion of the STAAR/EOC (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 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 infrastructure, hardware, and software to support technology integration in the classroom	Principal(s), Technology Director	Each semester	(L)Local	Criteria: Formative: Technology reports Summative: STAAR results

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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
and in administrative programs and to ensure cybersecurity for staff and students both on-campus and off-campus. (Target Group: All)				

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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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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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 sixth 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, a copy of ARD/IEP (if applicable), PRS entry date, date of delivery, doctor's	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
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 instruction. (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 certificates 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 availability 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, 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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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, awareness 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
13. The district police chief will ensure a safe learning environment for all students and staff. Coordinating with local and state resources, the district police department will maintain memorandums of understanding with area law enforcement. Armed personnel will ensure a safe learning environment for all students and staff. (Target Group: All)	Superintendent	Yearly	(F)Title IV, (L)Local	

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: Increase in overall ADA (up approximately 18 students from prior year). Root Cause: Increase in Transfer Students by approximately 21 students from prior year.

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 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

Approaches- Of the 20 tested areas- Miller Grove saw increases from 2021 in 12, 2 remained the same, and one was 100% in 2021. Meets- Of the 20 tested areas- Miller Grove saw increases in 13; Masters- Of the 20 tested areas-Miller Grove saw increase in 9 and 2 remained the same. In all tested areas Miller Grove scored higher than the state and region in approaches, meets, and masters in 75 of the 120 areas.

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 overall college ready. Above State and Region averages for approved industry based certification and a significant increase from last year with 0% to 26.3%. 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 masters level. Root Cause: Lack of increased rigor of instructional practices and improved vertical alignment of curriculum.

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

Problem Statement 3 (Prioritized): Under-performance, compared to the state, in STAAR Social Studies at the Approaches and Masters level. Root Cause: Lack of effective instructional practices and improved vertical alignment of curriculum.

Problem Statement 3 (Prioritized): Under-performance, compared to the state, in TSI. Root causes: students not taking TSIA due to exemptions from EOC tests and lack of TSI preparation of review.

Student Achievement Summary

Comprehensive Needs Assessment

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.

Federal Accountability: The district site-based committee reviewed Results Driven Accountability (RDA) for 2022 and the 2021-2022 Federal Report Card. Miller Grove ISD's RDA 2022 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 2021-2022 accountability was Recognized Performance with an overall score of 91 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 21-22:

STAAR Percent at Masters Grade Level or Above – Math: Rate below state average (MG = 18, TX = 20)

STAAR Percent at Approaches Grade Level – Science: Rate below state average (MG = 75, TX = 76)

STAAR Percent at Masters Grade Level – Science: Rate below state average (MG = 6, TX = 21)

STAAR Percent at Approaches Grade Level – Social Studies: Rate below state average (MG = 68, TX = 75)

STAAR Percent at Masters Grade Level – Social Studies: Rate below state average (MG = 7, TX = 30)

TSI rates for Math were lower than the state average: Math-MG=10.5, TX= 45.7)

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

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

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

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.

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 21-22 TAPR attendance was 95.9% which is higher than the state average. 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 of drugs and bullying. Staff and students also participate in several school spirit activities including dress up days for Homecoming and FFA week. 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

Staff Quality, Recruitment and Retention Data Sources

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Data Sources (Continued)

Highly Qualified Staff

Staff Quality, Recruitment and Retention Strengths

4 day work week

Many teachers have been teaching 20+ years

New teacher support from principals and mentors

All staff members are evaluated annually for effectiveness

Average number of students per grade is 21.3

23% of teachers hold master's degrees or higher

Average years' experience for teachers is 13.5

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): Average salary for teachers and administration is lower than state average Root Cause: Rural location of the district: lack of local and state funding

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 21-22 TAPR MG had 77.4% of the teaching staff with bachelor's degrees, with 22.6% holding master's degrees. In 2022, 96.8% of teachers were white and 3.2% were Hispanic. In contrast, the student population was 80.9% white, 17.1% Hispanic, and 1.3% Two or More Races. Our turnover rate in 21-22 was 20.2% with many leaving for higher pay. 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. Starting in the 23-24 school year, the district will have a 4 day school week for the students. The teachers will work 1-2 Fridays a month focusing on staff development and planning with the goal of lessening the day to day workload of the teacher while still having the time on Fridays to focus on student growth. 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

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

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 2021-22 TAPR, the secondary class sizes are much smaller than the state average. Similarly, class sizes in kindergarten through sixth grade are smaller than the state average with the exception of one grade level. This offers our 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, MTSS, Dyslexia, tutorials)
Professional Development opportunities via Region 8
Use of MAPS data to drive instruction in Reading, Mathematics, and Science
Tracking of student performance data via data dashboards and PLC meetings.

Curriculum, Instruction and Assessment Needs

Comprehensive Needs Assessment

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

Problem Statement 3: 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 have 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 used 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. Based on the data analysis, HQIM for math grades 2-4 and 6-10 and HQIM for science grades 2-4 were implemented this year. HQIM will be implemented in K-1 and grade 5 next year. 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 small-group intervention. At-risk and EL students are the highest-need groups for this type of intervention. Morning and afternoon small group tutoring is also available to help needy students.

Family and Community Involvement

Family and Community Involvement Data Sources

Community Input

Comprehensive Needs Assessment

Family and Community Involvement Strengths

District communication (e.g. website, Facebook, call-out system)
Philanthropy (e.g. community fundraisers)
Parent/Community events (e.g. Meet the Teacher, Veterans Day program, Open House, Fall Carnival)
Ascender's Parent Portal
School Health Advisory 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 grade book informs parents 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 many parents. 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

Comprehensive Needs Assessment

School Context and Organization Data Sources (Continued)

District Policies
Federal Program Guidelines
Special Programs Evaluations

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

Comprehensive Needs Assessment

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 and connecting areas.

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., Adobe Creative Cloud and Microsoft 365 via their school email account to use on or off campus.

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 200 iPads. District has approximately 450 Chrome OS devices including shared Chromebooks in classrooms and repurposed Windows laptops running Chrome OS Flex available for check out to send home as needed.

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: 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

Comprehensive Needs Assessment

Other Summary (Continued)

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)

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

Comprehensive Needs Assessment

Other Summary (Continued)

