

Milford ISD 2016-2017

District Improvement Plan

2016-2017 School Year

Committee Members - Planning and Decision Making

| Name | Title | Campus / District | Term Ends |
|---------------------|--------------------------|-------------------|-----------|
| Clingenpeel, Don | Principal | Milford ISD | 5-2017 |
| Gowin, Flossie | Special Programs | Milford ISD | 5-2017 |
| Crumpton, Ronny | Assistant Principal | Milford ISD | 5-2017 |
| Chambers, Alton | Counselor | Milford ISD | 5-2017 |
| Clingenpeel, Donnie | Teacher | Milford ISD | 5-2017 |
| Perry, Joshua | Teacher | Milford ISD | 5-2017 |
| Markham, Jill | Parent | Milford ISD | 5-2017 |
| Gray, Lauren | Parent | Milford ISD | 5-2017 |
| Gates, Fadys | Community Representative | Milford ISD | 5-2017 |
| Wallace, Melva | Community Representative | Milford ISD | 5-2017 |
| Dahl, David | Business Representative | Milford ISD | 5-2017 |

Names of People Responsible For Implementation

| Name | Title | Campus / District |
|------------------------|------------------------------|-------------------|
| Clingenpeel, Don | Superintendent/Principal | Milford ISD |
| Crumpton, Ronny | Assistant Principal | Milford ISD |
| Chambers, Alton | Curriculum Director | Milford ISD |
| Chambers, Alton | STAAR Coordinator | Milford ISD |
| Price, Kirk | Technology Coordinator | Milford ISD |
| Slaton, Andrea | Special Services Coordinator | Milford ISD |
| Gowin, Flossie | ESL Coordinator | Milford ISD |
| Perry, Joshua | GT Coordinator | Milford ISD |
| Clingenpeel, Don | Homeless Liaison | Milford ISD |
| Chambers, Alton | Academic Counselor | Milford ISD |
| Dahl, JoAnn | Nurse Aide | Milford ISD |
| Gray, Lauren | Nurse Aide | Milford ISD |
| Chambers, Phyllis | Nurse Aide | Milford ISD |
| Chambers, Phyllis | Librarian | Milford ISD |
| Gilley, April | Business Manager | Milford ISD |
| Dahl, Jo Ann | Accounts Payable | Milford ISD |
| Shaw, Wendy | PEIMS Coordinator | Milford ISD |
| Gray, Lauren | Principal's Secretary | Milford ISD |
| Crumpton, Winona | PK Teacher | Milford ISD |
| Houston, Kochenna | PK Aide | Milford ISD |
| Clingenpeel, Stephanie | Kindergarten Teacher | Milford ISD |
| Crowell, Lindsey | First Grade Teacher | Milford ISD |
| Evans, Kim | Second Grade Teacher | Milford ISD |
| Garcia, Kalsea | Third Grade Teacher | Milford ISD |

Names of People Responsible For Implementation

| Name | Title | Campus / District |
|----------------------|--------------------------------------|-------------------|
| Jacinto, Brittany | Third Grade Teacher | Milford ISD |
| Johnson, Jamie | Fourth Grade Teacher | Milford ISD |
| Morgan, Delta | Fourth Grade Teacher | Milford ISD |
| Markham, Brenda Jill | Fifth Grade Teacher | Milford ISD |
| Gowin, Flossie | Pullout Teacher | Milford ISD |
| Harris, Deloris | 5-8 Math Teacher | Milford ISD |
| Chadwick, Jenny | 5 English/5-8 Social Studies Teacher | Milford ISD |
| Berckart, Christine | 5-8 Science Teacher | Milford ISD |
| Stephens, Joe | 6-8 English Teacher | Milford ISD |
| Moore, Christopher | 7-9 Social Studies Teacher | Milford ISD |
| Moore, Christopher | History Teacher | Milford ISD |
| McComas, Donald | Math Teacher | Milford ISD |
| Scesney, Shawnte | English Teacher | Milford ISD |
| Chambers, Alton | English Teacher | Milford ISD |
| Binder, Shawnee | English Teacher | Milford ISD |
| Perry, Joshua | Science Teacher | Milford ISD |
| Jackson, Mark | Vocational Agriculture Teacher | Milford ISD |
| Jackson, Mark | CEHI Teacher | Milford ISD |
| Jackson, Mark | FFA Advisor | Milford ISD |
| Clingenpeel, Donnie | PE Teacher | Milford ISD |
| Clingenpeel, Donnie | Health Teacher | Milford ISD |
| Stephens, Joe | Speech Teacher | Milford ISD |
| Berckart, Christine | Yearbook Teacher | Milford ISD |
| Crowell, Lindsey | UIL Coordinator | Milford ISD |

Names of People Responsible For Implementation

| Name | Title | Campus / District |
|----------------------|--|-------------------|
| Lucas, Mark | Band/Music Director | Milford ISD |
| Carter, Otis | Athletic Director/Coach | Milford ISD |
| Crumpton, Ronny | Athletic Director/Coach | Milford ISD |
| Clingenpeel, Donnie | Coach | Milford ISD |
| Stephens, Joe | Coach | Milford ISD |
| Houston, Kochenna | Coach | Milford ISD |
| Moore, Christopher | Coach | Milford ISD |
| Rankin, Anissa | Instructional Aide | Milford ISD |
| Williamson, TaNeshia | Instructional Aide | Milford ISD |
| Keiver, Julie | Instructional Aide | Milford ISD |
| Vega, Rolando | Instructional Aide | Milford ISD |
| Pruitt, Carrie | Computer Lab Aide | Milford ISD |
| Rankin, Jannie | Special Education Aide | Milford ISD |
| Williamson, Verma | Special Education Aide | Milford ISD |
| Byrd, Ernestine | Maintenance | Milford ISD |
| Garza, Mark | Maintenance | Milford ISD |
| Pollard, Robbie | Food Services | Milford ISD |
| Ramirez, Romie | Food Services | Milford ISD |
| Pieterse, Kelly | Ellis County Special Education Coop Consultant | |

District Improvement Plan
Milford ISD 2016-2017

Attendance

Attendance

Goal: **100%**

| | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|----------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| *All Students* | 96.90 | 97.20 | 97.40 | 97.40 | 97.40 | 97.30 | 97.30 | 97.20 | 96.80 |
| African American | 97.80 | 97.90 | 98.30 | 97.90 | 97.70 | 97.70 | 97.90 | 98.10 | 98.00 |
| Economically Disadvantaged | 96.70 | 97.30 | 97.40 | 97.10 | 97.30 | 97.30 | 97.20 | 97.10 | 96.80 |
| English Language Learners | 97.00 | 98.30 | 98.70 | 98.10 | 98.00 | 98.30 | 98.70 | 98.10 | 97.60 |
| Hispanic | 96.90 | 96.60 | 97.10 | 97.80 | 97.50 | 97.00 | 97.30 | 96.90 | 97.00 |
| Special Education | 96.00 | 96.60 | 96.10 | 96.20 | 96.50 | 96.80 | 97.40 | 97.10 | 96.30 |
| Two or More Races | 0.00 | 0.00 | 0.00 | 95.20 | 96.90 | 97.80 | 97.80 | 98.20 | 97.70 |
| White | 96.30 | 97.20 | 97.10 | 97.10 | 97.30 | 97.30 | 96.80 | 96.90 | 95.80 |

Dropouts

Dropouts

Goal: **0%**

| | 2007 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|----------------------------|------|------|------|------|------|------|------|------|
| *All Students* | 1.00 | 2.10 | 0.00 | 0.00 | 0.00 | 0.00 | 1.50 | 0.00 |
| African American | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Economically Disadvantaged | 1.50 | 0.00 | 1.20 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Hispanic | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Special Education | 5.00 | 0.00 | 4.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| White | 2.40 | 0.00 | 1.90 | 0.00 | 0.00 | 0.00 | 3.10 | 0.00 |

STAAR

Grade: **4th, 7th**

STAAR Writing

100%

| | 2013 | 2014 | 2015 | 2016 | 2017 |
|----------------------------|-------|-------|-------|-------|--------|
| *All Students* | 71.00 | 80.00 | 61.00 | 61.00 | 100.00 |
| African American | 0.00 | 0.00 | 0.00 | 50.00 | 100.00 |
| Economically Disadvantaged | 69.00 | 79.00 | 58.00 | 52.00 | 100.00 |
| Hispanic | 62.00 | 80.00 | 75.00 | 62.00 | 100.00 |
| White | 72.00 | 75.00 | 57.00 | 67.00 | 100.00 |

Grade: **5th, 8th-12th**

STAAR Science

100%

| | 2013 | 2014 | 2015 | 2016 | 2017 |
|----------------------------|-------|-------|-------|--------|--------|
| *All Students* | 84.00 | 64.00 | 71.00 | 72.00 | 100.00 |
| African American | 0.00 | 0.00 | 64.00 | 70.00 | 100.00 |
| Economically Disadvantaged | 84.00 | 61.00 | 67.00 | 73.00 | 100.00 |
| Hispanic | 75.00 | 69.00 | 55.00 | 67.00 | 100.00 |
| Two or More Races | 0.00 | 0.00 | 0.00 | 100.00 | 100.00 |
| White | 84.00 | 67.00 | 87.00 | 71.00 | 100.00 |

Grade: **3rd-12th**

All Subjects

100%

STAAR

| | 2013 | 2014 | 2015 | 2016 | 2017 |
|----------------------------|-------|--------|-------|-------|--------|
| *All Students* | 83.00 | 80.00 | 72.00 | 73.00 | 100.00 |
| African American | 89.00 | 75.00 | 61.00 | 71.00 | 100.00 |
| Economically Disadvantaged | 82.00 | 76.00 | 69.00 | 69.00 | 100.00 |
| English Language Learners | 61.00 | 74.00 | 54.00 | 50.00 | 100.00 |
| Hispanic | 77.00 | 81.00 | 74.00 | 71.00 | 100.00 |
| Special Education | 0.00 | 0.00 | 0.00 | 24.00 | 100.00 |
| Two or More Races | 88.00 | 100.00 | 86.00 | 85.00 | 100.00 |
| White | 83.00 | 78.00 | 75.00 | 72.00 | 100.00 |

Grade: **3rd-12th**

STAAR Mathematics

100%

| | 2013 | 2014 | 2015 | 2016 | 2017 |
|----------------------------|-------|-------|--------|-------|--------|
| *All Students* | 90.00 | 81.00 | 83.00 | 74.00 | 100.00 |
| African American | 0.00 | 0.00 | 0.00 | 75.00 | 100.00 |
| Economically Disadvantaged | 90.00 | 77.00 | 88.00 | 69.00 | 100.00 |
| English Language Learners | 0.00 | 0.00 | 0.00 | 58.00 | 100.00 |
| Hispanic | 88.00 | 85.00 | 100.00 | 74.00 | 100.00 |
| Special Education | 0.00 | 0.00 | 0.00 | 26.00 | 100.00 |
| Two or More Races | 0.00 | 0.00 | 0.00 | 80.00 | 100.00 |
| White | 91.00 | 81.00 | 75.00 | 73.00 | 100.00 |

Grade: **3rd-12th**

STAAR Reading

100%

STAAR

| | 2013 | 2014 | 2015 | 2016 | 2017 |
|----------------------------|--------|--------|-------|-------|--------|
| *All Students* | 81.00 | 85.00 | 75.00 | 78.00 | 100.00 |
| African American | 85.00 | 86.00 | 67.00 | 79.00 | 100.00 |
| Economically Disadvantaged | 82.00 | 82.00 | 72.00 | 76.00 | 100.00 |
| English Language Learners | 50.00 | 77.00 | 57.00 | 60.00 | 100.00 |
| Hispanic | 74.00 | 85.00 | 74.00 | 78.00 | 100.00 |
| Two or More Races | 100.00 | 100.00 | 86.00 | 93.00 | 100.00 |
| White | 82.00 | 82.00 | 80.00 | 74.00 | 100.00 |

Grade: **8th-12th**

STAAR Social Studies

100%

| | 2013 | 2014 | 2015 | 2016 | 2017 |
|----------------------------|-------|-------|-------|-------|--------|
| *All Students* | 82.00 | 69.00 | 67.00 | 61.00 | 100.00 |
| African American | 0.00 | 0.00 | 0.00 | 60.00 | 100.00 |
| Economically Disadvantaged | 80.00 | 65.00 | 60.00 | 58.00 | 100.00 |
| Hispanic | 0.00 | 60.00 | 75.00 | 56.00 | 100.00 |
| White | 81.00 | 70.00 | 64.00 | 67.00 | 100.00 |

About Milford ISD

Mission Statement:

Milford ISD is dedicated to building a foundation of excellence for its students and the community by providing a quality educational experience to meet the needs of its diverse student population. Milford ISD will, to the best of its ability, successfully challenge and prepare each student to become a responsible, productive citizen, now and in the future; and prepare students to become competent graduates who can succeed at their next level of endeavor, who believe in the dignity and worth of themselves and others, and who pursue lifelong learning in an ever-changing, richly diverse society.

To this end, Milford ISD accepts the challenge to provide an environment conducive to learning and a well-balanced curriculum, delivered by a highly qualified staff responsible for learning, with an uncompromised commitment to learning.

Our Vision:

The vision of Milford Independent School District (ISD) is that all students will be challenged, successful, motivated to learn, independent thinkers, and problem solvers. Milford ISD envisions a learning facility where students will achieve academically, explore their interests, grow mentally, morally, and physically through the school's academic, fine arts, athletic and vocational programs.

The Milford ISD administration and the entire school staff along with the community will act as mentors, guides, and advisors to the learning process in order to achieve excellence in all files of study. Students will strive for excellence in all classes and extracurricular activities and be proud of the school they represent. Parents will be a part of their child's education process in a positive and supporting manner at each grade level and all areas of endeavor.

Grade Span:

PK - 12

Enrollment:

250

Accountability Ratings:

Met 2016 State Accountability Standards

* Distinction Designations:

- Academic Achievement in Science

* System Safeguards:

- Missed Federal Performance Targets in Reading and Math

Comprehensive Needs Assessment (CNA)

Comprehensive Needs Assessment Process:

The D.A.C. (District Advisory Committee) meets at least 4 times a year to discuss ongoing issues and identify district needs. The faculty at Milford has open avenues to the committee members and bring their ideas and needs to them. The members then bring the information to our committee meeting. Also, Milford being a small district, the faculty can bring ideas to the Superintendent directly.

Areas of Concern:

1. Demographics:

People Responsible – Superintendent, Principal, and At-Risk Coordinator

Data reviewed annually.

a. Data Sources Reviewed:

- * Enrollment
- * Daily attendance
- * Socioeconomic status
- * Special program participation

b. Summary of Strengths:

- * Able to identify needs of students

c. Summary of Needs:

- * Increased number of ESL students

d. Priorities:

- * ESL Certification for all teachers

e. Actions:

- * Region X ESL Training

2. Student Achievement, Curriculum, Instruction, and Assessment:

People Responsible – Superintendent, Principal, and At-Risk Coordinator

Data reviewed annually.

a. Data Sources Reviewed:

- * Academic performance – Report card grades, Student work, Benchmarks, STAAR tests
- * Completion rates – Promotion rates, Retention rates
- * Instructional programs – Monitoring, evaluating, and modifying programs, and Maximize student engagement and learning
- * Instructional materials – Amount/quality of textbooks and supplemental resources
- * Available professional and paraprofessional staff

b. Summary of Strengths:

- * Met Standard in 2016
- * Academic Achievement in Science

c. Summary of Needs:

- * Missed Federal Performance Targets on Reading and Math in 2016

d. Priorities:

- * Increase student performance rates in Reading and Math

e. Actions:

- * Continue and modify Reading and Math Pullout Program
- * Purchase supplemental and research-based site licenses

3. School Culture and Climate:

People Responsible – Superintendent and Principal
Data reviewed annually.

a. Data Sources Reviewed:

- * Average class size
- * School climate – Quality of student-teacher relationships, Student attitudes toward school, Teacher job satisfaction
- * Student discipline and behaviors – Discipline referrals, Attendance, Tardiness
- * Extracurricular activities and clubs
- * Classroom management and organization

b. Summary of Strengths:

- * Small class sizes in PK – 4
- * Individualized instruction at all grade levels

c. Summary of Needs:

- * Lack of community involvement

d. Priorities:

- * Increase community involvement

e. Actions:

- * Beginning of the Year Fair – Back to School Hair Cuts and Supplies
- * Keep records of activities that involve community and attendance logs

4. Staff Quality, Professional Development, Recruitment, and Retention

Person responsible – Superintendent, Principal, and Curriculum Director
Data reviewed annually.

a. Data Sources Reviewed:

- * Highly Qualified status – Number of staff specialist
- * Professional development opportunities and resources
- * Staff demographics
- * School administrators – Number of administrators
- * Recruitment and retention strategies

b. Summary of Strengths:

- * All core subject teachers are fully certified
- * Provide mentors for new teachers
- * Offer stipends

c. Summary of Needs:

- * District location (rural area) makes it difficult to locate and fund qualified and certified teachers in critical need areas.

d. Priorities:

- * Hire fully certified teachers
- * Quality Professional Development, specifically in critical need areas

e. Actions:

- * All teachers sign up for PD that pertains to their core subject area and professional needs

5. Parent and Community Involvement:

People responsible – Principal

Data reviewed annually.