Teacher/Student Ratio

Campus leadership data

Professional development needs assessment data

Evaluation(s) of professional development implementation and impact TTESS data

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

2023-2024 Distrito escolar independiente de Miller Grove

POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIARES

<p>¿Qué es?</p>	<p>Miller Grove ISD está comprometido con nuestra visión: desarrollar “jugadores de equipo” impactando a través de lo académico, la agricultura y atléticamente. Una forma en que continuamos haciendo esto es participando en el Programa Estatal Título I, Parte A. Este programa provee fondos para escuelas de bajo nivel socioeconómico. A cambio, prometemos cumplir con las expectativas establecidas para nosotros por la Agencia de Educación de Texas y el Departamento de Educación de los Estados Unidos.</p>
<p>Expectativas y objetivos</p>	<p>Los padres y las familias son los primeros maestros de un niño. Los imitan desde que nacen. Por lo tanto, una relación mutuamente beneficiosa entre la escuela y el hogar es de mejor interés para cada niño. La expectativa de nuestro Programa PFE es fomentar la comunicación y la toma de decisiones con los padres sobre el desempeño de los estudiantes y apoyar el aprendizaje en colaboración. Nuestros objetivos son:</p> <ul style="list-style-type: none"> ● Comunicación bidireccional efectiva entre la escuela y el hogar que es vinculado a una mayor tasa de finalización de la tarea, una mejor atención durante las tareas de instrucción, una mayor participación de todas las partes y mejor interacciones y relaciones entre padres, maestros y estudiantes. ● Si los padres de un niño están más involucrados en las experiencias escolares, el niño es más probable de tener calificaciones más altas, mejor comportamiento, mejor asistencia, mayores habilidades sociales y adaptivas. ● Aprendiendo juntos conducimos una mejor vida escolar y familiar. ● Ser un aprendiz de por vida puede prevenir algunos problemas de salud que a menudo ocurren más adelante en la vida.
<p>Miller Grove ISD hara:</p>	<ul style="list-style-type: none"> ● Crear un Consejo Asesor de Padres en que se incluirán los padres. Esta junta planificará, desarrollará, evaluará y revisará los planes de apoyo y mejoramiento escolar. ● Tener reuniones periódicas en las que la Junta Asesora de Padres buscará la opinión de familias, miembros de la comunidad y educadores. ● Distribuir la Poliza de PFE, este documento, a los padres y las comunidades de la siguiente manera: <ul style="list-style-type: none"> ○ Publicarlo en el sitio web de nuestro distrito y mantenerlo actualizado. ○ Distribuir copias impresas a todas las iglesias locales y otros negocios. ○ Distribuir copias impresas y acceso a la versión electrónica en todas las reuniones anuales de la escuela. ● Tener un representante en la reunión anual de Título I del distrito ● Tener un representante en cada evento de PFE ● Por solicitud, proveerá las calificaciones del maestro de un alumno ● Llevar a cabo evaluaciones de cada evento de PFE en cada escuela, recopilar esos datos, y dar un informe ● Asistir a las escuelas en la evaluación y revisión de su política de PFE y pacto escuela-padres ● Evaluar el Programa de Padres y Familias del Distrito y su política a lo largo

el año y revisarlo según sea necesario

- Brindar capacitación a todos los empleados del distrito sobre el PFE más efectivo estratégicamente.
- Brindar las siguientes capacitaciones a los padres sobre cómo navegar el sistema de la escuela:
 - Sensibilidad Cultural: agosto
 - Vacunas: agosto
 - Asistencia: agosto
 - Comunicación entre padres y maestros: agosto
 - Compromiso: agosto
 -
 - Exámenes de ingreso a la universidad: diciembre
 - Llenar las solicitudes: diciembre
 - Llenar la FAFSA: diciembre
 - Elegir un plan de estudios: diciembre.
 -
 - Cursos ofrecidos en la secundaria: marzo
 - Cursos ofrecidos en la preparatoria: marzo
 - Opciones después de la preparatoria: marzo

For more information email help@mgisd.net

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2023-2024 MILLER GROVE ISD PARENT AND FAMILY ENGAGEMENT POLICY

What Is it?	Miller Grove ISD is committed to our vision: Growing impactful “Team Players” through Academics, Agriculture, and Athletics. One way we continue to do this is by participating in the Title I, Part A State Program. This program provides funding for low socioeconomic schools. In return, we promise to meet the expectations laid out for us by the Texas Education <u>Agency and the United States</u> Department of Education.
Expectations & Objectives	<p>Parents and families are a child's first teacher. They imitate you from the moment they are born. Therefore, a mutually beneficial relationship between school and home is in the best interest of every child. The expectation of our PFE Program is to foster communication and decision-making with parents about student performance and to collaboratively support learning. Our objectives are:</p> <ul style="list-style-type: none"> • Effective two-way communication between school and home which is linked to a higher completion rate on homework, better attention during instructional tasks, increased participation by all parties, and improved interactions and relationships between parents, teachers, and students. • If a child's parents are more involved in school experiences, the child is more likely to have higher grades, improved behavior, better attendance, higher social skills, and adaptation. • Learning together leads to better school and home life. • Being a life-long learner can prevent some health issues that often occur later in life.
Miller Grove ISD will:	<ul style="list-style-type: none"> • Create a Parent Advisory Board on which parents will be included. This board will plan, develop, evaluate, and revise support and school improvement plans. • Hold regular meetings where the Parent Advisory Board will seek input of families, community members and educators. • Distribute the PFE Policy, this document, to parents and the communities by: <ul style="list-style-type: none"> ○ Posting it on our district website, and keeping it up to date ○ Distributing printed copies to all the local churches and other businesses ○ Distributing printed copies and access to the electronic version at all the school's annual meetings • Have a representative at the districts annual Title I meeting • Have a representative at each PFE event • Per request, provide the qualifications of a child's teacher • Conduct evaluations of every PFE event at each school, collect that data, and give a report • Assist schools in the evaluation and revision of their PFE policy and school-parent compact • Evaluate the District Parent and Family Program and its policy throughout the year and revise it as needed

- | | |
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| | <ul style="list-style-type: none">● Provide training to every district employee on the most effective PFE strategies● Provide the following trainings to parents on how to navigate the school system:<ul style="list-style-type: none">○ Cultural Sensitivity: August○ Immunizations: August○ Attendance: August○ Parent-Teacher Communication: August○ Engagement: August
○ College Entrance Exams: December○ Filling out the applications: December○ Filling out the FAFSA: December○ Choosing a Degree Plan: December.
○ Junior High Courses offered: March○ High School Courses offered: March○ Post-Secondary Options: March |
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State Compensatory Education Program

Policies and Procedures Manual

Miller Grove ISD

School Year 2023-2024

Updated: May 2023

Para traducción contactar con Monica al 9034593288

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Section 1: Program Overview

TEC Section 29.081; TEC Section 42.152 (B); 77(R) SB 702

Purpose

State Compensatory Education (SCE) funds may be used to provide a compensatory, intensive, or accelerated program that enables the students to be performing at grade level at the conclusion of the next regular school term. Miller Grove ISD will provide compensatory education that is designed to supplement the regular education program to directly increase the academic achievement of students identified as at risk of dropping out of school.

The SCE program planning and decision-making for the district will include the superintendent, principal(s), and the site-based decision-making committee.

Districts receiving SCE funds are required to have local policies and procedures in place to identify:

- Students who are at-risk of dropping out of school under TEC Section 29.081 criteria;
- Students who are at-risk of dropping out of school under local criteria and document compliance with the 10% cap in TEC Section 29.081;
- How students are entered into the SCE program;
- How students are exited from the SCE program;
- The methodology involving calculation of the 110% satisfactory performance on all assessment instruments; and
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Goal

The goal of all Miller Grove ISD State Compensatory Education services is to provide a challenging and meaningful instructional program and, at the same time, reduce any disparity in

performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students at risk of dropping out of school and all other district students.

General Use of Funds

Funding allocated for compensatory education is based on the number of educationally disadvantaged students in the district. Students at Miller Grove ISD who meet any of the at-risk criteria are to be reported through the TSDS/PEIMS in the fall of each school year and updated in the student information system as students are identified as meeting the at-risk criteria.

Miller Grove ISD will use state compensatory education funds to provide support programs and/or services that supplement the regular education program (foundation curriculum) so that students at risk of dropping out of school can succeed. Any program activity, program personnel, or program materials required by federal law, state law or State Board of Education rules may not be funded with SCE funds. The SCE services must be part of the delivery of academic instruction, which are supplemental to the regular program, and be reflected in the comprehensive needs assessment.

Miller Grove ISD will ensure that positions funded with SCE:

- Provide direct foundation curriculum instruction and services to identified at-risk students;
- Are supplemental to the basic instructional program;
- Meet a need identified in the Comprehensive Needs Assessment (CNA), and;
- Are identified in the District Improvement Plan (DIP)/Campus Improvement Plan (CIP).

Use of Funds on Title I, Part A Campus(es)

As appropriate and necessary, SCE funds will be used to support one or more of the three Title I, Part A School wide Elements at Miller Grove ISD Title I campus(es), so long as each campus continues to meet, at a minimum, the 40% poverty threshold. The district ensures that all campuses will continue to receive their fair share of the State and local funds for conducting the regular education program and ensures that the intent and purpose of the SCE program will be met.

Section II: Student Eligibility Criteria

TEC Section 29.081; TEC Section 28.0217; SB 702

Miller Grove ISD has adopted the TEC Section 29.081 fourteen criteria in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at-risk of dropping out of school includes each student who is under 26 years of age and who:

1. Is in pre-kindergarten, kindergarten, or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Has not advanced from one grade to the next for one or more school years. The exception is a student who did not advance from Pre-K or Kindergarten to the next grade level as a result of the request of the student's parents;
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, **and** who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;
7. Has been expelled in accordance with §37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Management System (TSDS/PEIMS) to have dropped out of school (will remain on list for remainder of public education);
10. Is a student of limited English proficiency (LEP), as defined by §29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C. §11302 and its subsequent amendments; or
13. Resided, in the preceding school year, or who resides, in the current school year, in a residential placement facility within the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home. (Note: One overnight stay will keep the student at-risk for the following two (2) years)
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code

and, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259

15. is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open enrollment charter school, that is designated as a dropout recovery school under TEC §39.0548.

Local Criteria:

TEC Section 29.081

The district may choose to adopt a board-approved, local criterion if determined necessary through the comprehensive needs assessment process. The district is limited to serving 10% of the previous year's total identified at-risk students using local criteria.

- Miller Grove ISD has elected **not** to identify or serve students under locally defined criteria.

Students with Disabilities:

TEC Section 29.081

Any student with a disability must still meet one of the 14 state criteria to be identified as at-risk.

Section III: Student Identification Procedures

TEC Section 29.081

District At-Risk Coordinator

Miller Grove ISD Superintendent will identify a District At-Risk Coordinator. The District At-Risk Coordinator will establish uniform procedures for identifying a district-wide adopted document/system for identifying and monitoring the status of students according to the criteria outlined by the State. The responsibilities of the District At-Risk Coordinator are, but not limited to, the following:

- Train administration and campus level staff in identifying at-risk students and coding them in TSDS/PEIMS
- Monitoring SCE expenditures and supplemental positions
- Evaluating the effectiveness of programs and services designed to address the needs of at-risk students
- Professional development for identification, interventions, and response to interventions for at-risk students

Campus At-Risk Contact

The District Superintendent, in consultation with each campus principal, will appoint an Campus At-Risk Contact for each campus. The Campus At-Risk Contact will be responsible for, but not limited to, the following:

- Manage and oversee the process for identification of students based on the 14 criteria and locally identified criteria, if applicable
- Maintain a list of identified at-risk students with the qualifying criteria listed
- Collaborate with campus administration and staff to ensure appropriate interventions are available to identified at-risk students
- Manage the formative evaluation process for district-determined monitoring of student progress to determine the need for continued interventions/services and/or continued eligibility
- Collaborate with the District At-Risk Coordinator and principal to provide appropriate and timely staff development sessions for proper identification and interventions/services
- Ensure that TSDS/PEIMS at-risk data is updated and review reports for errors
- Compare at-risk numbers with prior years to observe for trends and variances
- Plan and conduct, in coordination with the District At-Risk Coordinator, an annual formative evaluation of the program effectiveness at the campus level.

The Campus At-Risk Contact, in consultation with the District At-Risk Coordinator, will establish a procedure to conduct annual reviews, to identify additional students, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

Student data to be reviewed will include, but may not be limited to, the following:

- For Pre-K to 3rd grade students only- student performance on a readiness test or assessment instrument administered during the current school year
- For students in grades 7th to 12th only- student grades in subjects in the foundation curriculum to determine maintenance of grades of 70 or above in a semester preceding the current school year, or maintenance within the current school year (failure to maintain less than 70 in two or more subjects qualify students to be identified as a student in an at-risk situation)
- Retention rates
- Performance on state assessments
- Parental or pregnancy status
- Alternative education program placement or expulsion records (current or preceding school year)
- To the extent possible, data regarding parole, deferred prosecution, or other conditional releases
- Previous dropout information
- LEP status
- Homeless status or Foster Care
 - Residential facility placement data (current or preceding school year)

Section XI: At-Risk Student Profile
Miller Grove ISD AT-RISK STUDENT PROFILE

PEIMS ID#	Student ID#	Last Name	First Name	MI	DOB	Grade	School Year	Current YR Enroll Date
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STUDENT PERFORMANCE/IDENTIFICATION CRITERIA

PK-3 Criteria	20	State Assessment Score	Core Subject Grades (7-12 only)		Core Subjects Grades (7-12 only)	
			Previous Semester		Current Semester	
Readiness on TPRI Score: _____ (PK-3 only)		State Assessment- Rdg _____	MATH	_____	MATH	_____
Readiness TPRI Test (PK-3 only)		State Assessment- Math _____	SCIENCE	_____	SCIENCE	_____
Date: _____		State Assessment- Write _____	ELA	_____	ELA	_____
		State Assessment- Sci _____	Social Studies	_____	Social Studies	_____

AT RISK CRITERIA		DOCUMENTATION	
Place a "Y" in the box for each question answered, "Yes". A "Yes" to any question qualifies the student "At-Risk".		Check all that apply. Documentation for each applicable item must be kept in student's At-Risk folder.	
1.	Did not perform satisfactorily on Readiness Test? (PK-3 only – TPRI)	<input type="checkbox"/>	Copy of Readiness Test (PK-3)
2.	Failed 2 or more core subjects during a semester in preceding or current school year or is not maintaining a 70 in 2 or more subjects in the current semester? (Grades 7-12)	<input type="checkbox"/>	Grade Record or failure list
3.	Was not advanced from one grade to the next for one or more school years? (Exception-PK or K not advanced as result of parent request)	<input type="checkbox"/>	Grade Record
4.	Did not perform on state assessment? Or has failed State Assessment in prior year, and currently has passed, however, has not passed by the 110% rule? (Please circle)	<input type="checkbox"/>	Copy of State Assessment or EOC reports
5.	Is pregnant or is a parent?	<input type="checkbox"/>	Copy of Doctor's report confirming pregnancy or records proving parenthood
6.	Is/Was in AEP (preceding or current year)? Section 37.006	<input type="checkbox"/>	Copy of hearing record indicating placement in AEP due to appropriate cause
7.	Is/Was expelled in preceding or current school year? Section 37.007	<input type="checkbox"/>	Copy of expulsion records indicating cause of expulsion
8.	Is currently on parole, probation, deferred prosecution, or other conditional release?	<input type="checkbox"/>	Copy of legal document confirming parole, probation, deferred prosecution, or other conditional release
9.	Was previously reported to PEIMS as a dropout?	<input type="checkbox"/>	Copy of PEIMS report classifying student as a dropout
10.	Is a LEP student?	<input type="checkbox"/>	Copy of LPAC profile indicating LEP status
11.	Is in custody or care of Dept. of Protective & Regulatory Services or has in current school year been referred to DPRS by school official, officer of juvenile court, or officer of the law?	<input type="checkbox"/>	Copy of DPRS documentation confirming custody or referral
12.	Is homeless, as defined by 42 U.S.C. §11302 and its amendments?	<input type="checkbox"/>	Copy of records indicating homeless status
13.	Resided in preceding or current year in a residential placement facility in the district, including a foster group home? (Note: At-Risk status is valid for 2 years after release date of overnight stay at the facility)	<input type="checkbox"/>	Copy of documentation indicating residential placement in detention or substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home with admission/release dates
14.	Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code and, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259	<input type="checkbox"/>	