a. Data Sources Reviewed:

- * Parental involvement – Volunteering and Open House
- * Involvement of parents and community in school decisions
- * Types of community partnerships

b. Summary of Strengths:

- * Large turnout for Elementary activities

c. Summary of Needs:

- * Lack of parental involvement at High School, except for Athletic activities

d. Priorities:

- * Increase parental involvement in instructional activities

e. Actions:

- * Encourage participation in PTO/PTA

6. Technology:

People Responsible – Superintendent, Principal, and Technology Director

Date reviewed bi-annually and annually.

a. Data Sources Reviewed:

- * Amount, quality and/or availability of equipment, software
- * Extent to which teachers integrate technology into instruction
- * Type of computer systems available
- * Up-to date/out-of-date hardware and software
- * Barriers preventing effective use of technology
- * Technology professional development opportunities

b. Summary of Strengths:

- * Updated equipment and software

c. Summary of Needs:

- * E-Rate funding going away

d. Priorities:

- * Purchase equipment
- * Locate additional funding sources for technology needs

e. Actions:

- * Annually report to Board regarding technology needs
- * Purchase new equipment to replace out of date hardware

Demographics

2015 - 2016 Enrollment:

3 - Early Childhood (4 years old)
13 – Prekindergarten
16 – Kindergarten
21 – First Grade
24 – Second Grade
19 – Third Grade
25 – Fourth Grade
21 – Fifth Grade
18 – Sixth Grade
16 – Seventh Grade
21 – Eighth Grade
13 – Ninth Grade
14 – Tenth Grade
15 – Eleventh Grade
16 – Twelfth Grade

2015 - 2016 Ethnic Distribution:

58 (22.7%) – African American
73 (28.6%) – Hispanic
101 (39.6%) – White
0 (0.0%) – American Indian
0 (0.0%) - Asian
0 (0.0%) – Pacific Islander
23 (9.0%) – Two or More Races

2015 - 2016 Student Groups:

194 (76.1%) – Economically Disadvantaged
17 (6.7%) – English Language Learners
6 (2.2%) - Students with Disciplinary Placements
59 (23.1%) – Students Meeting "At-Risk" Criteria

19 (7.5%) - Bilingual/ESL Education
35 (13.7%) – Career and Technical Education
10 (3.9%) - Gifted and Talented Education
31 (12.2%) - Special Education

2015 - 2016 Students per Teacher:

16.0 – Kindergarten

21.0 – Grade 1

10.8 – Grade 2

14.1 – Grade 3

10.4 – Grade 4

16.9 – Grade 5

17.0 – Grade 6

7.2 – English/Language Arts

5.8 – Foreign Languages

9.2 – Mathematics

9.2 – Science

5.9 – Social Studies

Facilities Review

Year facility opened: 1930s

Level of occupancy: 100%

Facilities include:

- * 1 Administration
- * 1 Library
- * 2 Computer Labs
- * 10 Toilet Facilities
- * 1 Cafeteria
- * 23 Classrooms
- * 1 Kitchen
- * 1 Science Lab
- * 1 Gymnasium

2 Portable Classrooms Used for Social Studies and Electives in Career classes, Psychology and Health

Federal Requirements - Schoolwide Program

In accordance with the revised (10/12/09) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following ten federally required components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that—
 - (A) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);
 - (B) use effective methods and instructional strategies that are based on scientifically based research that—
 - (1) strengthen the core academic program in the school;
 - (2) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
 - (3) include strategies for meeting the educational needs of historically underserved populations;
 - (C)(1) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—
 - (a) counseling, pupil services, and mentoring services;
 - (b) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - (c) the integration of vocational and technical education programs; and
 - (2) address how the school will determine if such needs have been met; and
 - (D) are consistent with, and are designed to implement, the State and local improvement plans, if any.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Federal Requirements – Schoolwide Program Components

Milford School conducts a Title I Schoolwide Program on the campus. The Schoolwide Components are addressed in the District/Campus Improvement Plan under the following goals.

1. A comprehensive needs assessment of the entire school.
 - Goal #2: District/Campus Performance Objectives Strategy
 - Goal #2: Foundation Program Strategy
 - Goal #6: Technology Needs Assessment Strategy
2. Schoolwide reform strategies.
 - Goal #2: Accelerated Instruction Strategy
 - Goal #2: Ancillary Services Strategy
 - Goal #3: Dropout Prevention Program Strategy
 - Goal #6: Technology Integrated Curriculum Strategy
 - Goal #7: Pregnancy, Education, and Parenting (PEP) Services Activity
3. Instruction by highly qualified teachers.
 - Goal #5: Professional Development Program Strategy
 - Goal #5: Recruitment and Retention Initiatives Strategy
4. High-quality and ongoing professional development for teachers, principals and paraprofessionals.
 - Goal #5: Professional Development Program Strategy
 - Goal #6: Professional Development in Technology Strategy
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Goal #5: Professional Development Program Strategy
 - Goal #5: Recruitment and Retention Initiatives Strategy
6. Strategies to increase parental involvement.
 - Goal #1: Parent and Community Involvement Strategy
 - Goal #1: Events and Programs Activity
 - Goal #1: Evaluation of Parental Involvement Program Strategy
 - Goal # 7: School Health Advisory Council (SHAC) Strategy
7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs.
 - Goal #2: Early Intervention Program Strategy
8. Measures to include teachers in the decisions regarding the use of academic assessments.
 - Goal #1: District Action Committee (DAC) Activity
9. Activities to ensure that students shall be provided with effective, timely additional assistance.
 - Goal #2: Accelerated Instruction Strategy
 - Goal #3: Dropout Prevention Program Strategy
10. Coordination and integration of Federal, State and local services and programs including violence prevention programs, nutrition programs, housing programs, Head Start, adult

education, vocational and technical education and job training.

- Goal #2: Career and Technology Education (CTE) Strategy
- Goal #4: Career Guidance and Counseling Strategy
- Goal #4: College Preparation Strategy
- Goal #7: Safe School Initiatives Strategy
- Goal #7: Counseling Responsive Services Strategy

Needs Assessment Summary

Milford ISD received a State Accountability Rating of Met Standard from TEA in 2016. The Met Standard Rating requires that the district met or exceeded the target score on Student Achievement and/or Student Progress, Closing Performance Gaps, and Postsecondary Readiness.

Milford ISD received Distinction Designation for Academic Achievement in Science. This required the campus to be in the top 25% of its campus comparison group on 50% or more of eligible measures in Science.

The district failed to meet the System Safeguards for the federal performance targets in Reading and Math.

Student Strengths and Needs:

Note: Passing Rates on the STAAR tests in 2016 were at Level II.

Reading/ELA: 78% of All Students met the passing standard on the STAAR Reading/English tests. Passing rates for other subgroups ranged from 60% for English Language Learners to 93% for students of Two or More Races.

Math: 74% of All Students met the passing standard on the STAAR Math tests. Passing rates for other subgroups ranged from 26% for Special Education students to 80% for Two or More Races.

Writing: Students in grades 4 and 7 took the STAAR Writing test. 61% of All Students met the passing standard. Passing rates for other subgroups ranged from 50% for African American students to 67% for White students.

Science: Students in grades 5, 8 - 12 took the STAAR Science test. 72% of All Students met the passing standard. Passing rates for other subgroups ranged from 67% for Hispanic students to 100% for Two or More Races.

Social Studies: Students in grades 8 - 12 took the STAAR Social Studies test. 61% of All Students met the passing standard. Passing rates for other subgroups ranged from 56% for Hispanic students to 67% for White students.

Interventions:

Milford ISD has several programs in place to address identified needs. Students who need additional support or have difficulty passing the STAAR tests will qualify to receive additional assistance through the following programs:

- * Prekindergarten Program for eligible students
- * Class Size Reduction (CSR) in 4th grade
- * Supplemental Pullout Classes in Reading and Math for grades K – 6
- * Tutorials during and after school for grades K – 12
- * Individualized Instructional Aides for grades K - 2
- * Supplemental STAAR Services for grades 3 - 12
- * An optional Summer School Program for all grade levels and for students who have failed a STAAR EOC Exam
- * Counseling Services for at-risk students in grades 3 - 12
- * LEP students are supported by the ESL Program

Faculty and Staff:

Professional development is encouraged for the staff, particularly focusing on areas where students are low performing. Local and supplemental funds provide opportunities for travel to conferences, as well as stipends for attendance outside of duty hours and retention incentives in high need areas such as Math and Science.

Attendance:

Attendance rates slightly decreased from 97.2% in 2013-2014 to 96.8% in 2014-2015. The District has several activities and incentives in place that are designed to increase student attendance. These include attendance incentives, parent notifications, and counseling services.

Dropout Rate:

The dropout rates for seventh through eight grade remained at 0% in 2014-2015. The dropout rates for ninth through twelve grade decreased from 1.5% in 2013-2014 to 0% in 2014-2015. Several programs, including parental involvement activities and counseling programs, are in place to maintain a dropout rate of 0% for all students and all student groups.

Summary of SCE Program Effectiveness

The following supplemental programs were provided to students at risk of dropping out of school in the Milford ISD during the 2015-2016 school year:

- 1) A Prekindergarten Program was provided to qualifying students.
- 2) Class Size Reduction (CSR) was provided for students in kindergarten and second grade.
- 3) A Reading and Math Pullout Program was provided for students in kindergarten through sixth grade.
- 4) A Tutorial Program was provided for students in kindergarten through the twelfth grade during and after school.
- 5) Instructional Assistance was provided for students in second, fourth, and fifth grade.
- 6) STAAR Coordinating Services were provided for students in third through twelfth grade.
- 7) A Summer School Program was available for students in kindergarten through the twelfth grade.
- 8) A Compensatory Education Home Instruction (CEHI) Program was available for students in seventh through twelfth grade.
- 9) A Discipline Alternative Education Program (DAEP) Program was available for students in first through twelfth grade.

Evaluation:

Most of the above programs proved to be very successful in meeting the needs of those students in Milford ISD who were at risk of dropping out of school. Those that were not will be modified in the 2016-2017 school year. If those modifications do not improve the programs' success rates, they will be discontinued.

1) The Prekindergarten Program produced the following results:

- a success rate of 100% for At-Risk students, as measured by the number of students who were promoted to the next grade.

2) CSR produced the following results:

- the following success rates, as measured by the number of students who were promoted to the next grade:
 - * 86% for At-Risk students in Kindergarten
 - * 100% for At-Risk students in second grade

3) The Reading and Math Pullout Program achieved the following results:

- the following success rates, as measured by the number of students who were promoted to the next grade:

- * 86% for At-Risk students in Kindergarten
- * 100% for At-Risk students in first grade
- * 100% for At-Risk students in second grade

• the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level STAAR Reading tests:

- * 0% of participating At-Risk students in third grade met the passing standard. Due to small numbers of students, no data was reported for At-Risk students. This is less than the 74% passing rate for Non-At-Risk students.
- * 50% of participating At-Risk students in fourth grade met the passing standard. This exceeds the 20% passing rate for all At-Risk students, but is less than the 81% passing rate for Non At-Risk students.
- * No participants in fifth grade
- * No participants in sixth grade

• the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level STAAR Math tests:

- * No participants in third grade
- * 80% of participating At-Risk students in fourth grade met the passing standard. This exceeds the 0% passing rate for all At-Risk students and the 63% passing rate for Non-At-Risk students.
- * No participants in fifth grade
- * No participants in sixth grade

• the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level STAAR Writing tests:

- * No participants in fourth grade

4) The Tutorial Program achieved the following results:

• the following success rates, as measured by the number of students who were promoted to the next grade:

- * 86% for At-Risk students in Kindergarten
- * 100% for At-Risk students in first grade
- * 100% for At-Risk students in second grade

• the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level STAAR Reading tests:

- * 67% of participating At-Risk students in third grade met the passing standard. Due to small numbers of students, no data was reported for At-Risk students. This is less than the 74% passing rate for Non At-Risk students.
- * 25% of participating At-Risk students in fourth grade met the passing standard. This exceeds the 20% passing rate for all At-Risk students, but is less than the 81% passing rate for Non At-Risk students.
- * 50% of participating At-Risk students in fifth grade met the passing standard. Due to small numbers of students, no data was reported for At-Risk students. This is less than the 87% passing rate for Non At-Risk students.
- * No participants in sixth grade
- * 33% of participating At-Risk students in seventh grade met the passing standard. Due to small numbers of students, no data was reported for At-Risk students. This is less than the 82% passing rate for Non At-Risk students.
- * 50% of participating At-Risk students in eighth grade met the passing standard. This is less than the 57% passing rate for all At-Risk students and 92% passing rate for Non At-Risk students.

- the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level STAAR Math tests:

- * 0% of participating At-Risk students in third grade met the passing standard. Due to small numbers of students, no data was reported for At-Risk students. This is less than the 68% passing rate for Non At-Risk students.
- * 0% of participating At-Risk students in fourth grade met the passing standard. This matches the 0% passing rate for all At-Risk students and is less than the 63% passing rate for Non At-Risk students.
- * 50% of participating At-Risk students in fifth grade met the passing standard. Due to small numbers of students, no data was reported for At-Risk students. This is less than the 93% passing rate for Non At-Risk students.
- * 67% of participating At-Risk students in sixth grade met the passing standard. Due to small numbers of students, no data was reported for At-Risk students. This is less than the 100% passing rate for Non-At-Risk students.
- * 0% of participating At-Risk students in seventh grade met the passing standard. Due to small numbers of students, no data was reported for At-Risk students. This is less than the 82% passing rate for Non At-Risk students.
- * 50% of participating At-Risk students in eighth grade met the passing standard. This exceeds the 43% passing rate for all At-Risk students, but is less than the 92% passing rate for Non At-Risk students.

- the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level STAAR Writing tests:

- * 52% of participating At-Risk students in fourth grade met the passing standard. This exceeds the 0% passing rate for all At-Risk students, but is less than the 73% passing rate for Non At-Risk students.
- * 93% of participating At-Risk students in seventh grade met the passing standard. Due to small numbers of students, no data was reported for At-Risk students. This is less than the 100% passing rate for Non At-Risk students.

- the following success rate, as measured by the number of students who achieved passing scores on the STAAR Science test:

- * 83% of participating At-Risk students in fifth grade met the passing standard. Due to small numbers of students, no data was reported for At-Risk students. This is less than the 87% passing rate for Non At-Risk students.
- * 48% of participating At-Risk students in eighth grade met the passing standard. This exceeds the 14% passing rate for all At-Risk students, but is less than the 69% passing rate for Non At-Risk students.

- the following success rate, as measured by the number of students who achieved passing scores on the STAAR Social Studies test:

- * 24% of participating At-Risk students in eighth grade met the passing standard. This exceeds the 14% passing rate for all At-Risk students, but is less than the 31% passing rate for Non At-Risk students.

- the following success rates, as measured by the number of students who achieved passing scores on the appropriate STAAR EOC Exams:

- * 83% of participating At-Risk students passed the English I exam. This exceeds the 60% passing rate for all At-Risk students, but is less than the 90% passing rate for Non At-Risk students.
- * 73% of participating At-Risk students passed the English II exam. This exceeds the 60% passing rate for all At-Risk students, but is less than the 90% passing rate for Non At-Risk students.
- * 83% of participating At-Risk students passed the Algebra I exam. No data was reported for At-Risk students. This is less than the 91% passing rate for Non At-Risk students.
- * 89% of participating At-Risk students passed the Biology exam. No data was reported for At-Risk students. This is less than the 90% passing rate for Non At-Risk students.
- * 76% of participating At-Risk students passed the US History exam. This is less than the 83% passing rate for all At-Risk students and the 95% passing rate for Non At-Risk students.

- a success rate of 100% for At-Risk students in twelfth grade, as measured by the number of students who completed high school.

5) The Instructional Assistance Program produced the following results:

- No data was reported for students in second, fourth, and fifth grade

6) The STAAR Coordinating Services produced the following results:

- the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level STAAR Reading tests:

- * 29% of participating At-Risk students in third grade met the passing standard. Due to small numbers of students, no data was reported for At-Risk students. This is less than the 74% passing rate for Non At-Risk students.

- * 50% of participating At-Risk students in fourth grade met the passing standard. This exceeds the 20% passing rate for all At-Risk students, but is less than the 81% passing rate for Non At-Risk students.

- * 63% of participating At-Risk students in fifth grade met the passing standard. Due to small numbers of students, no data was reported for At-Risk students. This is less than the 87% passing rate for Non At-Risk students.

- * 80% of participating At-Risk students in sixth grade met the passing standard. Due to small numbers of students, no data was reported for At-Risk students. This is less than the 100% passing rate for Non At-Risk students.

- * 45% of participating At-Risk students in seventh grade met the passing standard. Due to small numbers of students, no data was reported for At-Risk students. This is less than the 82% passing rate for Non At-Risk students.

- * 64% of participating At-Risk students in eighth grade met the passing standard. This exceeds the 57% passing rate for all At-Risk students, but is less than the 92% passing rate for Non At-Risk students.

- the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level STAAR Math tests:

- * 14% of participating At-Risk students in third grade met the passing standard. Due to small numbers of students, no data was reported for At-Risk students. This is less than the 68% passing rate for Non At-Risk students.

- * 21% of participating At-Risk students in fourth grade met the passing standard. This exceeds the 0% passing rate for all At-Risk students, but is less than the 63% passing rate for Non At-Risk students.

- * 75% of participating At-Risk students in fifth grade met the passing standard. Due to small numbers of students, no data was reported for At-Risk students. This is less than the 93% passing rate for Non At-Risk students.

- * 90% of participating At-Risk students in sixth grade met the passing standard. Due to small numbers of students, no data was reported for At-Risk students. This is less than the 100% passing rate for Non-At-Risk students.

- * 36% of participating At-Risk students in seventh grade met the passing standard. Due to small numbers of students, no data was reported for At-Risk students. This is less than the 82% passing rate for Non At-Risk students.

- * 64% of participating At-Risk students in eighth grade met the passing standard. This exceeds the 43% passing rate for all At-Risk students, but is less than the 92% passing rate for Non At-Risk students.

- the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level STAAR Writing tests:

- * 29% of participating At-Risk students in fourth grade met the passing standard. This exceeds the 0% passing rate for all At-Risk students, but is less than the 73% passing rate for Non At-Risk students.

- * 64% of participating At-Risk students in seventh grade met the passing standard. Due to small numbers of students, no data was reported for At-Risk students. This is less than the 100% passing rate for Non At-Risk students.

- the following success rate, as measured by the number of students who achieved passing scores on the STAAR Science test:

- * 88% of participating At-Risk students in fifth grade met the passing standard. Due to small numbers of students, no data was reported for At-Risk students. This exceeds the 87% passing rate for Non At-Risk students.

- * 29% of participating At-Risk students in eighth grade met the passing standard. This exceeds the 14% passing rate for all At-Risk students, but is less than the 69% passing rate for Non At-Risk students.

- the following success rate, as measured by the number of students who achieved passing scores on the STAAR Social Studies test:

- * 14% of participating At-Risk students in eighth grade met the passing standard. This matches the 14% passing rate for all At-Risk students, but is less than the 31% passing rate for Non At-Risk students.

- the following success rates, as measured by the number of students who achieved passing scores on the appropriate STAAR EOC Exams:

- * 83% of participating At-Risk students passed the English I exam. This exceeds the 60% passing rate for all At-Risk students, but is less than the 90% passing rate for Non At-Risk students.

- * 73% of participating At-Risk students passed the English II exam. This exceeds the 60% passing rate for all At-Risk students, but is less than the 90% passing rate for Non At-Risk students.

- * 83% of participating At-Risk students passed the Algebra I exam. No data was reported for At-Risk students. This is less than the 91% passing rate for Non At-Risk students.

- * 89% of participating At-Risk students passed the Biology exam. No data was reported for At-Risk students. This is less than the 90% passing rate for Non At-Risk students.

- * 76% of participating At-Risk students passed the US History exam. This is less than the 83% passing rate for all At-Risk students and the 95% passing rate for Non At-Risk students.

7) The Summer School Program produced the following results:

- the following success rates, as measured by the number of students who were promoted to the next grade:

- * 100% for At-Risk students in Kindergarten

- * 100% for At-Risk students in first grade

- * 100% for At-Risk students in second grade

- * 100% for At-Risk students in third grade

- * 100% for At-Risk students in fourth grade

- * 100% for At-Risk students in fifth grade

- * 100% for At-Risk students in sixth grade

- * 100% for At-Risk students in seventh grade

- * 100% for At-Risk students in eighth grade

- No participants in ninth through twelfth grade

8) The Compensatory Education Home Instruction (CEHI) Program produced the following results:

- No participants in seventh through twelfth grade

9) The DAEP Program produced the following results:

- the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level and subject-area STAAR tests:

* 0% in Reading and 0% in Math for At-Risk students in third grade. Due to small numbers of students, no data was reported for At-Risk students in Reading and Math. These passing rates are less than the 74% passing rate in Reading and the 68% passing rate in Math for Non At-Risk students.

* 0% in Math and 0% in Science for At-Risk students in eighth grade. These passing rates are less than the 43% passing rate in Math and the 14% passing rate in Science for At-Risk students, as well as, less than the 92% passing rate in Math and the 69% passing rate in Science for Non At-Risk students.

The majority of the programs proved to be successful in meeting the needs of those students in the Milford ISD at risk of dropping out of school. Those that were not will be modified in the 2016-2017 school year. If modifications do not improve a program's success rate, it will be discontinued.

Milford ISD is pleased with the overall success rate of the supplemental programs for students at risk of dropping out of school. Due to the small number of student test scores, some of these results are statistically unsound; but they do provide a general baseline measurement to gauge success.

Milford ISD will continue to offer supplemental programs next year because the district believes strategies such as one-on-one tutoring, reading and math programs, STAAR testing support programs, and summer school help increase academic achievement among students who are at risk of dropping out of school. Milford ISD will monitor and modify supplemental instructional programs as needed to ensure higher success rates in the 2016-2017 school year.

System Safeguards

The district did not meet federal limits on alternative assessments. The district exceeded the federal cap allowed for students passing the modified STAAR test.

The STAAR modified test no longer exists. Special Education students who qualify will now take the STAAR A (Accommodated) test. This is an online test and students will have to participate in tutorials to be able navigate through the test.

Corrective Action Plan:

1. Special Education personnel will attend trainings and view webinars as they become available from the State to understand and be able to explain the criteria for taking the STAAR A state mandated test.
2. Ensure that all participants in the ARD decision making process understand the participation criteria for taking the new STAAR A state mandated test.
3. Ensure that all students designated to take the STAAR A test meet the participation requirements for that test.
4. Those students eligible for participation in the STAAR A test will receive required tutorials for taking the online test.

Persons Responsible:

Special Education Director/Teacher
Principal

Timeline:

Training and tutorials as they become available from TEA
At each ARD meeting when determining state testing participation

District Improvement Plan
Milford ISD 2016-2017

| Goal: 1 Parents and community members will be full partners with educators in the education of Milford ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)] | | | | | | |
|--|-----------------|--|---|---|---|--|
| Objective(s): PK-12 Increase the number of parent and community participants in each of the following: (a) Volunteers, (b) PTO, (c) Open House, and (d) Special programs parent meetings. | | | | | | |
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>Parent and Community Involvement (TI, A SW #6) - There will be clear and timely notification of all Milford ISD stakeholders (staff, students, parents, community members and business representatives) of formal and informal Texas Education Agency (TEA) reports, upcoming conferences, campus-level events, meetings and programs impacting our campus. Stakeholders are notified through the Milford ISD website, school marquee, District Calendar, conferences, Parent Teacher Organization (PTO) meetings, newspaper and newsletters, letters and folders sent home, Twitter and School Reach (an automated phone system).</p> <p>Communication is provided in an understandable format and in the parent's primary language.</p> <p>With parental input, a Parental Involvement Calendar will be developed by the district.</p> | 7/2016 - 6/2017 | Superintendent/Principal - Don Clingenpeel Assistant Principal - Ronny Crumpton | Local Funds - Communication Vehicles Federal - Title I, Part A - School Reach License \$600.00 | <p>Documents :Agendas, Meeting Notes - 08/16: An approved District/Campus Parental and Community Involvement Calendar will have been distributed to the District Action Committee (DAC) for scheduling of timely announcements to parents and community members.</p> <p>Informal Assessment :Anecdotal Reports and Surveys - 01/17: All stakeholder groups report precise, timely and meaningful communication from the district.</p> | <p>Improved communication between school staff, students, parents and community.</p> <p>Increased number of Stakeholders participating in Milford ISD events.</p> | <p>Documents :Parent Involvement Records - 06/17: Parent and Community Involvement Records will reflect an increase in participation in campus activities as compared to the previous year.</p> <p>Informal Assessment :Anecdotal Reports and Surveys - 06/17: All stakeholder groups report precise, timely and meaningful communication from the district.</p> |

| Goal: 1 Parents and community members will be full partners with educators in the education of Milford ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)] | | | | | | |
|---|------------------|--------------------------------------|--|-----------------------------|---|---|
| Objective(s): PK-12 Increase the number of parent and community participants in each of the following: (a) Volunteers, (b) PTO, (c) Open House, and (d) Special programs parent meetings. | | | | | | |
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Activity:</p> <p>Parent, Student, Teacher Compact - The school and parent representatives will re-adopt or modify the Milford ISD Parent/Student/Teacher Compact. This compact will identify ways the school and parents can share the responsibility for student performance and success.</p> <p>All parents will be given a copy of the compact detailing the responsibilities that teachers, parents and students have in helping students accomplish performance goals. The compact will be distributed through the Student Handbook at the beginning of the school year. Parent and student signatures will be required, and parents are encouraged to discuss the contents of the compact with their child(ren).</p> | 5/2016 - 10/2016 | Assistant Principal - Ronny Crumpton | Local Funds - Time Contributions of Parents, Faculty and Staff | | A Parental Involvement Policy and Compact that provides guidance for parents in becoming equal partners in their students' education. | Documents :Agendas, Meeting Notes - - 06/16: Parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact. |

District Improvement Plan
Milford ISD 2016-2017

| Goal: 1 Parents and community members will be full partners with educators in the education of Milford ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)] | | | | | | |
|--|-----------------|--|--|---|---|--|
| Objective(s): PK-12 Increase the number of parent and community participants in each of the following: (a) Volunteers, (b) PTO, (c) Open House, and (d) Special programs parent meetings. | | | | | | |
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Activity:</p> <p>District Action Committee (DAC) [TI, A SW #8] - The DAC is made up of members of the Milford ISD staff, parent representatives, business representatives and community members. Parents are selected to be members by campus administrators for one year terms. The DAC meets periodically to discuss plans, progress and ideas for improving the education and environment at Milford ISD. [TEC 11.251 (b)]</p> <p>Based on continuously updated student achievement data and support data, revisions will be made to the District Improvement Plan (DIP) as needed and recommended by the committee. The District Improvement Plan (DIP) and Campus Improvement Plan (CIP) are one and the same due to Milford ISD having only one campus.</p> <p>Through the activities of the DAC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Milford ISD.</p> | 8/2016 - 5/2017 | Superintendent/Principal - Don Clingenpeel Assistant Principal - Ronny Crumpton | Local Funds - Time Contributions of Committee Members State - State Compensatory Education (SCE) - SECCA, Inc. Consulting Services (DIP Updates) <div style="text-align: right;">\$900.00</div> | Documents :Agendas, Meeting Notes - - 08/16, 01/17, 05/17: DAC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the DIP as needed. | A DIP that is a living document that provides guidance to the implementation of the educational system and support components of Milford ISD. | Documents :Agendas, Meeting Notes - - 05/17: A current DIP approved by the Milford ISD Board of Trustees that comprehensively covers needs assessment data; local, state and federal regulations; scientifically research-based strategies and activities; measurable performance objectives and measurable formative and summative evaluations. |

District Improvement Plan
Milford ISD 2016-2017

| Goal: 1 Parents and community members will be full partners with educators in the education of Milford ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)] | | | | | | |
|---|-----------------|--|---|-----------------------------|--|---|
| Objective(s): PK-12 Increase the number of parent and community participants in each of the following: (a) Volunteers, (b) PTO, (c) Open House, and (d) Special programs parent meetings. | | | | | | |
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Activity: Events and Programs (TI, A SW #6) - Milford ISD encourages parents and community members to become actively engaged in the education of their children. Activities are planned to encourage parental and community participation. Activities include: * Open House in August * Freshman Student Orientation * Award Assemblies - NHS Induction - Sports Banquet - Band Concerts - UJL Assemblies * Immunization Drives * Music Programs * Veteran's Day Program * Volunteer Opportunities - Book Fairs - Teacher Appreciation Week activities - Red Ribbon Week activities - Fitnessgram - Field Trips - DAC meetings - School Health Advisory Council (SHAC) meetings | 8/2016 - 5/2017 | Superintendent/Principal - Don Clingenpeel Assistant Principal - Ronny Crumpton | Coordinated Funds - Time Contributions of Parents, Community Members, and Staff | | Increase in students' achievement as a result of increased parent and community involvement. | Documents :Parent Involvement Records - - 05/17: Parent Involvement records will indicate an increase in the number of parents participating in activities conducted by Milford ISD as compared to the previous year. |

District Improvement Plan
Milford ISD 2016-2017

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|---|-----------------|--|---|--|---|---|
| Objective(s): PK-12 Increase the number of parent and community participants in each of the following: (a) Volunteers, (b) PTO, (c) Open House, and (d) Special programs parent meetings. | | | | | | |
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Activity:</p> <p>Title I, Part A Schoolwide Assistance - The DAC, through the activities of the Superintendent and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the members of the SPDMC are cognizant of the regulations governing Schoolwide programs, understand the ten components of a Title I Schoolwide Program and include these components in the Milford School DIP/CIP.</p> <p>Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A program and other federal, state and local programs. Technical assistance is available for NCLB requirements such as supplement, not supplant, campus allocations, and compliance and accountability.</p> | 7/2016 - 5/2017 | Superintendent/Principal - Don Clingenpeel | Federal - Title I, Part A - SECCA, Inc. Consulting Services <p style="text-align: right;">\$879.00</p> Federal - Title II, Part A - TPTR - SECCA, Inc. Consulting Services <p style="text-align: right;">\$600.00</p> State - State Compensatory Education (SCE) - SECCA, Inc. Consulting Services <p style="text-align: right;">\$5,995.00</p> | Documents :Agendas, Meeting Notes -- 12/16: Milford ISD DAC's agendas and minutes reflect a continued monitoring of the Title I Program. | Milford ISD will be in compliance with all federal regulations governing Title I, Part A Schoolwide campus. | Documents :School Records -- 05/17: Milford ISD will receive the State Accountability Rating of Met Standard. |

District Improvement Plan
Milford ISD 2016-2017

| Goal: 1 Parents and community members will be full partners with educators in the education of Milford ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)] | | | | | | |
|--|-----------------|--|--|---|---|--|
| Objective(s): PK-12 Increase the number of parent and community participants in each of the following: (a) Volunteers, (b) PTO, (c) Open House, and (d) Special programs parent meetings. | | | | | | |
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>Federal and State Education Programs and Services - Districtwide Parental Involvement meetings are held periodically to ensure that parents are apprised of the federal and state educational programs and services in which Milford ISD participates and that are available to their students. This information is also available on the district website. Parents are notified of the federal and state regulations governing educational programs and support services—soliciting recommendations in program development and funding.</p> <p>Parents are included in the review of the needs assessment data, planning of the supplemental federal and state programs that will be conducted by Milford ISD in the upcoming school year, and in the development of the application for federal funding.</p> | 8/2016 - 5/2017 | Superintendent/Principal - Don Clingenpeel | Local Funds - Time Contributions of Parents, Staff and Community Members | <p>Documents :Parent Contact Agendas and Logs - 08/16: 100% of parents will have received information regarding supplemental federal and state educational support programs.</p> <p>Documents :Agendas, Meeting Notes - 08/16 DAC agendas and minutes will reflect that during each planning period for the development of supplemental state and federal programs for the upcoming year, meetings are held to involve parents in the planning and development of these programs.</p> | Parents as full partners with educators in the education of Milford ISD students. | Documents :Agendas, Meeting Notes - 05/17: DAC agendas and minutes will reflect that parents have participated in the planning and development of the educational system of Milford ISD. |

District Improvement Plan
Milford ISD 2016-2017

| Goal: 1 Parents and community members will be full partners with educators in the education of Milford ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)] | | | | | | |
|--|-----------------|--|---|---|---|---|
| Objective(s): PK-12 Increase the number of parent and community participants in each of the following: (a) Volunteers, (b) PTO, (c) Open House, and (d) Special programs parent meetings. | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Activity:</p> <p>Parent Notifications - In compliance with Federal Title I, Part A Improving Basic Programs and Title III, Part A Language Instruction for Limited English Proficient and Immigrant Students regulation, parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> * Qualifications of staff, * Parental rights to request information, * Title I, Part A Parent Involvement Policy, * Parental Information Resource Centers, * Student Progress Reports, * School Report Cards, * Application of technology, * School Improvement Program, * Safe and Drug-Free Schools and Communities Programs, * School Choice Options. <p>Whenever possible, translators are provided and communication takes place in an understandable format and in the parent's primary language.</p> | 8/2016 - 5/2017 | Superintendent/Principal - Don Clingenpeel | Local Funds - Parent Notification Resources | <p>Documents :Parent Contact Agendas and Logs - - 12/16: 100% of all applicable parents were contacted in a timely manner.</p> <p>Parental feedback was documented with each contact.</p> | Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner. | <p>Documents :Parent Contact Agendas and Logs - - 05/17: 100% of all applicable parents were contacted in a timely manner.</p> <p>Parental feedback was documented with each contact.</p> |