Student is At-Risk (Please Circle) Yes No _____

Person Completing Form _____

Principal's Signature _____

Date _____

MONITORING RECORD

Date	Monitored By	Service Provided	Data Reviewed	Recommendation to Exit		Recommendation to Modify Services (Explain)	Campus At-Risk Contact Initials
				Yes	No		

Date Exited from SCE Services: _____

Reason for Exiting Student: _____

Exit Review Conducted By: _____

Section IV: Provision of Services

TEC Section 29.081; TEC Section 28.0217; House Bill 5, 83rd Legislative Session

Services

Miller Grove ISD DIP and CIP(s) are the primary records supporting SCE services and expenditures. The program/services will be described in the DIP if the program is implemented district-wide, or in the CIP(s) if implemented at the campus level. As based on Texas Education Agency's guidelines, the DIP/CIP will include the following:

- Comprehensive Needs Assessment (CNA)- is conducted to identify the strengths and weaknesses of existing programs, activities, practices, procedures and activities, and also ensures the use of resources is carefully planned, supplemental and cost effective
- Total amount of SCE funds allocated for resources and staff [include in both DIP and CIP(s)]
- Identified strategies- specific strategies aligned with the CNA
- Supplemental Full-Time Equivalents (FTEs) for SCE
- Measurable performance objectives based on needs assessment data
- Timelines for monitoring strategies and reaching goals
- Formative evaluation and summative evaluation criteria

Upon identification of students, the Campus At-Risk Contact, in collaboration with appropriate campus staff, will ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

- Intensive remediation services for State assessments *See HB5 requirement
- Extended learning opportunities (e.g. before, during and/or after-school tutoring sessions)
- Basic course extensions (e.g. Algebra labs, extended writing labs, content mastery, and like services)
- Peer, teacher, community-member mentoring sessions
- Teen parenting sessions
- Intensive, supplemental reading programs
- Study skills sessions
- Self-esteem enhancement sessions
- Summer enhancement programs
- Individualized instruction
- Extended early childhood programs
- Goal-setting sessions

- Class-size reduction measures (Note: Ensure class size reduction is having the intended impact on student achievement)
- Professional development related to identification, interventions and response to intervention for at-risk students

* House Bill 5, 83rd Legislative Session added the requirement that each school district provide accelerated instruction in the applicable subject area each time a student fails to perform satisfactorily on end-of-course (EOC) assessment instrument that measures the knowledge and skills in that course and is required for graduation.

Mentoring Programs for At-Risk Students:

TEC Section 29.089

Each district may provide mentoring service programs to students at-risk of dropping out of school. The district will obtain the consent of a student’s parent or guardian before allowing the student to participate in the program. The board of trustees may arrange for any public or nonprofit community-based organization to come to the district’s campus(es) and implement the program.

- Miller Grove ISD does **not** use SCE funds for these programs.
- Miller Grove ISD does use SCE funds for providing mentoring program(s): _____

Monitoring

Campus At-Risk Contact:

The Campus At-Risk Contact, in consultation with appropriate staff and representatives from external agencies, where appropriate, will establish measures for timely monitoring of the student’s progress. Such measures may include, but are not limited to, the following:

- Periodic interviews with service providers
- Ongoing monitoring of changes in status or situations with students
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure and/or three-week progress reports
- To the extent possible, quarterly and/or other timely consultations with law enforcement agents and representatives from DFPS
- As appropriate, review impact of counseling services offered to identified students

Continued Monitoring

District At-Risk Coordinator:

Annually the District At-Risk Coordinator will review the campus use of SCE funds to ensure that the use of funds is targeting students who are at-risk. Supplemental salaries (FTEs) being paid through SCE will also be reviewed to ensure that the identified strategies in the CNA, CIP or DIP have the intended impact on student achievement.

Section V. Exit Procedures

TEC Section 29.081

Since some criteria may only temporarily qualify students for SCE services (e.g. performance in subject area curriculum, on readiness tests, on State assessments, expulsion timeframe, LEP status, residential placement timeframes), the Campus At -Risk Contact, in consultation with the principal and/or appropriate staff, will determine through periodic review of student data, the student's continued eligibility and need for continued services.

All decisions for exiting a student from the SCE program will be based upon the review of student performance data and may include, but not limited to, the following:

- 110% level of satisfactory performance on State assessments
- Promotion records
- Maintenance of passing grades with a score of 70 or greater
- Residential placement status
- Condition of pregnancy or parent status
- Alternative education program placement timeframe
- LEP /EL status

The following at-risk criteria are automatically exited at the end of each school year or last day of the regular school calendar. Note: If students are identified under multiple criteria, only the criteria below will show an annual exit date.

- PK to 3rd grade Readiness Assessment
- On parole, probation, or deferred prosecution
- In the custody or care of Department of Family Protective Services (DFPS)
- Identified homeless under the McKinney-Vento Homeless Assistance Act
- Identified as Foster Care

Students are never exited from the SCE program when they have been identified as at-risk under the following criteria:

- Not advanced from one grade level to the next (Exception: PK or K not advancing as result of parent request)
- Was previously reported through TSDS/PEIMS to have dropped out of school

- Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code and, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259

Methodology for Calculation of the 110% Satisfactory Performance on Assessment

Instruments:

TEC Subchapter B, Chapter 39; TEC Section 28.0217

TEA does not maintain the 110% calculation for any public school. It is the district's responsibility to complete the 110% calculation. Our regional Education Service Center (ESC) calculates the level equal to 110% of the level of satisfactory performance on the instrument using the following methodology:

- Using an Excel spreadsheet, the ESC representative enters data from the STAAR Raw Score Conversion chart for math, reading, writing, English, social studies, science, Algebra I, Biology, and U.S. History.
- The following information is entered into the spreadsheet to calculate the 110% level:
 - Grade:
 - Math- Grade level 3rd, 4th, 5th, 6th, 7th and 8th , and Algebra I
 - Reading- Grade level 3rd, 4th, 5th, 6th, 7th and 8th
 - Writing- Grade level 4th and 7th
 - English- English I and English II
 - Social Studies- Grade level 8th and U.S. History
 - Science- Grade level 5th and 8th, and Biology
 - Standard- Approaches
 - Total Test Items for each foundation curriculum subject
 - Raw Score Cut (test items required for Approaches)
 - Percentage of Total Test Items (Raw Score Cut divided by Total Test Items)
 - 110% Average (Percentage of Total Test Items multiplied by 1.1)
 - 110% Raw Score (110% Average multiplied by Total Test Item rounded to nearest integer)
 - 110% Scale Score
- The spreadsheet information is shared with appropriate district contacts.