District Improvement Plan
Milford ISD 2016-2017

| Goal: 1 Parents and community members will be full partners with educators in the education of Milford ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)] | | | | | | |
|--|-----------------|--|--|--|--|---|
| Objective(s): PK-12 Increase the number of parent and community participants in each of the following: (a) Volunteers, (b) PTO, (c) Open House, and (d) Special programs parent meetings. | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>Evaluation of Parental Involvement Program (TI, A SW #6) - Parents are involved in the evaluation of the district's Parental Involvement Program and District Improvement Plan (DIP) through the activities of the DAC. During the evaluation process, parents review the Title I, Part A Parental Involvement Policy and the Parent, Student, Teacher Compact. Parents may vote to amend if necessary.</p> <p>The DAC meets periodically to review average class size, school climate, student discipline and behaviors and parent/student surveys. The DAC will analyze strengths and weaknesses of the overall programs, as well as its individual components to determine whether the level of parental participation has increased and if activities provided by the school meet the needs of parents.</p> <p>The district will actively recruit the participation of a diverse population of parents. The meeting will be scheduled at a convenient time and location. Parents will be invited to come and a Public Notice will be posted.</p> | 8/2016 - 5/2017 | Superintendent/Principal - Don Clingenpeel | Local Funds - Time Contributions of DAC | <p>Documents :Agendas, Meeting Notes - 08/16: An approved District Parental Involvement Policy and School, Parent, Student Compact available for distributions to parents, faculty and staff.</p> <p>Documents :Agendas, Meeting Notes - 02/17: DAC agenda and minutes will indicate that parent surveys have been distributed in English or Spanish to all parents.</p> | State-of-the-Art Parental Involvement Program. | <p>Documents :Agendas, Meeting Notes - 05/17: DAC agenda and minutes will indicate that surveys have been returned by parents and the results will be used to enhance or modify the Milford Parent and Community Involvement Program.</p> |

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| <p>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12 Data generated from the 2015-2016 STAAR tests will be analyzed to identify and define student success on the 2016-2017 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students, and all groups of students; and (c) emphasizing research based teaching methods.</p> <p> PK-12 Reduce number of students receiving special education services to have percentage closer to state standard of 8.5%.</p> <p> PK-12 Increase STAAR only participation rate of special education population.</p> | | | | | | |
|---|-----------------|--|--|-----------------------------|---|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>District/Campus Performance Objectives (TI, A SW #1) - The DAC meets periodically to review the campus curriculum, instruction and assessment. Some of the areas evaluated include monitoring the instructional programs and activities for their effectiveness, reviewing the amount and quality of textbooks and what supplemental resources are available to support the baseline program, and reviewing the professional and paraprofessional staff available.</p> <p>District/campus performance objectives are based on data available through the comprehensive needs assessment process.</p> | 6/2016 - 8/2016 | Superintendent/Principal - Don Clingenpeel Assistant Principal - Ronny Crumpton | Local Funds - Time Contributions of Committee Members | | The campus performance objectives will support the needs of the district. | Documents :Agendas, Meeting Notes - 08/16: DAC agenda and minutes will indicate that performance objectives have been developed based on the Comprehensive Needs Assessment. |

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| <p>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12 Data generated from the 2015-2016 STAAR tests will be analyzed to identify and define student success on the 2016-2017 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students, and all groups of students; and (c) emphasizing research based teaching methods.</p> <p> PK-12 Reduce number of students receiving special education services to have percentage closer to state standard of 8.5%.</p> <p> PK-12 Increase STAAR only participation rate of special education population.</p> | | | | | | |
|--|-----------------|---|---|-----------------------------|---|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>Basic Federal and State Mandated Testing Program - Milford ISD participates in the state-developed testing program that is consistent with the regulations of No Child Left Behind (NCLB). The program includes the administration of the State of Texas Assessments of Academic Readiness (STAAR).</p> <p>The STAAR Program will measure Math and Reading (grades 3 – 8), Writing (grades 4 and 7), Science (grades 5 and 8), and Social Studies (grade 8).</p> <p>The STAAR Program for high school will measure English Language Arts (ELA), Math, Science and Social Studies through the 5 End-Of-Course (EOC) assessments: English I, English II, Algebra I, Biology, and US History. The STAAR EOC assessments will be administered to students in grades 9 through 12.</p> <p>The STAAR Program is aligned with the state-adopted curriculum, the Texas Essential Knowledge and Skills (TEKS). The district will administer the appropriate grade-level and subject-area STAAR tests in line with the state issued Student Assessment Calendar.</p> | 1/2017 - 6/2017 | Assistant Principal - Ronny Crumpton | <p>Local Funds - Assessment Instruments \$1,000.00</p> <p>Local Funds - Testing Supplies \$1,425.00</p> | | Milford ISD meeting state accountability standards. | Criterion-Referenced Test :STAAR Tests - 05/17: 100% of students in grades 3 - 12 will pass appropriate grade-level and subject-area STAAR tests. |

District Improvement Plan
Milford ISD 2016-2017

| Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)] | | | | | | |
|--|-----------------|--|---|---|--|---|
| Objective(s): PK-12 Data generated from the 2015-2016 STAAR tests will be analyzed to identify and define student success on the 2016-2017 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students, and all groups of students; and (c) emphasizing research based teaching methods. | | | | | | |
| PK-12 Reduce number of students receiving special education services to have percentage closer to state standard of 8.5%. | | | | | | |
| PK-12 Increase STAAR only participation rate of special education population. | | | | | | |
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Strategy: Foundation Program (TI, A SW #1) - Teachers and staff implement scientifically research-based instructional strategies, activities and initiatives to increase the amount and quality of learning time, promote accelerated instruction and provide educational enrichment to all students. The educational system is grounded in the state's TEKS that ensures the curriculum vertically aligns and supports the state-adopted assessment program. This will provide opportunities for all students to meet the state's proficient and advanced levels of student performance. | 8/2016 - 5/2017 | Superintendent/Principal - Don Clingenpeel | Coordinated Funds - Time Contributions of Faculty and Staff <p style="text-align: right;">\$844,985.30</p> Local Funds - Instructional Resources in Core Subject Areas <p style="text-align: right;">\$7,800.00</p> | Informal Assessment :Classroom Assessments - 12/16: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests. | All students and all student groups academically successful as the educational system meets the needs of all. | Informal Assessment :Classroom Assessments - 05/17: 90% of students in grades PK - 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Tests - 05/17: 100% of students in grades 3 - 12 will pass appropriate grade-level and subject-area STAAR tests. |
| Activity: TEKS-Based Curriculum - The Milford ISD curriculum for grades PK - 12 is TEKS based and vertically aligned through the TEKS, offering a scope and sequence continuum that lends itself to individualized instruction as students' strengths and deficiencies are identified through informal and formal assessments. Special supplemental programs and services can be prescribed for the deficiencies with Special Populations staff leveling the playing field for students experiencing difficulties. Vertical Teams will review, align and continuously evaluate the TEKS-based curriculum across content areas, designing a scope and sequence that addresses the needs of all students and all student groups. A TEKS/STAAR Calendar will be developed by each grade level to use as a guide to ensure that each TEKS and each STAAR objective has been taught, practiced and re-taught. | 8/2016 - 5/2017 | Superintendent/Principal - Don Clingenpeel | Local Funds - Textbooks <p style="text-align: right;">\$6,300.00</p> Local Funds - Instructional Resources <p style="text-align: right;">\$11,000.00</p> | Informal Assessment :Classroom Assessments - - 12/16: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests. | All students and all student groups are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standard that all students are expected to meet. | Informal Assessment :Classroom Assessments - - 05/17: 90% of students in grades PK - 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students in grades 3 - 12 will pass appropriate grade-level and subject-area STAAR tests. |

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| <p>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12 Data generated from the 2015-2016 STAAR tests will be analyzed to identify and define student success on the 2016-2017 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students, and all groups of students; and (c) emphasizing research based teaching methods.</p> <p> PK-12 Reduce number of students receiving special education services to have percentage closer to state standard of 8.5%.</p> <p> PK-12 Increase STAAR only participation rate of special education population.</p> | | | | | | |
|---|-----------------|---|---|---|--|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Activity:</p> <p>Foundation Assessments - Students in grades PK - 1 will be administered the Brigance Diagnostic Assessment of Basic Skills at the beginning of each school year to determine students' developmental levels and deficiencies and to identify students meeting the state-adopted "at-risk" criteria.</p> <p>Students in grades K - 3 will be administered the Texas Primary Reading Inventory (TPRI) three times a year (beginning, middle and end of year) to determine specific strengths and weaknesses in the development of reading skills.</p> <p>Students in grades 2 - 3 will be administered the following assessments:</p> <p>* I Station's Indicators of Progress (ISIP) to determine students' developmental levels and deficiencies and to identify students meeting the state-adopted "at-risk" criteria. ISIP assess all critical areas of reading development including phonemic awareness, letter knowledge, alphabetic decoding, vocabulary, comprehension, spelling and text fluency.</p> <p>* STAR diagnostic tests in Reading at the beginning of the school year to determine specific skill deficiencies and to identify students meeting the state-adopted "at-risk" criteria. Students meeting the "at-risk" criteria are those scoring below grade level.</p> <p>* Orchard Math assessment</p> | 8/2016 - 5/2017 | Assistant Principal - Ronny Crumpton | Coordinated Funds - Time Contributions of Staff and Faculty | <p>Informal Assessment :Classroom Assessments - - 12/16: 80% of all students will master appropriate developmental skills, as indicated by teacher records.</p> <p>Informal Assessment :Classroom Assessments - - 12/16: 80% of students passing informal and formal assessment instruments, electronic assessments and TEKS-based tests.</p> <p>Informal Assessment :Report Card Grades - - 12/16: 90% of students will receive passing six week grades in core subject areas.</p> | Students' deficiencies identified and addressed more quickly as teachers utilize assessment data more readily. | <p>Informal Assessment :Classroom Assessments - - 05/17: 90% of students passing informal and formal assessment instruments, electronic assessments and TEKS-based tests.</p> <p>Informal Assessment :Classroom Assessments - - 05/17: 90% of students in grades PK - 2 will be promoted to the next grade.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students in grades 3 - 12 will pass appropriate grade-level and subject-area STAAR tests.</p> |

| <p>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12 Data generated from the 2015-2016 STAAR tests will be analyzed to identify and define student success on the 2016-2017 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students, and all groups of students; and (c) emphasizing research based teaching methods.</p> <p>PK-12 Reduce number of students receiving special education services to have percentage closer to state standard of 8.5%.</p> <p>PK-12 Increase STAAR only participation rate of special education population.</p> | | | | | | |
|---|-----------------|------------------------------|---|-----------------------------|--|---|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>based on individual student scheduled assignments.</p> <p>In grades 3 – 12, exams in Language Arts, Science, Math and Social Studies are given each six weeks to measure student progress towards acquisition of the TEKS. Study Island will also be used to for periodic assessments of students in grades four through eleven. Students scoring below 70% will be considered "at-risk".</p> <p>Activity:</p> <p>Accelerated Reader Program - Students within Milford ISD participate in the Accelerated Reader program, a supplemental leveled reading program that provides practice opportunities for the core reading curriculum.</p> <p>Based on assessment data, students choose a book complimentary to their assessed reading level, read the book and take a comprehension test at completion. The classroom teacher gets reading comprehension and vocabulary progress reports for each student as the assessments are completed, providing a tool for assessment-driven instruction.</p> | 8/2016 - 5/2017 | Librarian - Phyllis Chambers | <p>Local Funds - Time Contributions of Library Aide</p> <p>Local Funds - AR Resources \$2,000.00</p> | | <p>Students with reading skills prerequisite for success in the upcoming school year.</p> <p>Lifelong reading enthusiasts.</p> | <p>Informal Assessment :Classroom Assessments - - 05/17: 90% of all students and all student groups will be reading at, or above grade level.</p> |

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| <p>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12 Data generated from the 2015-2016 STAAR tests will be analyzed to identify and define student success on the 2016-2017 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students, and all groups of students; and (c) emphasizing research based teaching methods.</p> <p> PK-12 Reduce number of students receiving special education services to have percentage closer to state standard of 8.5%.</p> <p> PK-12 Increase STAAR only participation rate of special education population.</p> | | | | | | |
|---|-----------------|--|--|---|--|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Activity:</p> <p>Evaluation of Foundation Program - Through the use of Eduphoria, faculty and staff will analyze (disaggregate) test data from the previous year's State-adopted assessment instruments, benchmark tests and unit assessments. This data is used to identify student strengths and weaknesses so that teachers can design an educational system that is data driven for each individual student. In addition, faculty will disaggregate STAAR data of individual students and student groups to identify achievement gaps from one group to the next. An on-going monitoring program will be maintained to determine progress of all students and all student groups and to use the results to give extra help to students in need.</p> | 8/2016 - 5/2017 | <p>Superintendent/Principal - Don Clingenpeel Assistant Principal - Ronny Crumpton</p> | <p>Local Funds - Time Contributions of Faculty and Staff</p> | <p>Informal Assessment :Classroom Assessments - - 12/16: 80% of all students will pass benchmark tests.</p> | <p>Program improvements are implemented.</p> <p>All targeted student groups show improvement on STAAR tests.</p> <p>Increased student achievement.</p> | <p>Informal Assessment :Classroom Assessments - - 05/17: 90% of students in grades PK - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students in grades 3 - 12 will pass appropriate grade-level and subject-area STAAR tests.</p> |

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| Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)] | | | | | | |
|---|-----------------|------------------------------|--|--|---|---|
| Objective(s): PK-12 Data generated from the 2015-2016 STAAR tests will be analyzed to identify and define student success on the 2016-2017 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students, and all groups of students; and (c) emphasizing research based teaching methods. | | | | | | |
| PK-12 Reduce number of students receiving special education services to have percentage closer to state standard of 8.5%. | | | | | | |
| PK-12 Increase STAAR only participation rate of special education population. | | | | | | |
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Strategy: Early Intervention Program (TI, A SW #7) - A Prekindergarten Program will be conducted through the coordination of state and local funds. The program will be available to all students meeting the State criteria of being eligible for participation in the National Free and Reduced-priced School Lunch program, Limited English proficient, child of an active duty member of the military, is or ever has been in the conservatorship of the Department of Family and Protective Services (DFPS) and/or homeless. Eligible prekindergarten students participate in a full-day program, conducted by fully certified PK teacher, with emphasis on language acquisition skills for special population groups. | 8/2016 - 5/2017 | PK Teacher - Winona Crumpton | State - State Compensatory Education (SCE) - Time Contributions of PK Teacher FTE: 0.50 <div style="text-align: right;">\$25,446.77</div> State - State Compensatory Education (SCE) - Time Contributions of PK Aide FTE: 0.75 <div style="text-align: right;">\$16,263.64</div> Local Funds - Time Contributions of PK Teacher FTE: 0.50 <div style="text-align: right;">\$25,446.77</div> State - PK Supplemental Funding - PK Resources <div style="text-align: right;">\$655.00</div> | Documents :Teacher Records - 12/16: 80% of students will master appropriate developmental skills, as indicated by teacher records. | Students with prerequisite early school readiness skills for success in Kindergarten. | Informal Assessment :Classroom Assessments - 05/17: 90% of all PK students will master the State's Prekindergarten goals. |

| <p>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12 Data generated from the 2015-2016 STAAR tests will be analyzed to identify and define student success on the 2016-2017 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students, and all groups of students; and (c) emphasizing research based teaching methods.</p> <p> PK-12 Reduce number of students receiving special education services to have percentage closer to state standard of 8.5%.</p> <p> PK-12 Increase STAAR only participation rate of special education population.</p> | | | | | | |
|--|-----------------|--------------------------------------|--------------------------------------|---|--|---|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Activity:</p> <p>"Students at Risk of Dropping out of School" Assessment - Milford ISD follows the state mandated guidelines for identifying students at risk of dropping out of school. [TEC Sect. 29.081(d) – Revised 2013]</p> <p>For purposes of this section, "student at risk of dropping out of school" includes each student who is under 26 years of age and who:</p> <p>(1) was not advanced from one grade level to the next for one or more school years;</p> <p>(2) if the student is in grade 7, 8, 9, 10, 11, or 12, 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;</p> <p>(3) 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;</p> <p>(4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;</p> | 8/2016 - 5/2017 | Assistant Principal - Ronny Crumpton | Local Funds - Assessment Instruments | Informal Assessment :Classroom Assessments - - 12/16: 80% of the students meeting the State-adopted "at-risk" criteria will demonstrate accelerated improvement, as reflected on appropriate mid-year test scores. | Increased academic performance by all students and all student groups. | Documents :Counseling Records - - 05/17: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented. |

| <p>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12 Data generated from the 2015-2016 STAAR tests will be analyzed to identify and define student success on the 2016-2017 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students, and all groups of students; and (c) emphasizing research based teaching methods.</p> <p> PK-12 Reduce number of students receiving special education services to have percentage closer to state standard of 8.5%.</p> <p> PK-12 Increase STAAR only participation rate of special education population.</p> | | | | | | |
|--|-----------------|------------------------------|-------------------------------|-----------------------------|-------------------------|-----------------------------|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>(5) is pregnant or is a parent;</p> <p>(6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;</p> <p>(7) has been expelled in accordance with Section 37.007 during the preceding or current school year;</p> <p>(8) is currently on parole, probation, deferred prosecution, or other conditional release;</p> <p>(9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;</p> <p>(10) is a student of limited English proficiency, as defined by Section 29.052;</p> <p>(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;</p> <p>(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or</p> <p>(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.</p> | | | | | | |