Continued Monitoring:

Campus At-Risk Contact:

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the Campus At-Risk Contact will establish periodic reviews of student performance for those students who have been exited from the SCE program.

At a minimum, the review of student performance should consist of review of grading reports, attendance reports, and review of any assessments taken in the current school year.

Section VI: Program Evaluation

TEC 29.081; TEC Section 11.253

Required Overall Program Evaluation:

District coordinator, with campus contacts, conducts an annual program evaluation to assess the impact of SCE services/programs on increasing student achievement and reducing disparity in performance on the state assessment and rates of high school completion between students at-risk of dropping out of school and all other district students.

The evaluation will examine, but is not limited to, the following data and will determine the need to maintain the program, modify the program, or discontinue the program or strategy:

- At-risk student identification process
- Effectiveness of identified strategies
- Expenditures
- Supplement FTEs
- At-risk student exit process

The evaluation findings will be examined and will summarize how the SCE direct cost funds were used for the supplemental services and programs, as described in the CNA, DIP and CIP and expenditures. The evaluation does not address the expenditures of indirect cost SCE allocations, which are designed to defray administrative costs associated with the program. The evaluation findings will describe the characteristics of the at-risk student population will examine how their state assessment performance, graduation rate, and dropout rate compares to their not at-risk peers.

Additional Evaluation Measures:

Other evaluation measures, both formative and summative, may be included in the review of evaluation data arising from specific services provided at each campus(es). This information will include the campus' individual assessments of the progress made toward achieving the goals of services provided.

Annual SCE Evaluation: Previous School Year 2022-2023 at Miller Grove ISD

SCE Program Evaluation for School Year 2022-2023				
Service & Evaluation Strategy	Person(s) Responsible	Final Evaluation Conducted By	Findings	Program Modification
<p>Extended Day Services (e.g. Before or After-School Tutoring, etc.)</p> <p>Annual Review of assessment results for identified students served (36 total unsuccessful, 15 not at risk or eco dis (21 were)); Total of 87 students in grades K-3) and State Assessment results (80 total unsuccessful, 6 not at risk or eco dis, (74 were)); Total 193 students in grades 3-12)</p>	District Coordinator, Campus Principals	SBDM committee	Data shows slight gain in some grades, but not in all	Improve Communication to Staff Members regarding identification and data analysis
<p>Special Classes (Reading Intervention)</p> <p>Review identified students served in special programs for course completion/promotion rates (3 students retained, 2 of 3 retained were eco dis or at risk; 20 students were serviced that were not retained)</p>	District Coordinator, Campus Principals	SBDM committee	Data shows that this program is successful	Continue as implemented

Section VII: State Compensatory Education (SCE) Expenditures

TEC Section 29.081; TEC Section 42.152; TEC Section 28.0211; FASRG Module 9; FAR Module 1

Miller Grove ISD ensures all costs recorded under SCE are supplemental to the regular education program and aligned with the CNA, DIP and CIP(s).

State Compensatory Education (SCE) funds must be used to provide compensatory, intensive, or accelerated instruction to students at-risk of dropping out of school. The purpose of the program is to increase the academic achievement and reduce the dropout rate of these students. SCE is a state mandated program, and SCE funds may only supplement the regular education program for students identified as at-risk of dropping out of school. SCE funds cannot be used to pay for services and materials that students must have as a part of their basic educational program.

Possible uses of funds (must be supplemental and instructional):

- Tutoring
- Class size reduction
- Specialized staff development addressing the needs of at-risk students
- State Assessment remediation
- Accelerated instruction
- Individualized instruction
- Specialized reading and mathematics programs
- Computer assisted instruction
- Extension of the instructional school, week, or year
- Extended day sessions for Pre-Kindergarten
- Small group instruction
- Teacher assistants

Payroll/Personnel:

The district may fund Full-Time Equivalents (FTEs) with SCE funds. Payroll costs related to SCE must be shown as number of FTEs in the DIP and/or CIP(s). In addition, personnel paid with SCE funds must maintain payroll documentation.

Documentation will include job description, class schedule including number of students and number of minutes, and time and effort forms if required. The job description of the SCE funded position must:

- Be updated when applicable
- Be signed by the employee annually
- Clearly identify the activities performed by the employee
- Be maintained in the employee’s personnel file

Records of employee class schedule and time and effort records are available from the district administration office.

Accounting Codes

FASRG, 9.3

The district will follow financial accounting codes and general guidelines and ensure that direct costs of the compensatory education program supplement expenditures of the regular education program. The majority of SCE program expenditures are accounted for in the General Fund (Fund Code 199). Expenditures are further specified using the established accounting code structure.

Expenditures attributable to compensatory education program are recorded in financial accounting records under program intent codes (PIC):

- PIC 24 Accelerated Education
- PIC 26 Non disciplinary Alternative Education Program- AEP Basic Services
- PIC 28 Disciplinary Alternative Program- DAEP Basic Services
- PIC 29 Disciplinary Alternative Education Program – DAEP SCE Supplemental Costs
- PIC 30 Title I, Part A School wide Activities Related to SCE Costs on Campuses with 40% or More Educationally Disadvantaged Students
- PIC 34 Pre-Kindergarten SCE Costs

All costs recorded under SCE PICs must be supplemental to the regular education program and aligned with the DIP, CIP and CNA. Use of the accounting codes implies that the district is in compliance with the appropriation of SCE funds to supplement programs that provide services for At-Risk students.

District and Campus Level SCE Expenditures

SCE 2022-2023 District Level Funding and Budget

Miller Grove : SCE Allocation Amount Received: \$ 234,388
 Required Direct Cost (At least 55% of received amount) \$ 128,913.4

Expenditures by Object Code:

6100 Payroll Costs \$ 206,096
 List the number of supplemental position(s) fully or partially funded with SCE at the district-level:
3 Teacher Positions Number of FTEs 3
1 Paraprofessional position Number of FTEs 1
 (Repeat line as needed)

6200 Professional & Contracted Services \$ 1000
 List the contracts to be SCE funded;
Region 8 SEM/Early Childhood \$ 1000

6300 Supplies & Materials \$ 3000
 List the supplies and materials to be SCE funded:
GEN.SUPPLIES-COMP ED/READ/MATH \$ 3000

6400 Other Operating Costs \$ 4500
 List other operating costs to be SCE funded:
TRAVEL & SUBSISTENCE-COMP ED \$ 500
READING ACADEMY/ELA \$ 4000

Expenditures by Program Intent Code (PIC):

PIC codes are used to account for the cost of instruction and other services that are directed toward a particular need of a specific set of students.

- PIC 24- Accelerated Education
- PIC 30- Title I, Part A School-wide above 40% educationally disadvantaged
- PIC 26- Non-disciplinary Alternative Education Program
- PIC 28- Disciplinary Alternative Education Program- Basic Services
- PIC 29- Disciplinary Alternative Education Program- SCE Supplemental Costs
- PIC 34- Pre-Kindergarten

List the amount to be allocated to each PIC code:

PIC 24- Accelerated Education	\$507.36
PIC 30- Title I, School wide 40%	\$268742.09
PIC 28- Disciplinary Alternative Education Program	\$11000

Section VIII: Other Services/Funds Utilized

(Note: This section could be expanded and might also be put into table format or included as bulleted items with additional funds listed. Because evaluation is crucial in all programs, district-level efforts for evaluation should be defined as well)

The district may draw on other fund sources for support services that address the needs of students identified as at-risk. Other local and special grants and other special state and federal funds may support additional initiatives designed to support all students, especially those in greatest need.