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|---|-----------------|--|--|--|--|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Activity:</p> <p>Tutorial Program - A Tutorial Program is available to students in grades K – 12 in core subject areas. Tutorials are available for 20 minutes during the school day and after school for students meeting the state-adopted "at-risk" criteria to increase academic achievement and reduce drop-out rates.</p> | 8/2016 - 5/2017 | Assistant Principal - Ronny Crumpton | <p>State - State Compensatory Education (SCE) - Time Contributions of Tutorials Teachers FTE: 1.03 \$47,435.10</p> <p>State - State Compensatory Education (SCE) - Extra Duty Pay of Teachers for After School Tutorials \$3,060.00</p> <p>State - State Compensatory Education (SCE) - Instructional Resources for After School Tutorials \$2,000.00</p> | <p>Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus benchmark tests.</p> | <p>Students have every opportunity to meet their full educational potential.</p> <p>Increased student achievement.</p> | <p>Informal Assessment :Classroom Assessments - - 05/17: 90% of students in grades PK – 2 will be promoted to the next grade.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students in grades 3 - 12 will pass appropriate grade-level and subject-area STAAR tests.</p> |
| <p>Activity:</p> <p>Supplemental STAAR Classes - Students in grades 3 - 12 identified as meeting the State-adopted at-risk criteria, in particular, not meeting minimum expectations on STAAR tests will be required to attend Supplemental STAAR classes. These classes will have a pupil: teacher ratio to enable the teachers to address individual needs and promote small group and one-on-one instruction. Myriad re-teaching strategies, including a multi-sensory approach to enhance the regular program of instruction will be used.</p> | 8/2016 - 5/2017 | Assistant Principal - Ronny Crumpton STAAR Coordinator - Alton Chambers | <p>State - State Compensatory Education (SCE) - Time Contributions of STAAR Coordinator \$2,077.80</p> | <p>Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus benchmark tests.</p> | <p>Students have every opportunity to meet their full educational potential.</p> <p>Increased student achievement.</p> | <p>Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students in grades 3 - 12 will pass appropriate grade-level and subject-area STAAR tests.</p> |

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| Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)] | | | | | | |
|---|-----------------|---|--|---|---|--|
| Objective(s): PK-12 Data generated from the 2015-2016 STAAR tests will be analyzed to identify and define student success on the 2016-2017 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students, and all groups of students; and (c) emphasizing research based teaching methods. | | | | | | |
| PK-12 Reduce number of students receiving special education services to have percentage closer to state standard of 8.5%. | | | | | | |
| PK-12 Increase STAAR only participation rate of special education population. | | | | | | |
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Activity: Supplemental Pullout Classes - Students in grades K - 6 who have not met the minimum expectations on the STAAR Math and/or Reading tests, or who have failed a Math and/or Reading class will be provided 30 minute daily supplemental pullout classes in Math and Reading. These sessions will have a low pupil:teacher ratio to enable the teachers to address individual needs and promote small group and one-on-one instruction. Myriad re-teaching strategies, including a multi-sensory approach to enhance the regular program of instruction will be used. | 8/2016 - 5/2017 | Assistant Principal - Ronny Crumpton Pullout Teacher - Flossie Gowin | State - State Compensatory Education (SCE) - Time Contributions of Pullout Teacher FTE: 1.00 <div style="text-align: right;">\$46,385.85</div> Federal - Title I, Part A - Nessler Learning Reading Program <div style="text-align: right;">\$2,020.00</div> | Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass Reading and Math benchmark tests with an 80, or above. | Students have every opportunity to meet their full educational potential. Increased student achievement. | Informal Assessment :Classroom Assessments - - 05/17: 90% of students in grades PK – 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students in grades 3 – 6 will pass the appropriate grade-level STAAR Reading and Math tests. |
| Activity: Class Size Reduction (CSR) Program - One additional teacher will be available to lower the pupil:teacher ratios in fourth grade classes, as research supports the contention that lower class sizes have a positive impact on student performance. A monthly review of pupil to teacher ratios in all foundation classes in grades PK – 4 are conducted to ensure that no classes exceed the mandated ceiling of 22:1. | 8/2016 - 5/2017 | Fourth Grade Teacher - Delta Morgan | State - State Compensatory Education (SCE) - Time Contributions of CSR Teacher FTE: 1.00 <div style="text-align: right;">\$44,805.58</div> | Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus benchmark tests. | Increased student achievement. | Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students in grade 4 will pass the appropriate subject-area STAAR tests. |

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| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
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| <p>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12 Data generated from the 2015-2016 STAAR tests will be analyzed to identify and define student success on the 2016-2017 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students, and all groups of students; and (c) emphasizing research based teaching methods.</p> <p>PK-12 Reduce number of students receiving special education services to have percentage closer to state standard of 8.5%.</p> <p>PK-12 Increase STAAR only participation rate of special education population.</p> <p>Activity:</p> <p>Supplemental Instructional Assistance - Instructional aides will provide small group and individualized assistance to students identified as being at-risk of dropping out of school in grades K - 1.</p> <p>Activity:</p> <p>Summer Program - A Summer School Program will be provided during June for 4 weeks Monday through Thursday from 8 am to 12 noon for students in grades K - 12 who meet any of the state criteria for being at risk for dropping out of school.</p> <p>Students in grades 9 - 12 who have failed a STAAR EOC exam will receive additional instructional assistance during the summer.</p> <p>Strategy:</p> <p>Special Education Program - Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).</p> | <p>8/2016 - 5/2017</p> <p>June 2017</p> <p>8/2016 - 5/2017</p> | <p>Assistant Principal - Ronny Crumpton</p> <p>Assistant Principal - Ronny Crumpton</p> <p>Special Services Coordinator - Andrea Slaton Ellis County Special Education Coop Consultant - Kelly Pieterse</p> | <p>State - State Compensatory Education (SCE) - Time Contributions of Aide FTE: 1.00 \$21,171.64</p> <p>Federal - Title I, Part A - Time Contributions of Aides FTE: 1.96 \$37,469.54</p> <p>State - State Compensatory Education (SCE) - Extra Duty Pay for Summer School Teachers \$4,590.00</p> <p>State - State Compensatory Education (SCE) - Extra Duty Pay for Summer School EOC Teachers \$1,530.00</p> <p>State - State Special Education Block Grant - Special Education Co-Op \$65,229.00</p> | <p>Informal Assessment :Classroom Assessments - - 12/16: 80% of all students will pass campus benchmark tests.</p> <p>Diagnostic Test :ARD Assessment - 12/16: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.</p> | <p>Increased student achievement.</p> <p>Students have every opportunity to meet their full educational potential.</p> <p>Increased student achievement.</p> <p>Students with disabilities have every opportunity to meet their full educational potential.</p> | <p>Informal Assessment :Classroom Assessments - - 05/17: 90% of students in grades K - 1 will be promoted to the next grade.</p> <p>Informal Assessment :Classroom Assessments - - 06/17: 100% of students will receive on-time credit accrual and be promoted to the next grade.</p> <p>Diagnostic Test :ARD Assessment - 05/17: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.</p> |

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|--|-----------------|---|--|---|--|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Activity:</p> <p>Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student has limited English proficiency, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral.</p> <p>The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.024, related to the 45 calendar day time line.</p> <p>Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status. Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p> <p>Milford ISD uses the following assessments:</p> <ul style="list-style-type: none"> * WISC-IV — Wechsler Intelligence Scale for Children, Fourth Edition * WIAT-II — Wechsler Individual Achievement Test, Second Edition * Woodcock Johnson, Third | 8/2016 - 5/2017 | Special Services Coordinator - Andrea Slaton | State - State Special Education Block Grant - Assessment Instruments | Documents :Counseling Records - - 12/16: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulations and Commissioner Rules. | Full and Individual Initial Evaluations and Reevaluations complete in a legal and timely manner so Special Education services are not delayed, once referral is deemed appropriate. Students' needs are accurately diagnosed; and special programs and modifications are reflective of the needs of individual students, as described in the students' IEPs. | Documents :Counseling Records - - 05/17: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulations and Commissioner Rules. |

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| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Edition (WJ III)</p> <ul style="list-style-type: none"> * UNIT — Universal Nonverbal Intelligence Test * WASI — Wechsler Abbreviated Scale of Intelligence * Wechsler Nonverbal Scale of Ability (WNV). <p>Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p> | | | | | | |

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| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Activity:</p> <p>Special Education Resource and Mainstream Setting - As dictated by their ARD Evaluations, Special Education students are served in self-contained or departmentalized Resource settings and/or mainstreamed into the general population for instruction. Some students only leave the Special Education Resource class to participate in Science, Social Studies, Fine Arts and Physical Education, while others only may be ARDed into a Special Education class for English Language Arts and/or Math.</p> <p>Mainstreamed students are monitored by the Special Education teachers and have access to a Content Mastery Class for additional help if needed. Each regular education teacher is provided a copy of their students' IEPs. If the ARD Committee deems it advantageous, students with disabilities are ARDed into Special Programs classes, i.e., State Compensatory Education and Title I, Part A. The "Least Restrictive Environment" required for academic success is always a main consideration.</p> <p>Specific intervention tools utilized by Milford ISD include Waterford, Read Naturally and Study Island.</p> | 8/2016 - 5/2017 | Special Services Coordinator - Andrea Slaton | <p>State - State Special Education Block Grant - Time Contributions of Special Education Staff \$106,590.00</p> <p>State - State Special Education Block Grant - Special Education Resources \$4,000.00</p> <p>State - State Special Education Block Grant - Special Education Travel Expenses \$300.00</p> | <p>Diagnostic Test :ARD Assessment - - 12/16: 100% of the students with disabilities will be meeting mastery percentages, as dictated by their IEPs.</p> | Students with disabilities have every opportunity to meet their full educational potential. | <p>Diagnostic Test :ARD Assessment - - 05/17: 100% of the students with disabilities will be meeting mastery percentages, as dictated by their IEPs.</p> |

| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
|---|------------------------|---|--|---|---|--|
| <p>Activity:</p> <p>Related Services - Milford ISD ensures that students with disabilities who require related services receive the kind and amount necessary to assist the child to benefit from Special Education services, as well as general education activities and classes.</p> <p>1) The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student.</p> <p>2) Services support IEP goals and are based on assessment and educational needs.</p> <p>3) Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services include Occupational Therapy, Physical Therapy, Speech Therapy and Visually Impaired Services, and are provided by the Ellis County Special Education Co-op, which includes Milford ISD as a member.</p> | <p>8/2016 - 5/2017</p> | <p>Special Services Coordinator - Andrea Slaton</p> | <p>State - State Special Education Block Grant - Time Contributions of ARD Committee</p> | <p>Documents :Student Records - - 12/16: 100% of the students with disabilities are receiving Related Services, as dictated in their IEP.</p> | <p>Students with disabilities involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet.</p> | <p>Documents :Student Records - - 05/17: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.</p> |

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|---|-----------------|--|--|---|--|---|
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| <p>Activity:</p> <p>Child Find Effort - Child Find Activities are primarily implemented at the district level, but all staff is involved in the effort. Milford ISD puts forth a comprehensive and proactive effort to find anyone needing Special Education services. Activities for Child Find include:</p> <p>* regional television commercial;</p> <p>* contacting each school district in the county and talking with each contact person and</p> <p>* developing a comprehensive Child Find Calendar to ensure all contacts are made, i.e., nursing homes, home schools, private schools; and activities are conducted, i.e., training surrogate parents, notifying doctors' offices, hanging Child Find Posters.</p> | 8/2016 - 5/2017 | Special Services Coordinator - Andrea Slaton | State - State Special Education Block Grant - Child Find Resources | <p>Documents :School Records - - 12/16: 100% of the activities posted on the Child Find Calendar completed.</p> <p>Any child found to need services referred as required.</p> | 100% of the students eligible for Special Education assistance have been identified and are receiving required services within the required time frames. | <p>Documents :School Records - - 05/17: 100% of the activities posted on the Child Find Calendar completed.</p> <p>Any child found to need services referred as required.</p> |

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| <p>Activity:</p> <p>Transition Services - Milford ISD provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111 and TAC §89.1055.</p> <p>1) Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program).</p> <p>2) Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school.</p> <p>When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting.</p> | 8/2016 - 5/2017 | Special Services Coordinator - Andrea Slaton | State - State Special Education Block Grant - Time Contributions of Special Education Staff | | Students with disabilities receive the transition services required for success in and out of school, within school and within the world of work. | Documents :Student Records - - 05/17: Transition activities are 100% in line with students' IEPs. |

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|---|-----------------|---|--|-----------------------------|---|-----------------------------|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>English as a Second Language (ESL) Program - Milford ISD offers a ESL Program whose goal is to enable limited English proficient students to become competent in the comprehension, speaking, reading and composition of the English language through the integrated use of second language methods. The ESL Program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient (LEP) students to participate equitably in school.</p> <p>Milford ISD will provide services for LEP students and their families through a Shared Service Arrangement (SSA) with Region X Educational Service Center (ESC).</p> | 8/2016 - 6/2017 | ESL Coordinator - Flossie Gowin Superintendent/Principal - Don Clingenpeel Assistant Principal - Ronny Crumpton | <p>State - Bilingual Supplement Block Grant - Bilingual Education Allotment \$13,356.00</p> <p>Federal - Title III, Part A - LEP - Region X SSA \$1,563.00</p> | See Activities below. | <p>Students existing LEP designation by LPAC.</p> <p>Narrowing the achievement gap between LEP students and non-LEP students.</p> | See Activities below. |

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| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Activity:</p> <p>Limited English Proficient (LEP) Assessment - 1. Within four weeks of a student's enrollment, a Home Language Survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder.</p> <p>2. The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to LEP students in grades K - 12. This is a multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments based on classroom observations. TELPAS is also administered to monitor the extent to which English Language Learners (ELLs) are acquiring the social skills and academic English language proficiency necessary to support their academic success. There are four proficiency levels in each domain: B = Beginning I = Intermediate A = Advanced H = Advanced High</p> <p>3. The Language Proficiency Assessment Committee (LPAC)—comprised of a professional bilingual educator, a professional transitional language educator, a parent of a limited English proficiency (LEP) student who is not employed by the district, and a campus administrator (TEC 29.063)—prescribes the academic achievement test that will be administered to each LEP student, based on the student's TELPAS Proficiency Level(s):</p> | 8/2016 - 5/2017 | ESL Coordinator - Flossie Gowin Academic Counselor - Alton Chambers | State - Bilingual Supplement Block Grant - Assessment Instruments \$360.00 | Documents :Counseling Records - - 12/16: 100% of LEP students are identified in a legal and timely manner and are appropriately placed in the ESL program by the LPAC. | Significant increase in LEP students' oral, verbal and written language proficiency, as assessment results help LPAC determine appropriate Bilingual/ESL placement. | Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of ESL students will pass the STAAR Reading tests in English and/or Spanish. |

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|---|-----------------|------------------------------|-------------------------------|-----------------------------|-------------------------|-----------------------------|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>* STAAR</p> <p>* STAAR L (Linguistically Accommodated Testing) Given in April Only</p> <p>* STAAR A (Accommodated).</p> <p>4. The Idea Proficiency Test (IPT) is administered in grades PK - 12. IPT I is designed for students in prekindergarten through six grades and the IPT II is designed for students in grades seven through twelve. The IPT is a standardized test that measures English language proficiency in the domains of listening, speaking, reading and writing. The outcomes of English proficiency for each domain are: NL = Novice Low IL = Intermediate Low Ad = Advanced NH = Novice High IH = Intermediate High Sup = Superior</p> <p>5. Woodcock-Munoz Language Survey tests for oral language ability as well as reading and writing. It is designed to provide information on a student's cognitive and academic language proficiency. It is administered to students in grades PK - 12.</p> | | | | | | |

District Improvement Plan
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| <p>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12 Data generated from the 2015-2016 STAAR tests will be analyzed to identify and define student success on the 2016-2017 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students, and all groups of students; and (c) emphasizing research based teaching methods.</p> <p>PK-12 Reduce number of students receiving special education services to have percentage closer to state standard of 8.5%.</p> <p>PK-12 Increase STAAR only participation rate of special education population.</p> | | | | | | |
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| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Activity:</p> <p>Programs and Services for LEP Students - Based on LPAC prescription, LEP students participate in a Content-Based ESL program. The program provides a full-time certified teacher to provide supplementary instruction for all content area instruction. ESL instruction is integrated with subject matter instruction which focuses not only on learning a second language, but on using that language as a medium to learn math, science, social studies or other academic subjects.</p> <p>All LEP students are provided a balanced curriculum with the TEKS representing the core knowledge, skills and competencies all students should learn. LEP students are instructed in these areas in a manner appropriate to their needs and English proficiency using state-adopted textbooks for ESL. Student's progress through levels is based on performance and placement criteria, not on class hours of instruction.</p> <p>The ESL Teacher and classroom teachers collaborate regarding appropriate instruction for the LEP students, including modification methods and strategies for instruction of the core curriculum.</p> <p>The LPAC reviews each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement.</p> <p>Exiting to an all-English program of instruction will occur not earlier than the end of first grade, or if the</p> | 8/2016 - 5/2017 | <p>ESL Coordinator - Flossie Gowin Assistant Principal - Ronny Crumpton</p> | <p>State - Bilingual Supplement Block Grant - Time Contributions of ESL Staff \$1,012.00</p> <p>State - Bilingual Supplement Block Grant - ESL Resources \$5,460.00</p> | <p>Informal Assessment :Classroom Assessments - - 12/16: ESL students are progressing at the rate set by the LPAC.</p> | <p>Narrowing the achievement gap between LEP students and non-LEP students.</p> | <p>Informal Assessment :Classroom Assessments - - 05/17: Individual students meeting LPAC's expectations based on results of an oral language proficiency test.</p> <p>Informal Assessment :Classroom Assessments - - 05/17: 90% of LEP students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students in grades 3 - 12 will pass appropriate grade-level and subject-area STAAR tests.</p> |