Miller Grove ISD

2023-2024

Professional Development Plan

Para traducción contactar con Mónica al 9034593288

Personalizing Learning

Learning Forward's recently revised Standards for Professional Learning define the elements essential to educator learning that lead to improved practice and better results for students.

Beliefs

1. Professional learning that improves educator effectiveness is fundamental to student learning.
2. All educators have an obligation to improve their practice.
3. More students achieve when educators assume collective responsibility for student learning.
4. Successful leaders create and sustain a culture of learning.
5. Effective school systems commit to continuous improvement for all adults and students.

Miller Grove ISD Mission

The mission of Miller Grove Independent School District's Curriculum Department is to provide quality professional learning opportunities and support for all employees to meet the needs of a growing and changing student population. We support this mission by promoting continuous professional growth in a supportive environment to enhance the knowledge and skills of all staff. The goal of our professional development program is to raise the levels of student achievement throughout the district.

To support *Learning Forward's Professional Learning Standards*, Miller Grove Independent School District's professional development program commits to the following:

- Establishing district expectations and standards in professional growth for all staff
- Providing quality professional growth opportunities for all staff members relevant to their position and role in the district.
- Planning purposeful, professional growth opportunities based on district and individual goals that will maximize student achievement
- Promoting a supportive environment that develops the desire to improve one's craft through continuous learning.

Learning Forward Standards for Professional Learning

To support the district's definition of professional development, learning activities will be designed to align with the *Learning Forward Standards for Professional Learning*.

Professional learning that increases educator effectiveness and results for all students

LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

District Professional Development Norms

Norms are the standards or expectations by which individuals have agreed to operate while working together. Norms help to maximize the productivity and effectiveness in a positive setting and ensure that individuals are respected. They place responsibility on individuals for expected behavior helping to build community in the group and, at the same time allow for risk taking (TSDS, 2006).

The following district norms have been established to guide our professional learning activities:

- Be on time
- Prepare technology for learning
- Engage in learning through listening, discussing and participating
- Exhibit professional behaviors by collaborating with others and respecting diverse opinions
- Commit to utilize new learning to benefit the students and staff we serve

Professional Development Plan

District professional development will be aligned to the T-TESS domains and four areas of focus identified through the strategic planning process. These four focus areas include brain-based learning strategies, creativity, student engagement, and innovative practices. These areas are aimed at transforming classrooms into innovative learning labs that challenge, engage, and excite students.

- Professional Development will be aligned to implementations of the curriculum (TEKS) and support Professional Learning Communities
- Stipends may not be received for waiver day credit; stipends may be waived.

Four professional development waiver days are included in the 2023-2024 school calendar (2100 minutes, 330 minutes per day):

- August 25, 2023
- September 8, 2023
- September 22, 2023
- October 13, 2023
- October 27, 2023
- November 10, 2023

Continued Professional Development

1. Google Academy: With an increased focus on integrating 21st Century Learning in the classroom, each campus will have Technology Integration Coaches who will be paid a stipend to support staff training needs at the campus level.
2. Revolutionizing Learning Conference: Nationally recognized experts provide keynotes encouraging innovation and transformation in area classrooms.

District Initiatives

1. NWEA MAP: Measures of Academic Progress - MAP assessment data help pinpoint the instructional needs of each and every student on today's rigorous standards. We will conduct this assessment 3 times yearly for students in grades K-10.
 - i. Beginning of the Year Testing Window: August/September
 - ii. Middle of the Year Testing Window: November
 - m. End of the Year Testing Window: February
2. Career and Technology Education: Teachers in the CTE Department will meet together to align program goals and focus on Industry-Based Certifications
3. Writing In the Content Areas: Teacher representatives from all campuses worked to develop a writing scope and sequence and scoring rubrics. Writing folders will be maintained for all students and samples will be collected throughout the school year.
4. OER Math Curriculum grades K-9
 - i. Implementation with fidelity
 - ii. Documented assessments
 - iii. Data tracking of student growth/success
5. Special Education: In an effort to continually improve the learning experiences of all students, Miller Grove ISD will continue to provide support and training for our Special Education teachers as well as general education teachers who serve students in their inclusion classes to positively impact student achievement.

Administrator Professional Development:

Miller Grove ISD Administrators, including the Superintendent, campus principals, directors and coordinators, are expected to participate in high-quality professional learning that is relevant and based on an administrator's years of experience and includes opportunities to attend local, state and national conferences.

Administrator Professional Development may include:

- Content driven by district data and principal feedback and facilitated by district and out-of-district presenters.
- Job-embedded to include webinars and other technology delivery methods.
- Induction and mentoring program for first-year administrators
- Administrator PLCs

- Supporting TEKS Resource System at the Campus Level
- T-TESS and SLM Updates

The design of the administrator professional learning includes weekly meetings to ensure that principals have up-to-the-minute information and guidance from the USDE, TEA, and Region 8 ESC to effectively make decisions to impact their campuses. The expectation is the learning gained from administrator sessions will be used effectively to support teachers and improve student achievement.

Activities Include:

1. Classroom Walk Throughs (using the T-TESS Rubric to Guide Observations)
2. Using Data to support the District Improvement Plan and the work of Professional Learning Communities
3. Accountability Updates

Instructional Paraprofessional Staff

To support the District's mission to provide quality professional learning opportunities and support for all employees to meet the needs of a growing and changing student population, the following expectations have been established for all district paraprofessional and non-instructional staff:

Instructional Paraprofessionals: All instructional paraprofessional staff will participate in district/campus professional development days as deemed appropriate to their job description. This professional development will correspond with the existing workday.

For example, on district professional development days when subject-specific learning has been designed, instructional paraprofessionals are to attend these sessions along with their classroom teachers. If the instructional paraprofessional should assist with instruction during multiple subject areas, the campus principal will assign them to a session.

Professional learning opportunities will be identified by collaborating with campus and district administrators, as well as by administering periodic needs assessment surveys. Learning will be designed and facilitated by both district and out-of-district resources.

New Teachers

Induction support may include, but is not limited to:

- Campus Induction (facilitated by campus mentors and Campus Administration at the beginning of the year)
- Grade Level Team Leader/Department Chair Support (during PLC meetings, conference times, etc.)
- Campus Administrators (During Pre-Conference and Post-Conferences,

during PLC meetings)

- District Induction
 - o Participation in the Mentor and New Teacher Program
 - o T-TESS Training and Support
 - o Gradebook
 - o DMAC

Testing Coordinators

The secure and accurate administration of the STAAR test is an important responsibility. Campus Test administrators will participate in District Training on Administration Procedures with the District Testing Coordinator.

Miller Grove Independent School District District of Innovation Plan 2022-2023



INTRODUCTION

House Bill 1842, passed during the 84th Legislative Session, permits Texas public school districts to become Districts of Innovation and to obtain exemption from certain provisions of the Texas Education Code. Potential benefits of becoming a District of Innovation include:

- Increased flexibility, with accountability: Districts will have the flexibility to implement practices similar to charter schools, including exemptions from certain mandates including the uniform start date and required minutes of instruction.
- Greater local control: Districts decide which flexibilities best suit their local needs.
- Autonomy: District submit a District of Innovation Plan to the commissioner of education, but commissioner approval is not required.