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| <p>student enrolls in school during or after the first grade, the student will remain in the program for a minimum of two to five years before being eligible to exit the ESL program.</p> | | | | | | |

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| <p>Activity:</p> <p>LEP Exit Criteria - Students in grades Prekindergarten and Kindergarten cannot be exited from a Bilingual Education Program. An annual review is still conducted by LPAC, but LEP students cannot be reclassified as English proficient in these grade levels (TAC 89.1225(i)). Exit criteria are applicable to students in grades 1 - 11 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>To exit from an ESL program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program. This determination shall be based upon all of the following:</p> <ul style="list-style-type: none"> * a "passing" score on the STAAR Writing English Language criterion referenced tests * a rating of Advanced High on TELPAS Writing. * a rating of Advanced High on TELPAS Reading * a score of Developed on the TPRI (grades K-3) * score at the 40th percentile on the ITBS (grades K-3) <p>For determining whether a student who has been exited from a bilingual education or English as a second language program is</p> | 8/2016 - 5/2017 | ESL Coordinator - Flossie Gowin Assistant Principal - Ronny Crumpton | State - State and Local Funds - Time Contributions of ESL Staff and LPAC | Informal Assessment :Classroom Assessments - - 12/16: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test. | Students exiting LEP designation by LPAC. Increase in number of students eligible to exit the ESL Program. | Informal Assessment :Classroom Assessments - - 05/17: 90% of students in grades K – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students in grades 3 - 12 will pass appropriate grade-level STAAR Reading or English tests in English and/or Spanish. |

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| <p>academically successful, the following criteria shall be used at the end of the school year:</p> <p>(1) the student meets state performance standards in English on the criterion-referenced assessment instrument required in the TEC, §39.023, for the grade level as applicable; and</p> <p>(2) the student has passing grades in all subjects and courses taken.</p> <p>The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two year monitoring period, the student will be readmitted to the ESL program as prescribed by the LPAC.</p> | | | | | | |

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| <p>Strategy:</p> <p>Dyslexia Program - Milford ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write or spell, despite conventional instruction, adequate intelligence and sociocultural opportunity.</p> <p>(2) "Related disorders" include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia and developmental spelling disability.</p> | 8/2016 - 5/2017 | Special Services Coordinator - Andrea Slaton | Local Funds - Scottish Rite Dyslexic Program | See Activities below. | Students participating in the Dyslexia Program will be performing equally with their peers outside the Dyslexia Program. | See Activities below. |

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| <p>Activity:</p> <p>Dyslexia and Related Disorders Assessment - Milford ISD assesses students for Dyslexia and related disorders beginning in Kindergarten. Students are given several assessments that measure their level of phonological awareness, their knowledge of letter names and sound, their ability to read and decode single words in isolation, their understanding of what they read, their understanding of what is read to them and how well they are able to organize and sequence thoughts in writing.</p> <p>These tests include:</p> <ul style="list-style-type: none"> * Comprehensive Test of Phonological Processing (CTOPP) * Gray Oral Reading Test (GORT) * Kaufman Brief Intelligence Test, Second Edition (KBIT-II) * Test of Word Reading Efficiency (TOWRE) <p>The results of the evaluation are reviewed, the most appropriate instruction program for the child is determined and an individual education plan for him/her is developed that will include any modifications or accommodations that may be needed.</p> | 8/2016 - 5/2017 | Special Services Coordinator - Andrea Slaton | Local Funds - Assessment Instruments | | Dyslexia services to students are not delayed; the students' needs are accurately diagnosed and special programs and modifications are reflective of the needs of each student. | Documents :Counseling Records - - 05/17: 100% of the students identified have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records. |

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| <p>Activity:</p> <p>Programs and Services for Students with Dyslexia and Related Disorders - The Dyslexia program serves students in all grades at Milford ISD through the Scottish Rite Dyslexic Program. Students are provided a 45 minute daily pull-out program.</p> <p>Interventions focus on phonemic awareness, instant letter recognition, explicit instruction in decoding, extended reading in connected text (helps to gain fluency), explicit instruction of spelling, extended writing, oral language development and listening/reading development.</p> <p>Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary, a more intensive specialized program will be prescribed.</p> <p>Students who have exited the Dyslexia program are monitored for up to two years by the appropriate Campus Assessment Team to ensure students no longer exhibit Dyslexia characteristics, or have learned to compensate for same.</p> | 8/2016 - 5/2017 | Special Services Coordinator - Andrea Slaton | <p>Local Funds - Time Contributions of Dyslexia Staff</p> <p>Local Funds - Dyslexia Resources</p> <p style="text-align: right;">\$100.00</p> | <p>Informal Assessment :Classroom Assessments - - 12/16: 100% of students will improve their reading skills and comprehension rates at least one grade level from their starting level.</p> | <p>Students participating in the Dyslexia Program will be performing equally with their peers outside the Dyslexia Program.</p> | <p>Informal Assessment :Classroom Assessments - - 05/17: 80% of students in the Dyslexia Program will attain an age-appropriate score on the TPR.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students will pass the appropriate grade-level STAAR Reading or English tests.</p> |

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| <p>The 504 students' progress is monitored by the Counselor to ensure their individual needs have been diagnosed appropriately and that they are receiving timely and appropriate assistance.</p> <p>Strategy: Gifted and Talented (G/T) Program - Milford ISD has adopted a process for identifying and serving G/T students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience or environment and who: 1) exhibits high performance capability in an intellectual, creative or artistic area; 2) possesses an unusual capacity for leadership or 3) excels in a specific academic field.</p> | 8/2016 - 5/2017 | GT Coordinator - Joshua Perry Superintendent/Principal - Don Clingenpeel Assistant Principal - Ronny Crumpton | State - State Gifted and Talented Block Grant - G/T Adjusted Allotment \$7,980.00 State - State Gifted and Talented Block Grant - Region X G/T Contracted Services \$600.00 | See Activities below. | G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance. | See Activities below. |

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| <p>Activity:</p> <p>G/T Assessment - All students are eligible to participate in the G/T program of Milford ISD.</p> <p>Students go through a nomination and assessment process for G/T identification that includes at least 3 criteria that include both qualitative and quantitative measures, gathered by the Identification Committee. The Identification Committee is composed of at least three (3) district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1).</p> <p>Criteria for identifying students includes:</p> <ul style="list-style-type: none"> * Teacher recommendation * Parent Nomination * Scales for Identifying Gifted Students (SIGS) * Kaufman Brief Intelligence Test, Second Edition (KBIT-II) | 8/2016 - 5/2017 | <p>GT Coordinator - Joshua Perry Academic Counselor - Alton Chambers</p> | <p>State - State Gifted and Talented Block Grant - Assessment Instruments</p> | | <p>G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.</p> | <p>Documents :Counseling Records - - 05/17: All students referred for consideration have completed the process in a timely manner and those identified as G/T are offered the opportunity to participate in the program.</p> |

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| <p>Activity:</p> <p>G/T Modifications - G/T students are clustered within their regular foundation classroom and are provided a differentiated instructional program by a certified G/T teacher. The program provides a differentiated curriculum and an array of learning opportunities emphasizing content in the four major core areas.</p> <p>Students who have met the district criteria for gifted and talented participate in 30 minute pullout classes designed for special projects.</p> <p>High School students can participate in Pre-AP Pre-Calculus class and Dual Credit classes in English and Government.</p> <p>Identified students will also receive differentiated instruction in the classroom and will be able to use Plato for accelerated instruction.</p> | <p>8/2016 - 5/2017</p> | <p>GT Coordinator - Joshua Perry Assistant Principal - Ronny Crumpton</p> | <p>State - State Gifted and Talented Block Grant - G/T Resources \$2,300.00</p> <p>State - State Gifted and Talented Block Grant - G/T Travel Expenses \$250.00</p> | <p>Documents :Counseling Records - - 12/16: Counselor's records indicate all students referred for consideration have completed the process in a timely manner, and those identified as G/T are being served within their regular education class.</p> | <p>The educational needs of the G/T students will have been met.</p> | <p>Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of G/T students will pass the appropriate grade-level and subject-area STAAR tests.</p> |

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| <p>Strategy:</p> <p>Ancillary Services (TI, A SW #2(c)(1) (2)) - Milford ISD provides Ancillary Services or related services to students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.</p> | 8/2016 - 5/2017 | <p>Superintendent/Principal - Don Clingenpeel Assistant Principal - Ronny Crumpton</p> | <p>Coordinated Funds - Time Contributions of Ancillary Staff</p> | <p>Documents :School Records - 12/16: 70% of students referred for Ancillary Services will have been served as indicated in school records.</p> | <p>All students and all student groups are involved in an equitable education, with Ancillary Services available to help level the playing field.</p> | <p>Informal Assessment :Classroom Assessments - 05/17: 90% of students in grades PK – 2 will be promoted to the next grade.</p> <p>Criterion-Referenced Test :STAAR Tests - 05/17: 100% of students in grades 3 - 12 will pass appropriate grade-level and subject-area STAAR tests.</p> |

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| <p>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12 Data generated from the 2015-2016 STAAR tests will be analyzed to identify and define student success on the 2016-2017 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students, and all groups of students; and (c) emphasizing research based teaching methods.</p> <p> PK-12 Reduce number of students receiving special education services to have percentage closer to state standard of 8.5%.</p> <p> PK-12 Increase STAAR only participation rate of special education population.</p> | | | | | | |
|---|-----------------|-------------------------------------|---|--|---|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Activity:</p> <p>Counseling Services - The School Counselor's responsibilities include:</p> <ul style="list-style-type: none"> * 1:1 review of STAAR scores with students scoring below district expectations; * 1:1 and small group counseling sessions; * Focused informal groups - behavior and attendance; * Assistance with testing coordination; * Class presentations on health, communication, drug and alcohol abstinence, behavior and safety related issues; * STAAR and EOC presentations; * Responsive services; * Parent Training; and * Individual student planning. <p>The Counselor also focuses on addressing the needs of students with disabilities. Duties include, but are not limited to:</p> <ul style="list-style-type: none"> * Diagnostic/Prescriptive Services; * Coordination of Services - Academic and Related Services; * Child Find Activities; * ARDs; * Parent Training; * Student Planning and Transition Services; and * Training Milford ISD Foundation Staff on modifications for special education students. | 8/2016 - 5/2017 | Academic Counselor - Alton Chambers | <p>Local Funds - Time Contributions of Counselor \$2,736.00</p> <p>Local Funds - Counselor Resources \$100.00</p> <p>Local Funds - Counseling Travel Expenses \$100.00</p> <p>State - State Compensatory Education (SCE) - Extra Duty Pay for At-Risk Counseling Services \$2,597.25</p> <p>State - State Compensatory Education (SCE) - Counseling Travel Expenses \$100.00</p> | <p>Documents :Counseling Records - - 12/16: The Counselor's records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.</p> | <p>Issues related to the Counseling and Guidance Program will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the drop-out rate for all students and all student groups.</p> | <p>Informal Assessment :Classroom Assessments - - 05/16: 90% of students in grades PK – 2 will be promoted to the next grade.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students in grades 3 - 12 will pass appropriate grade-level and subject-area STAAR tests.</p> |

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Milford ISD 2016-2017

| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
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| <p>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12 Data generated from the 2015-2016 STAAR tests will be analyzed to identify and define student success on the 2016-2017 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students, and all groups of students; and (c) emphasizing research based teaching methods.</p> <p>PK-12 Reduce number of students receiving special education services to have percentage closer to state standard of 8.5%.</p> <p>PK-12 Increase STAAR only participation rate of special education population.</p> <p>Activity:</p> <p>Library and Media Services - A Librarian assists with the the Library-Media Services program at Milford ISD, which supports the acquisition of foundation curriculum area TEKS. Available resources include:</p> <ul style="list-style-type: none"> * Full-scale Library facilities available to students; * Accelerated Reader Books and Tests; * Computers with internet access; * Electronic encyclopedias and references and * Interactive Language Arts, Math, Science and Social Studies Software. <p>Students will be taken to the library on a regularly scheduled basis to generate interest in reading and provide enrichment activities (i.e., guest authors, programs, stories, research, etc).</p> <p>The Librarian's role includes assisting faculty, staff, students, parents and community members in the utilization of library books, reference resources, access to databases, internet connectivity for computers, multimedia, and information in all formats, electronic as well as print. The Librarian will collaborate with teachers and students to demonstrate the ways in which research and technology skills support student success.</p> | <p>8/2016 - 5/2017</p> | <p>Librarian - Phyllis Chambers</p> | <p>Local Funds - Time Contributions of Librarian \$16,891.00</p> <p>Local Funds - Library Resources \$5,900.00</p> | <p>Documents :Teacher Lesson Plans - - 12/16: All Milford ISD students have access to the library on a regularly scheduled basis.</p> <p>Documents :Teacher Records - - 12/16: Librarian and teacher records indicate that at least 90% of the students have participated in Library activities.</p> | <p>The Milford ISD Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups.</p> | <p>Documents :Teacher Records - - 05/17: Librarian and teacher records indicate that 100% of the students have participated in Library activities.</p> |

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| <p>Activity:</p> <p>Homeless Services - The Milford ISD Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education.</p> <p>The Homeless Liaison will conduct a districtwide seminar on the identification and plight of the homeless student and strategies and activities that can be implemented at the district level, on the campus level and at the individual level. Milford ISD will be in compliance with federal Homeless regulations.</p> | 8/2016 - 5/2017 | Homeless Liaison - Don Clingenpeel | Local Funds - Homeless Resources | <p>Documents :Agendas, Meeting Notes - - 12/16:</p> <p>The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.</p> | <p>No student will suffer an interruption in his/her education because of homelessness.</p> <p>Homeless students are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.</p> | <p>Informal Assessment :Report Card Grades - - 05/17:</p> <p>100% of the homeless students identified were promoted to the next grade or achieve on-time credit accrual.</p> |

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| <p>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #9) [TEC §4.001 (b)(3)]</p> | | | | | | |
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| <p>Objective(s): PK-12 Student attendance will continue to exceed the 95% state standard for attendance. PK-12 The district dropout rate will continue to meet the state standard of 1% or less in 2015-2016. PK-12 The district dropout rate will remain at 0% for the 2015-2016.</p> | | | | | | |
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>Student Attendance and Incentives - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings.</p> <p>Procedures to promote student attendance will include:</p> <p>* Monitoring of individual student attendance by conferences, truancy counseling and phone calls to parents.</p> <p>* Offering exemptions from final exams.</p> <p>* Contacting parents of students who are absent daily.</p> <p>Milford ISD will contact the Milford Police Department and/or the Ellis County Justice of Peace to assist in cases of truancy, in which truancy charges will be filed against parents/guardians of students with poor attendance.</p> | 8/2016 - 5/2017 | PEIMS Coordinator - Wendy Shaw | Coordinated Funds - Time Contributions of Faculty and Staff | <p>Documents :Parent Contact Agendas and Logs - 08/16: Teacher contact records will indicate that all students, parents and/or guardians have been contacted in regard to attendance policies and are fully aware of attendance requirements.</p> <p>Documents :Parent Contact Agendas and Logs - 12/16: Communication with at least 95% of the parents/guardians of students who are absent daily; Contact with 100% of parents/guardians of students who have excessive absences.</p> | <p>Through the use of positive reinforcements, Milford ISD faculty will encourage academic growth and increased student attendance.</p> <p>Decrease in unexcused absences and chronic absenteeism.</p> | <p>Documents :Attendance Records - 05/17: Attendance records will indicate that all students and all student groups have an attendance rate of not less than 96%.</p> <p>Student groups whose attendance rates have been higher will meet or exceed those rates.</p> <p>Documents :Parent Contact Agendas and Logs - 05/17: Contact with 100% of parents/guardians of students who have excessive absences.</p> |

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| Strategy: Dropout Prevention Program [TI, A SW #2, #9] - Dropout prevention and intervention efforts begin in Prekindergarten in Milford ISD. Through enhanced dropout prevention efforts, 100% of students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities to assist them in their academic success. Attendance rates will be disaggregated by student groups and gender to determine patterns and aid in the development of strategies to lower the dropout rate. | 8/2016 - 5/2017 | Superintendent/Principal - Don Clingenpeel Assistant Principal - Ronny Crumpton | Coordinated Funds - Time Contributions of Faculty and Staff | Documents :School Records - 12/16: Reduction in dropout rates as compared to the previous year. | Maintain Milford ISD's dropout rate of 0.0%. 100% Graduation Rate. | Documents :School Records - 05/17: 100% of students will be promoted to the next grade level or will have obtained a high school diploma. |
| Strategy: Extracurricular Activities - Milford ISD offers a variety of extracurricular activities to allow students to pursue interests they are talented and/or interested in to ensure that students develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available. | 8/2016 - 5/2017 | UIL Coordinator - Lindsey Crowell Superintendent/Principal - Don Clingenpeel Assistant Principal - Ronny Crumpton | Local Funds - Time Contributions of Extracurricular Staff | Informal Assessment :Report Card Grades - 12/16: Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play) | All students have an opportunity to participate in extracurricular activities. Students will become more diversified, goal-oriented and well-rounded individuals. | Informal Assessment :Report Card Grades - 05/17: 100% of students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play) |

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| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Activity: Athletic Program - A comprehensive Athletic program is available at Milford ISD, ensuring that each student has an opportunity to pursue the sport(s) in which they are most talented and/or interested—young men and women alike. Students are encouraged to participate in UIL athletic competitions. Sports available include: * Varsity and Junior Varsity Football * Varsity and Junior Varsity Boys and Girls Basketball * Varsity and Junior Varsity Volleyball * Boys and Girls Track/Field * Tennis * Powerlifting | 8/2016 - 5/2017 | Athletic Director/Coach - Otis Carter Athletic Director/Coach - Ronny Crumpton | Local Funds - Time Contributions of Coaches \$29,203.00 | Informal Assessment :Report Card Grades - - 12/16: Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play) | Students will become more diversified, goal-oriented and well-rounded individuals. | Informal Assessment :Report Card Grades - - 05/17: 100% of students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play) |
| Activity: Music Program - Milford ISD students have the opportunity to participate in the Milford ISD Band. Students will participate in concerts periodically throughout the year and UIL competitions. | 8/2016 - 5/2017 | Band/Music Director - Mark Lucas | Local Funds - Time Contributions of Band Director \$4,284.00 Local Funds - Band Travel Expenses \$1,250.00 Local Funds - Band Uniforms and Resources \$3,500.00 | | Students will become more diversified, goal-oriented and well-rounded individuals. | Documents :School Records - - 05/17: Increase in the number of participants in music programs from the prior year. |

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| Activity: UIL Competitions - Each year, the University Interscholastic League (UIL) of Texas conducts academic contests for Texas Elementary, Junior High, and High School students. These contests consist of various tests in Language Arts, Mathematics, History, Science, Speech, drama and stage and technology. A student participating in these contests must show an aptitude for the subject, be motivated to learn - above and beyond - the normal classroom, and a desire to represent our school. This competition allows students to interact with other participants and develop skills that students will use in the classroom and society. | 8/2016 - 5/2017 | UIL Coordinator - Lindsey Crowell Superintendent/Principal - Don Clingenpeel Assistant Principal - Ronny Crumpton | Local Funds - Time Contributions of UIL Staff <p style="text-align: right;">\$6,110.00</p> Local Funds - UIL Resources <p style="text-align: right;">\$600.00</p> Local Funds - Awards <p style="text-align: right;">\$700.00</p> | | Students will become more diversified, goal-oriented and well-rounded individuals. | Documents :School Records - - 05/17: Increase in the number of UIL participants from the prior year. |
| Activity: Clubs and Organizations - Milford ISD students have a variety of clubs and organizations available to them to ensure they develop into goal-oriented and well rounded individuals, and develop social skills and leadership skills. These include the National Honor Society (NHS), Future Farmers of America (FFA), and One Act Play. | 8/2016 - 5/2017 | FFA Advisor - Mark Jackson | Local Funds - Time Contributions of Sponsors | | Students will become more diversified, goal-oriented and well-rounded individuals. | Documents :School Records - - 05/17: Increase in the number of participants in clubs and organizations from the prior year. |

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW #10) [TEC §4.001 (b)(5)]

Objective(s): PK-12 The district will increase the percent of students taking the SAT/ACT from 48% to 70%.
 PK-12 The district will increase the percent of students scoring above the criterion to 50%.

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| <p>Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW #10) [TEC §4.001 (b)(5)]</p> <p>Objective(s): PK-12 The district will increase the percent of students taking the SAT/ACT from 48% to 70%. PK-12 The district will increase the percent of students scoring above the criterion to 50%.</p> | | | | | | |
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| <p>Strategy:</p> <p>Career Guidance and Counseling (TI, A SW #10) - The counselor will assist students in monitoring and understanding their own development. Areas addressed include:</p> <p>* Education: Acquisition of study skills and choosing appropriate programs and services;</p> <p>* Career: Need for positive work habits, career awareness and investigations of opportunities and</p> <p>*Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior.</p> <p>The Counselor will be responsible for disseminating the following information to students, students' teachers and students' parents:</p> <p>1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education).</p> <p>2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56.</p> <p>3) The need for students to make informed curriculum choices to be prepared for success beyond high school.</p> <p>4) Source of information on higher education.</p> <p>5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits.</p> | 8/2016 - 5/2017 | Academic Counselor - Alton Chambers | <p>Coordinated Funds - Time Contributions of Counselor</p> <p>Local Funds - College Testing \$1,125.00</p> | | <p>Milford ISD will meet the state standard for SAT/ACT testing.</p> <p>All students motivated to enter a field of work to their liking.</p> <p>Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.</p> | <p>Documents :School Records - 05/17: College admission records will show an increased number of students enrolling in higher education and receiving financial aid as compared to the previous year.</p> <p>Documents :School Records - 05/17: The percent of students scoring above the criterion of 50% will increase as compared to the previous year.</p> |

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| <p>Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW #10) [TEC §4.001 (b)(5)]</p> <p>Objective(s): PK-12 The district will increase the percent of students taking the SAT/ACT from 48% to 70%. PK-12 The district will increase the percent of students scoring above the criterion to 50%.</p> | | | | | | |
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| <p>The counselor will also provide students with ACT software practice and administer the PLAN for 10th graders and the PSAT for 11th graders. In addition, Milford ISD will pay for the first administration of the ACT test for students.</p> <p>In accordance with TEC 51.803, the counselor will provide written notification to each eligible student regarding automatic admission to state colleges and universities.</p> <p>Strategy: College Preparation (TI, A SW #10) - Students in grades 11 and 12 have the opportunities to earn college credit through enrollment in a Dual Credit Course offered by a public junior college.</p> | <p>8/2016 - 5/2017</p> | <p>Academic Counselor - Alton Chambers Assistant Principal - Ronny Crumpton</p> | <p>Local Funds - Time Contributions of Faculty and Staff</p> <p>State - High School Allotment - High School Allotment \$16,500.00</p> | | <p>Students exhibiting college readiness and earning both high school and college credit.</p> | <p>Documents :School Records - 05/17: All students participating in concurrent and dual credit courses will earn high school and college credits.</p> |

Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)]
 Objective(s):

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| Strategy: Professional Development Program (TI, A SW #3, #4, #5) - The Milford ISD Professional Development (PD) Coordinator, Superintendent, Principal and DAC design and support professional development programs and activities that: * will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods; * will be intense and sustained; * will relate to the TEKS and STAAR; * will enable all children to meet the same challenging state content and student performance standards that the state expects all children to meet and * will apply scientifically research-based strategies to meet the learning needs of all students. Annual needs assessment results indicate a need for: * Training and mentorship for new teachers; * Professional development in specialized areas, i.e., teaching LEP students, G/T students, students meeting the state-adopted "at-risk" criteria and students with disabilities * Professional development in technology and core subject areas such as reading, math and writing; * Math and Science initiatives; * Discipline strategies; * Accelerated education; * Training in the interpretation and | 8/2016 - 5/2017 | Superintendent/Principal - Don Clingenpeel Assistant Principal - Ronny Crumpton | Local Funds - Contracted PD Services <p style="text-align: right;">\$500.00</p> Federal - Title II, Part A - TPTR - PD Travel and Registration <p style="text-align: right;">\$1,671.00</p> State - State Compensatory Education (SCE) - PK PD Travel <p style="text-align: right;">\$200.00</p> | Documents :Agendas, Meeting Notes - 12/16: A professional development program will have been designed that meets the needs of Milford ISD. | A professional development program that ensures a positive impact on student performance by ensuring that professionals and paraprofessionals have the prerequisite skills to teach all students. | Documents :Agendas, Meeting Notes - 05/17: The principal and DAC will have reviewed the list of PD activities determining that 100% of the teachers and paraprofessionals have participated in activities that support their individual needs. |

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| <p>use of assessment data;</p> <p>* Effective strategies for dropout prevention and credit recovery and</p> <p>* Periodic training for teachers in how to identify difficulties and to provide assistance to individual students.</p> <p>Activity:</p> <p>Professional Development in Core Subject Areas - The staff will be provided resources and ongoing and sustained staff development on scientifically research-based strategies and activities in the appropriate core subject areas including reading and math. Selected staff members will attend workshops and then return to the campus to share that information with the remaining staff, with follow-up meetings planned to evaluate the implementation and success of the various programs.</p> <p>Workshops are available through in-house training specialists and Region X ESC. Training focuses will include but are not limited to:</p> <p>* Class Management and Best Practices;</p> <p>* Teaching Strategies in ELA, Math, Science and Social Studies and</p> <p>* Critical Thinking Skills.</p> | 8/2016 - 5/2017 | Assistant Principal - Ronny Crumpton | Federal - Title II, Part A - TPTR - Region X Contracted PD \$3,000.00 | Informal Assessment :Classroom Assessments - - 12/16: 80% of students will receive passing six week grades in core subject areas. | Teachers incorporate new strategies in teaching to reach all students so the students can achieve academic success. Increased student achievement. | Informal Assessment :Classroom Assessments - - 05/17: 90% of students in grades PK - 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students in grades 3 – 12 will pass appropriate grade-level and subject-area STAAR tests. |

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|--|-----------------|--------------------------------------|--|--|--|---|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| Activity: Curriculum Alignment and Development - The Superintendent provides and/or arranges training for the faculty to ensure the quality of the vertical alignment and the quality of the instruction. In addition to continued vertical alignment training and curriculum training in vertical teaming, faculty members receive training in developing, differentiating and modifying curriculum for special populations students. Through participation in the Region X ESC contract for professional development, the faculty of Milford ISD is trained in the following: * Instructional activities tied to the TEKS and STAAR * Math and Science Academies and Developmentally Appropriate Curriculum * Differentiating instruction, incorporating Science and Social Studies curriculum and TEKS into Reading/Language Arts and Math * Differentiating instruction for G/T students * Modification implementation for students with disabilities and 504 students. | 8/2016 - 5/2017 | Assistant Principal - Ronny Crumpton | Coordinated Funds - Time Contributions of Faculty and Staff Local Funds - Region X Contracted PD \$1,100.00 | Informal Assessment :Classroom Assessments - - 12/16: 80% of students will receive passing scores on class assignments, unit and six week tests and TEKS-based tests. | All teachers are teaching TEKS on grade level so all students are successful on STAAR tests. Increased student achievement. | Informal Assessment :Classroom Assessments - - 05/17: 90% of students in grades PK - 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students in grades 3 - 12 will pass appropriate grade-level and subject-area STAAR tests. |

| Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)] Objective(s): | | | | | | |
|---|-----------------|--|--|-----------------------------|--|---|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| Strategy: Evaluation of Professional Development Program - The Milford ISD Professional Development Program will be evaluated in light of students performance to ensure that the program as a whole and individual activities have a positive impact on student achievement. | May 2017 | Superintendent/Principal - Don Clingenpeel | Local Funds - Time Contributions of Faculty and Staff | | Increased student achievement. | Documents :School Records - 05/17: The PD Program will establish a direct correlation between increased student achievement and professional development training. |
| Strategy: Recruitment and Retention Initiatives (TI, A SW #3, #5) - The DAC will be involved in the process of developing recruitment and retention initiatives and strategies. Teachers are recruited through Job Fairs, Online job postings and contact with surrounding school districts. Recruiting activities will ensure that Milford ISD has 100% fully certified faculty in each teaching position, as defined by the State. Milford ISD ensures professional development opportunities are available for staff to be able to maintain and enhance their fully certified status. Teacher Certification fees are paid if necessary. Milford ISD offers retention incentives and stipends in high need areas such as Math and Science. | 8/2016 - 5/2017 | Superintendent/Principal - Don Clingenpeel | Federal - Title II, Part A - TPTR - Retention Incentives for Teachers \$2,052.30 Federal - Title II, Part A - TPTR - Math and Science Stipend \$4,133.60 Federal - Title II, Part A - Extra Duty Pay for Mentoring \$409.58 | | 100% of the Milford ISD faculty will be Fully Certified. | Documents :Agendas, Meeting Notes - 05/17: Recruitment strategies and activities have resulted in the employment of additional certified professionals, minority professionals and trained paraprofessionals. |

| Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (TI, A SW #1, #2, #4) [TEC §4.001 (b)(10)] Objective(s): | | | | | | |
|--|-----------------|---|--|-----------------------------|--|---|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>Technology Needs Assessment [TI, A SW #1] - As part of the Comprehensive Needs Assessment, Milford ISD reviews the following areas:</p> <ul style="list-style-type: none"> - the amount, quality and availability of equipment, - the types of computer systems available, - how current the hardware and software systems being used are, - any barriers that exist that are preventing the effective use of technology and - technology professional development opportunities. <p>Milford ISD has computers available in the classrooms and in the computer lab. Priority needs in technology include the need to expand the use of the internet and instructional software, update software and hardware, and increase professional development opportunities in using technological tools.</p> <p>The district will address these needs in different ways:</p> <ul style="list-style-type: none"> * Provide extended learning time and computer assisted learning. * Fund a wide variety of professional development activities. * Fund up-to-date software and hardware. | August 2016 | Assistant Principal - Ronny Crumpton Technology Coordinator - Kirk Price | Local Funds - Time Contributions of Staff and Faculty | | The educational system of Milford ISD will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents and community members. | Documents :Agendas, Meeting Notes - 08/16: A technology CNA has been conducted and the results have been made available to the appropriate staff. |

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|--|-----------------|---|---|---|--|---|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| Strategy: Technology Integrated Curriculum (TI, A SW #2) - Milford ISD's classroom teachers choose software and Internet resources to enhance and support the educational curriculum they teach. Technology helps to provide an alternative instructional modality for non-traditional learners, and for those whose learning style requires a multi-sensory approach to instruction. Activities include: 1) Using instructional software programs such as Study Island, Orchard, I Station, Discovery United Streaming, Achieve 300 Literacy Solution, Eduphoria, Tango, and Edmentum/Plato to support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression. 2) Using computer software and Internet access to support instruction, teachers access websites to introduce lessons, extend lessons and provide demonstrations to teach or support a lesson. 3) Accelerated Reader tests may be taken in the classroom, computer labs or in the library, providing the student and his/her teacher with timely feedback regarding each student's reading skills. 4) Internet access provides students access to an unlimited number of websites for research projects - material unavailable through traditional library access. 5) Teachers will use the Internet as a means of differentiating instruction for students meeting the G/T eligibility requirements. | 8/2016 - 5/2017 | Assistant Principal - Ronny Crumpton Technology Coordinator - Kirk Price | State - State Compensatory Education (SCE) - I Station Site License \$3,120.00 State - State Compensatory Education (SCE) - Achieve 3000 Pro Differentiated Literacy Solution Site License \$9,051.00 State - State Compensatory Education (SCE) - Edmentum/Plato Site License \$15,095.00 Federal - Title I, Part A - DMR United Streaming \$1,000.00 Federal - Title I, Part A - Eduphoria License \$1,995.00 Federal - Title I, Part A - Tango - TPRI Software \$880.00 | Documents :Teacher Lesson Plans- 12/16: Teacher Lesson Plans will indicate that 100% of the classroom teachers are integrating technology into instruction. | Increasing numbers of teachers using the Internet and software systems to integrate technology into instruction. Special Populations students like Special Education students and G/T students benefiting from the differentiation of instruction and enrichment activities that meet their specific needs. An educational system that is strengthened by utilizing technology as an integral component. | Informal Assessment :Classroom Assessments- 05/17: 90% of students in grades PK - 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Tests- 05/17: 100% of students in grades 3 – 12 will pass appropriate grade-level and subject-area STAAR tests. |

| <p>Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (TI, A SW #1, #2, #4) [TEC §4.001 (b)(10)]</p> <p>Objective(s):</p> | | | | | | |
|--|------------------------|---|--|---|--|---|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>6) Instructional management software tools such as Class Assessments and IEPs are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR and/or reading comprehension skills.</p> <p>Strategy:</p> <p>Technology Policies - Every Milford ISD faculty member, student and parent having access to Milford ISD computers, networked, Internet connected or not, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form.</p> <p>Milford ISD is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Milford ISD has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Milford ISD School Board Policy CQ (Local).</p> <p>Strategy:</p> <p>Professional Development in Technology (TI, A SW #4) - The staff of Milford ISD will be provided assistance in integrating technology TEKS into the curriculum, Internet and e-mail usage, word and spreadsheet processing and other technological areas as needed. Staff may attend basic technology training or participate in more advanced-continuing education type classes.</p> | <p>8/2016 - 5/2017</p> | <p>Assistant Principal - Ronny Crumpton</p> | <p>Local Funds - Local Technology Policies</p> | <p>Documents :School Records - 08/16: 100% of the students at Milford ISD that will have access to the Internet will have an Acceptable Use Policy and Parental Permission form signed and on file.</p> | <p>Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.</p> | <p>Documents :School Records - 06/17: No incidents of students breaking the Acceptable Use Policy.</p> |
| <p>Professional Development in Technology (TI, A SW #4) - The staff of Milford ISD will be provided assistance in integrating technology TEKS into the curriculum, Internet and e-mail usage, word and spreadsheet processing and other technological areas as needed. Staff may attend basic technology training or participate in more advanced-continuing education type classes.</p> | <p>7/2016 - 6/2017</p> | <p>Assistant Principal - Ronny Crumpton</p> | <p>Local Funds - Technology PD Contracted Services, Resources and Travel</p> | <p>Documents :Principal Observation Report, Teacher Self-Report, Other Documentation - 12/16: Principal's classroom observations indicate that 60% of all classroom teachers are integrating technology into weekly instructions and are enriching instruction with technology.</p> | <p>All staff and students using technology appropriately and efficiently.</p> <p>Teachers using technology as an instructional tool to accelerate student learning and support student's individual learning styles.</p> | <p>Documents :Principal Observation Report, Teacher Self-Report, Other Documentation - 05/17: Principal's classroom observations indicate that 80% of all classroom teachers are integrating technology into weekly instructions and are enriching instruction with technology.</p> |