Districts are not exempt from statues including curriculum requirements, graduation requirements, academic accountability, and financial accountability.

COMPREHENSIVE EDUCATIONAL PROGRAM

The Miller Grove ISD District of Innovation Plan is founded on and aligned to the district's mission, values, and goals.

Mission & Values

Mission: **M**olding students for success by fostering creativity, strong work ethic, academic excellence, and respect for self and others. **G**rowing impactful "Team Players" through Academics, Agriculture, Arts, and Athletics.

Values: The operation of the district, as well as organizational behaviors, are based upon the core values of: creativity, strong work ethic, academic excellence, and respect for self and others.

Goals

- All students will make individual progress towards the highest standards of academic proficiency and each student will achieve academic growth from the previous year
- MGISD will provide qualified instructors producing creative lesson designs emphasizing critical thinking and application, while meeting the social and emotional needs of all students.
- MGISD will partner with all stakeholders to create a value-added education system that creates an atmosphere of learning and an environment in which all students can flourish in an environment that meets the needs of all students and staff by ensuring that regular training and security plans are in place and actively followed.
- All students will be taught by certified professional staff

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District of Innovation Plan 2022-2023

PROCESS

On February 27, 2017 the Miller Grove ISD Board of Trustees passed a resolution to explore/initiate the process of designation as a District of Innovation in order to increase local control over district operations and to support innovation and local initiatives. on April 17, 2017, the Miller Grove ISD Board of Trustees held a public hearing. With no objection from the hearing the Board of Trustees voted and approved the DOI Plan.

The proposed renewal plan will be posted on the district website for at least 30 days beginning December 15, 2021. Miller Grove ISD will notify the Texas Commissioner of Education of the district's proposed District of Innovation Plan and that the plan will be submitted to the Board of Trustees for consideration on January 24, 2022.

TERM

The term of this Plan is for five years, beginning August, 2022 and will remain in effect through the end of the 2026-2027 unless terminated or amended earlier by the Board of Trustees in accordance with the law. If, within the term of this Plan, other areas of operations are to be considered for flexibility as part of HB 1842, the Board will appoint the same committee to consider and propose additional exemptions in the form of an amendment to the Plan. Any amendment adopted by the Board will not extend the term of this Plan. The district may not implement two separate plans at any one time.

TIMELINE

Timeline	Activity/Task
Feb 27, 2017	Board of Trustees passed Resolution to Consider Designation as a District of Innovation
March 2, 2017	Initial meeting of advisory committee to discuss District of Innovation Plan
March 7, 2017	Meeting of advisory committee to continue work on District of Innovation Plan
March 14, 2017	Post District of Innovation Plan to MGISD website
April 17, 2017	Board of Trustees meeting to consider approval of District of Innovation Plan
October 27, 2021	Meeting of advisory committee to discuss District of Innovation Plan and possible renewal.
December 8, 2021	Meeting of advisory committee to work on and finalize a draft renewal of District of Innovation Plan
December 15, 2021	Post District of Innovation Plan Renewal to MGISD website
January 24, 2022	Board of Trustees meeting to consider approval of District of Innovation Plan

*Original Board Approval 4/17/2017
Renewal Board Approval 8/16/2022*

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RENEWAL PLANNING COMMITTEE

Name	Role
Jana Qualls	Parent
Cyndi Williams	Parent
Ginger McCreight	Teacher (Elementary)
Stacey McDonald	Teacher (Elementary)
Samantha Watson	Teacher (Secondary)
Ryann Lackey	Teacher (Secondary)
Marcy Hayden	Teacher (Secondary)
Maria Lester	Teacher (Elementary)
Davy Moseley	Technology (District)
Cherrie Bessonett	Special Ed Teacher
Jaime Fox	Administrator
Vicki Harris	Campus- level Non-teaching Professional Staff
Emma Hudson	District-level Non-teaching Professional Staff
Linda Rankin	Administrator
Jagger Qualls	Student (Secondary Campus)
Sandra Garrett	Community Member
Lorna Beasley	Business Member
Casey Zimmerman	Business Member

AREAS OF INNOVATION

The purpose of the innovation plan is to achieve the district’s vision and mission, to align the district’s practices and operations, and to meet the expectations of the strategic goals. The district requires local flexibility in the areas addressed in order to support each student in attaining the skills needed to succeed in the college/career pathway of their choice. The innovation plan ensures a system aligned to the needs of our graduates as they enter the post-secondary world.

TEC§21.003 Teacher Contracts: *A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued by the appropriate state agency.*

In the event a district cannot locate a certified teacher for a position or a teacher is teaching a subject outside their certification, the district must request emergency certification from the Texas Education Agency and/or State Board for Educator Certification.

Rationale for innovation

House Bill 5 has added significant support for the need to expand college and career opportunities for students. However, the current certification requirements inhibit the district’s

*Original Board Approval 4/17/2017
Renewal Board Approval 8/16/2022*

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ability to hire professionals with industry experience to teach Career and Technical Education (CTE) courses, such as welding, health sciences, architecture, and construction. Additionally, in the event that the district cannot locate a certified teacher for a position or a teacher is teaching a subject outside of his or her certification area, the district must request emergency certification from TEA and/or the State Board of Educator Certification. These requests may be denied. This process is time consuming, burdensome, and it may not allow the district to meet its instructional needs in a timely fashion. With the growing teacher shortage in Texas, this process may prevent the district from being able to hire the best teacher available.

Flexibility to establish its own teacher certification requirements for instructors directly benefits students in the following ways:

- Expert industry certified and/or trade professionals to teach specialized certification courses
- Greater number of course offerings resulting in more opportunities for students
- Greater opportunity for students to obtain professional certifications
- Innovation and flexibility in scheduling to meet student needs
- Added flexibility to hire the best candidate for each position

The district does not wish to be exempted from any existing statutes relating to certified teacher contracts or teacher benefits.

Innovative strategies

The district will maintain its current expectations for employee certification. The district will make every attempt to hire individuals with appropriate certification and skills for the position available; however, where that is not reasonably possible, the district will have the flexibility to hire individuals who are knowledgeable in the area and equipped to effectively perform the duties of the teaching position in question. The district's Board of Trustees would be able to issue an innovation permit for an individual teaching courses based on qualifications certified by the superintendent. The individual qualifications would include demonstrated subject matter expertise, such as:

- Professional work experience
- Formal training and education
- Relevant industry license, certification, or registration
- Combination of work experience, training, and education
- Demonstration of successful experience working with students

All candidates would be carefully considered to ensure the individual has sufficient education and expertise to provide instruction necessary to meet the Texas Essential Knowledge and Skills (TEKS) for the course(s) to be taught. Special education and bilingual teachers will continue to be required to hold appropriate state teaching certificates. Before issuing an innovation permit to an individual, the district would ensure that the individual completed the criminal background check in compliance with the State Board of Education (SBEC) rules. This would require the superintendent to certify to the Board of Trustees that the individual has undergone a criminal history background check and is capable of proper classroom

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management. In addition, the individual would be required to obtain classroom management training.

The issued innovation permit would only be valid in the Miller Grove ISD. An employee working under an innovation permit will not receive a contract but will work on an at-will basis. The employee will adhere to the same professional standards, ethics, and requirements of all certified teachers. The employee will be appraised under the same teacher appraisal system as required of all certified teachers.

TEC §21.401 Minimum Service Required (Teacher Contract Days): *Defines a teacher contract as a ten-month contract equivalent to 187 days.*

Rationale for innovation

House Bill 2610, passed by the 84th Texas legislature, amends the Texas Education Code §25.081, by striking language requiring 180 days of instruction and replacing this language with language requiring districts to operate for a minimum of 75,600 minutes (including intermissions and recess). The law did not address contract days for 10-month contract employees. A reduction in contract days at the current salary schedule would make MGISD salaries more competitive with area schools by increasing the daily rate the district pays teachers. This flexibility directly benefits students by improving recruitment and retention practices of quality teachers.

Innovative strategies

This plan reduces teacher contract days from 187 to 182 with no effect on teacher salaries. On an annual basis, the Board of Trustees will review the effectiveness and benefit of reduction of teacher contract days.

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TEC §25.0811 First and Last Days of Instruction *A district may not begin instruction for students for a school year before the fourth Monday in August unless the district operates a year-round system. A district may not receive a waiver for this requirement.*

Rationale for innovation

This flexibility of start date allows the district to determine locally, on an annual basis, what best meets the needs of the students and local community. It also offers the following direct benefits to students:

- An improved balance in the instructional calendar between fall and spring semesters, and among nine week periods, which allows teachers to better pace and deliver instruction.
- Students participating in dual enrollment opportunities will work with a more balanced semester, which more closely aligns with local colleges.
- Permits students additional instructional days prior to state assessments.
- Students and staff will be afforded more opportunities to enroll in summer college sessions with finalized official transcripts.
- Improved flexibility to build in required instructional minutes based on local needs (e.g. COVID-19 response).

Innovative strategies

MGISD will start class no earlier than the first Monday in August in order to better balance the days between semesters and among nine week reporting periods. Should the proposed calendar specify a start date prior to the second Monday in August, the calendar committee will garner input from students' parents before finalizing the calendar.

TEC §25.112, §25.113 Class size Prekindergarten – Grade 4 and the associated notice:

A district may not enroll more than 22 students in a prekindergarten, kindergarten, first, second, third, or fourth grade class. A district seeking exception must apply for an exception with the commissioner and provide written notice of the exception to the parent of each student affected by the exception.

Rationale for innovation

If a district has students enroll during the school year which creates a student, teacher ratio greater than 22: 1, the district will notify the commissioner in writing that the district is claiming an exemption for the period stated in the notice. This process is time consuming, burdensome, and it may not allow the district to meet its instructional needs in a timely fashion. TEC 25.113 requires a district that is granted an exception under TEC 25.112 to provide written notice of the exception to parents of each student affected by the exception. If there is not a requirement for an exception to be claimed, then there will not be a need to notify parents.

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Innovative strategies

MGISD believes that small class size plays a positive role in the classroom and will attempt to keep all K-4th core classrooms to at least a 22:1 ratio. However, in the event the class size exceeds the 22:1 ratio, the superintendent will report to the Board of Trustees and will make decisions regarding education decisions based on the best interest of the students and district. In the event a K-4th core classroom reaches 24: 1, the campus will notify the parents of the students in the classroom and inform them of the situation

TEC §25.036 Inter-district Transfers: *Any eligible student may transfer annually from the child's school district of residence to another district in the state if both the receiving district and the applicant guardian jointly approve in writing to the transfer.*

Rationale for innovation

Miller Grove ISD maintains a transfer policy under FDA (local) requiring nonresident students requesting transfer to file a transfer application each school year. In approving transfer requests, the availability of space, instructional staff, availability of programs and services, the student's disciplinary history records, work habits, and attendance records are also evaluated. Transfer students are expected to follow the attendance requirements, rules, and regulations of MGISD. TEC 25.036 has been interpreted to establish the acceptance of a transfer as one year commitment by the District. Occasionally, students fail to meet the attendance or behavior expectations of MGISD.

Innovative strategies

The flexibility to revoke transfer status if a student is not meeting MGISD standards allows the district to maintain high expectations of all students. Local-Nonresident students who have been accepted as inter-district transfer may have such transfer status revoked by the Superintendent at any time during the year if the student is assigned discipline consequences of suspension (in or out of school), placement in a disciplinary alternative program, or expulsions. In addition, students not meeting the state's 90% compulsory attendance requirements may also be subject to immediate revocation of the transfer status.

TEC §25.092 Minimum attendance for class credit or final grade: *a student in any grade level from kindergarten through grade 12 may not be given credit or a final grade for a class unless the student is in attendance for at least 90 percent of the days the class is offered.*

Rationale for innovation

In order to provide engaging and challenging learning to all students, the District needs relief from this requirement to provide educational advantages to students. The District promotes active learning through innovation in methods, locations, and delivery of instruction in an effort to accommodate students with legitimate scheduling conflicts to reduce dropouts and increase the number of qualifying graduates. In addition, exemption from this requirement will allow

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flexibility to prevent penalization of students who miss class due to legitimate school activities which will promote student engagement, social and emotional development, and encourage more students to participate in such activities.

Innovative strategies

An attendance committee consisting of campus administrators and teachers will be created to discuss relevant situations including, but not limited to the number and reasons for absences, the student's academic success, and the administrator approved plan to make up days. The committee will determine if the student should receive credit or a final grade for those applicable classes.

TEC §28.004 Local School Health Advisory Council and Health Education Instruction: *The board of trustees of each school district shall establish a local school health advisory council to assist the district in ensuring that local community values are reflected in the district's health education instruction.*

Rationale for innovation

Due to the size of the district, Miller Grove ISD seeks exemption from the statutory provision requiring the establishment of a school health advisory council, SHAC.

Innovative strategies

Miller Grove ISD will create a health advisory committee to continue to gather community input concerning health education and instruction without overburdening the committee with the current requirements for SHAC. The MGISD Board of Trustees will determine how often the committee will meet and the procedures to which they will adhere. The committee will continue to seek to have a parent chair or co-chair the committee and will annually report to the MGISD Board of Trustees.

TEC §37.0012 Designation of Campus Behavior Coordinator: *A person at each campus must be designated to serve as the campus behavior coordinator*

Rationale for innovation

Current requirements include designating one person to be identified to serve as the campus behavior coordinator. This restricts local decision making by limiting the campuses from allowing the person most suitable to address the children's needs to make disciplinary decisions. The Miller Grove ISD elementary and secondary campuses are located in common facility where both of the principals are located; therefore, it is beneficial for each of them to work with the social and emotional development of the students, which includes changed behavior through disciplinary action.

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Innovative strategies

Miller Grove will not name one campus behavior coordinator per campus. Rather, the district will allow decisions to be made based on the needs of the individual student and situation to determine the most appropriate professional staff member to work with the student to promote social and emotional growth. Campus principals will guide this process by having frequent discussions about appropriate disciplinary decisions and procedures. The focus will remain on the social and emotional learning of the students. Staff members will also be provided training opportunities to ensure successful implementation of disciplinary techniques. Also, assignments to the Disciplinary Alternative Education Program will remain the responsibility of the campus principal.

COMMENTS

If you have any comments regarding the Miller Grove ISD District of Innovation Plan, we want to hear from you. Please call or email us your thoughts:

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