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|---|-----------------|---|---|-----------------------------|--|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Strategy: Evaluation of Technology Program - At least once a year the technology program will be evaluated for effectiveness and to ensure that students and teachers are utilizing the program with the frequency and purpose intended. Modifications and adjustments will be made as needed in order to improve student achievement. | Annually | Superintendent/Principal - Don Clingenpeel Assistant Principal - Ronny Crumpton Technology Coordinator - Kirk Price | Coordinated Funds - Time Contributions of Faculty and Staff | | All staff and students using technology appropriately and efficiently. | Documents :Principal Observation Report, Teacher Self-Report, Other Documentation - 05/17: Principal's classroom observations indicate that 80% of all classroom teachers are integrating technology into weekly instructions and are enriching instruction with technology. |

Goal: 7 Milford ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (TI, A SW #2, #6, #10) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]

Objective(s): PK-12 Tobacco, alcohol and drug (TAOD) offenses will be reduced to 0%.
PK-12 Incidents of violence (including teen dating violence) will remain at zero (0) for the year 2016-2017.

| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
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| <p>Strategy:</p> <p>Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving students' overall health and academic achievement. The CSHP integrates the following eight components into health instruction:</p> <ol style="list-style-type: none"> 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical learning experiences to promote | <p>8/2016 - 5/2017</p> | <p>Superintendent/Principal - Don Clingenpeel</p> | <p>Local Funds - Time Contributions of Faculty and Staff</p> | <p>Documents :Student Records- 12/16: School records will reflect that the activity has been implemented as prescribed.</p> | <p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p> | <p>Documents :Student Records- 05/17: Student records will reflect a decrease in discipline referrals and health-related risk behaviors in comparison to the previous year.</p> |

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| <p>optimum overall student health and social development and</p> <p>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p> <p>Activity: Health Services - The Health Services program of Milford ISD includes prevention, intervention, promotion and health teaching. Students' educational opportunities are enhanced by promoting wellness and removing health-related problems that may hinder learning. Services include health counseling, referral, health education and health promotion that facilitate the educational process by creating healthy lifestyles and responsible decision making regarding self-care. (Local Policy FFA)</p> <p>In order to ensure that all students receive primary health care services and understand the importance of preventative care, Milford ISD offers health services designed to evaluate, safeguard and advocate health among students. These services include immunizations and routine screenings for the prevention of illness and the appraisal of students' overall health. The campus nurse aides are available to ensure that students receive basic health services including screening activities such as vision, height, weight and scoliosis. Parents will be informed of the need of students identified through any screening programs as needing treatment or further examination and referred to appropriate health agencies.</p> | <p>8/2016 - 5/2017</p> | <p>Health Teacher - Donnie Clingenpeel</p> | <p>Local Funds - Time Contributions of Nurse Aides</p> <p>Local Funds - Contracted Nursing Services \$1,530.00</p> <p>Local Funds - Nursing Resources \$600.00</p> | | <p>Health and medical issues will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the dropout rate for all students and all student groups.</p> | <p>Documents :School Records -- 05/17: School records indicate all screening has been conducted as required, everyday medical assistance has been provided and students with needs beyond the Nurse's certification have been referred to the appropriate professional(s) for treatment.</p> |

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Milford ISD 2016-2017

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| <p>Activity:</p> <p>Pregnancy, Education, and Parenting (PEP) Services (TI, A SW #2(b)(3)) - PEP is an alternative education program for students at Milford ISD who are pregnant or who are parents. This program offers basic courses in language arts, mathematics, social studies and GED-Prep.</p> <p>Pregnancy Related Services (PRS) is a support service provided to students during the prenatal and postpartum periods of pregnancy. The intended purpose of the service is to provide academic, mental and physical support and encouragement so that students will remain in school until they earn a diploma. A student is eligible for PRS if:</p> <ul style="list-style-type: none"> * the student is pregnant and attending classes on a district campus; * the pregnancy prenatal period prevents the student from attending classes on a district campus and * the pregnancy postpartum period prevents the student from attending classes on a district campus. <p>Any student who is eligible to receive PRS as verified by a responsible campus official (administrator, nurse or counselor); a physician or nurse midwife licensed to practice in the U.S. or a nurse practitioner. Milford ISD will continue to identify and collect documentation on pregnant students. Documentation will include</p> | <p>8/2016 - 7/2017</p> | <p>Assistant Principal - Ronny Crumpton CEHI Teacher - Mark Jackson</p> | <p>State - State Compensatory Education (SCE) - Extra Duty Pay for CEHI Teacher \$510.00</p> <p>State - State Compensatory Education (SCE) - School Age Parenting Co-Op \$1,000.00</p> | <p>Documents :School Records -- 12/16: School Records indicate a reduction in absences and an increase in passing six weeks grades.</p> | <p>Students who are pregnant continue to attend school.</p> | <p>Documents :School Records -- 05/17: School Records indicate all students graduate from school.</p> <p>Documents :Attendance Records - - 05/17: Attendance rates will meet or exceed 95%.</p> |

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|--|------------------------|---|--|-----------------------------|---|---|
| <p>verification of pregnancy; copies of ARDs and IEPs, if applicable; PRS entry date; date of delivery and PRS exit date.</p> <p>The district will also provide compensatory education home instruction (CEHI) for any identified pregnant students, as needed; and provide counseling services for the students, staff and parents. Counseling services include, but are not limited to, the development of career awareness and tracking, individual counseling, small support groups, child development instruction along with family responsibilities and coping skills.</p> <p>Activity: School Based Medicaid - Through the School Health and Related Services Program (SHARS), Milford ISD may obtain Medicaid reimbursements for specified health services for students in Special Education. These services include: assessment, audiology, counseling, school health services, medical services, occupational therapy, physical therapy, psychological services, speech therapy, personal care services and special transportation. In order to be eligible, students must meet the following requirements:</p> <ul style="list-style-type: none"> * be Medicaid eligible; * be under 21 years of age; * meet eligibility requirements for Special Education described in IDEA and * have IEPs that prescribe the needed services. | <p>8/2016 - 5/2017</p> | <p>Nurse Aide - Phyllis Chambers Nurse Aide - JoAnn Dahl Nurse Aide - Lauren Gray</p> | <p>Local Funds - Time Contributions of Nurse Aides</p> | | <p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p> | <p>Documents :School Records -- 05/17: 100% of eligible students will have access to health-related services and health-related information regarding Medicaid.</p> |

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| <p>Strategy:</p> <p>School Health Advisory Council (SHAC) (TI, A SW #6) - The Board has established 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. The SHAC will meet monthly in which the council's duties include recommending the following:</p> <ol style="list-style-type: none"> 1. The number of hours of instruction to be provided in health education; 2. Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease and type 2 diabetes through coordination of health education, physical education and physical activity, nutrition services, parental involvement, and instruction to prevent the use of tobacco; 3. Appropriate grade levels and methods of instruction for human sexuality instruction and 4. Strategies for integrating the curriculum components specified by item 2, above, with the following elements in a coordinated school health program: <ul style="list-style-type: none"> * School health services; * Counseling and guidance services; * A safe and healthy school environment; and * School employee wellness. (Local Policy EHAA, TEC 28.004(c)) | <p>8/2016 - 5/2017</p> | <p>Superintendent/Principal - Don Clingenpeel</p> | <p>Local Funds - Time Contributions of SHAC</p> | | <p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p> | <p>Documents :Agendas, Meeting Notes- Monthly: SHAC minutes will reflect that the activity has been implemented as prescribed.</p> |

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|---|-----------------|--------------------------------------|--|--|---|---|
| <p>Strategy:</p> <p>Safe School Initiatives (TI, A SW #10) - The health and safety of Milford ISD's students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus.</p> <p>In an effort to promote "Safe Schools", Milford ISD will promote special initiatives and activities that support the Safe School environment. Activities include:</p> <ul style="list-style-type: none"> * Campus Safety Rules * Campus Dress and Discipline Codes * Child Sexual Abuse and Other Maltreatment of Children Policy * Regularly scheduled fire and tornado drills * Fire Prevention Week * Security Cameras | 8/2016 - 5/2017 | Assistant Principal - Ronny Crumpton | Local Funds - Security Maintenance and Alarms \$5,500.00 | Documents :School Records - 12/16: A log for emergency drills has been established and updated on a regular basis. | Community and parental commitment to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens. | Documents :School Records - 05/17: Implementation records will indicate positive feedback from presenters and students regarding the effectiveness of the initiative. |

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|---|-----------------|--------------------------------------|---|---|---|--|
| <p>Activity:</p> <p>Discipline Alternative Education Program (DAEP) - The Student Code of Conduct outlines strict student responsibilities for maintaining a Drug Free/Gun Free School, and the consequences for not maintaining same. The Code of Conduct will be sent home to parents, reviewed with students and enforced. Classroom rules will be posted and behavior plan will be drafted and implemented as needed.</p> <p>Milford ISD students who have violated the district code of conduct will be placed in the DAEP. Dual Credit through Odyssey, computer assisted instruction and counseling services will be provided for any student who is at risk of dropping out of school. The DAEP is provided through Ellis County Shared Services.</p> | 8/2016 - 5/2017 | Assistant Principal - Ronny Crumpton | State - State Compensatory Education (SCE) - Alternative Education Set Aside for Ellis County Co-Op \$15,550.00 | Documents :Principal's Records - - 12/16: 50% reduction in infractions of the Milford ISD Student Code of Conduct, as reflected on the Principal's Records. | Reduction in discipline referrals to the DAEP. Increased number of students remaining in school and staying on track to graduate in lieu of expulsion. | Documents :Principal's Records - - 05/17: 75% reductions in infractions of the Milford ISD Student Code of Conduct, as reflected on the Principal's Records. Documents :Disciplinary Records - - 05/17: The percentage of students with disciplinary placements will not exceed the current 0%, as indicated by Disciplinary Placement Records. |
| <p>Activity:</p> <p>Crisis Management Plan - A Crisis Management Plan (CMP) is in place, supported by the district's Student Code of Conduct, discipline management techniques and necessary safety equipment.</p> | 8/2016 - 7/2017 | Assistant Principal - Ronny Crumpton | Local Funds - Crisis Management Plan | Documents :Disciplinary Records - - 12/16: Decrease in infractions of the Student Code of Conduct. | A district that is taking a proactive step in the prevention and intervention of serious behavior problems. | Documents :Disciplinary Records - - 05/17: Improved discipline in the classroom and reduced number of referrals per year. |

District Improvement Plan
Milford ISD 2016-2017

Goal: 7 **Milford ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (TI, A SW #2, #6, #10) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**

Objective(s): PK-12 Tobacco, alcohol and drug (TAOD) offenses will be reduced to 0%.
PK-12 Incidents of violence (including teen dating violence) will remain at zero (0) for the year 2016-2017.

| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
|--|------------------------|---|--|--|---|--|
| <p>Activity: Emergency and Security Operations - Milford ISD will implement an Emergency Action Plan that includes emergency response training, student and staff emergency drills and coordination with local emergency management agencies, law enforcement and fire departments. The purpose of the Emergency Action Plan is to establish and organize response protocol should an actual emergency occur on campus. Milford ISD will make any necessary changes to improve safety and security for their students.</p> | <p>8/2016 - 5/2017</p> | <p>Assistant Principal - Ronny Crumpton</p> | <p>Local Funds - Emergency Action Plan</p> | <p>Documents :School Records - - 08/16: An Emergency Action Plan has been designed and implemented to ensure the safety and well being of students, faculty and staff.</p> | <p>Milford ISD will maintain a safe and disciplined school environment for all students, staff and community members. Staff and students are prepared to react in a knowledgeable response to emergency situations to prevent injury or death.</p> | <p>Documents :School Records - - 05/17: A log for emergency drills has been established and updated on a regular basis, indicating proper execution of emergency procedures.</p> |

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|--|-----------------|---|--|---|--|--|
| <p>Activity: Drug Use, Violence Prevention and/or Intervention Programs and Activities (TI, A SW #10) - The staff of Milford ISD recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the Counselor and the Principal, using the data to plan specific programs and activities. Programs include:</p> <ul style="list-style-type: none"> * National Red Ribbon Week * Character Pillars * Student Assemblies to enhance Drug/Alcohol Awareness * Drug Dogs * Professional Development for Staff - Crisis Prevention/Intervention, which provides training on how to safely manage disruptive and assaultive behavior. | 8/2016 - 5/2017 | Assistant Principal - Ronny Crumpton Academic Counselor - Alton Chambers | Local Funds - Time Contributions of Faculty and Staff | <p>Documents :Agendas, Meeting Notes - - 08/16: Appropriate campus stakeholders will have held meetings to plan the programs and services for the current school year.</p> <p>Documents :Counseling Records - - 12/16: Counselor's Summary Report will indicate that 80% of students have a heightened awareness of the dangers of substance use and abuse.</p> | <p>A drug-free student body, faculty and staff.</p> <p>Reduction in PEIMS 425 Incidents.</p> <p>Zero formal discipline action.</p> | <p>Documents :School Records - - 05/17: School Records indicate zero offenses of substance abuse have been reported.</p> <p>Documents :Counseling Records - - 05/17: Counselor's Summary Report will indicate that 100% of students have a heightened awareness of the dangers of substance use and abuse.</p> |

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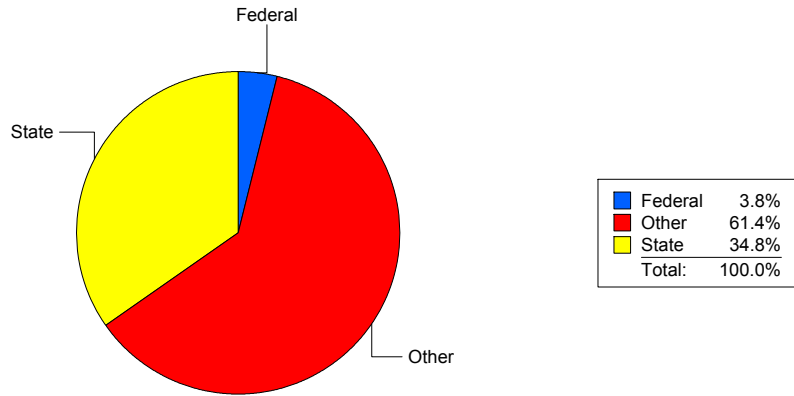
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|--|-----------------|--|---|---|---|---|
| <p>Activity:</p> <p>Child Sexual Abuse and Other Maltreatment of Children Policy - Milford ISD has developed a policy to address sexual abuse and other maltreatment of children. The policy addresses the actions that a child who is a victim should take to obtain assistance and the counseling options available for students affected by sexual abuse or other maltreatment.</p> <p>The policy also provides for training for new staff, students and parents and will include:</p> <ul style="list-style-type: none"> - factors indicating a child is at risk - likely warning signs indicating a child may be a victim - procedures for seeking assistance for child who is at risk - techniques for reducing a child's risk of sexual abuse or other maltreatment - information about community organizations that have relevant programs that are able to provide training or other education. <p>The policy will be distributed in the student handbook and will be available in the district offices.</p> | 8/2016 - 5/2017 | Superintendent/Principal - Don Clingenpeel | Coordinated Funds - Time Contributions of Staff | Documents :School Records - - 08/16: Sexual Abuse policy has been distributed to staff, parents, and students. | Staff, parents, and students have an increased awareness of issues regarding the sexual abuse and other maltreatment of children. | Documents :School Records - - 05/17: Sexual Abuse policy will have been implemented. |

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|---|------------------------|--|--|--|---|---|
| <p>Strategy: Counseling Responsive Services (TI, A SW #10) - The Counselor is available to speak with students, parents, staff and community members in both individual and group settings. The counselor provides the following activities and services and any other issues impacting students' physical, mental, social and emotional well-being:</p> <ul style="list-style-type: none"> * Academic concerns; * School-related concerns such as misbehavior, excessive absences and tardiness; * Dropout prevention; * Physical, sexual or emotional abuse; * Coping with stress; * Discipline management; * Health and wellness; * Drug and Alcohol abuse prevention; * Bullying and Cyber Bullying; * Suicide prevention; * Conflict resolution; * Violence prevention and intervention—Too Good for Violence; * Parent education; * Teacher/Administrator consultation; * Staff development and * School improvement planning for special populations students. | <p>8/2016 - 7/2017</p> | <p>Academic Counselor - Alton Chambers</p> | <p>Local Funds - Time Contributions of Counselor</p> | <p>Documents :Counseling Records - 12/16: Scheduled staff meetings to discuss and monitor any situation that may need extra attention.</p> | <p>Counseling Services will have a positive impact on students' achievement and social well being.</p> <p>All students get along with their peers, with a healthy outlook toward life.</p> <p>Reduction in retention and dropout rates.</p> | <p>Documents :Counseling Records - 05/17: Referrals to counselor have decreased as compared to the previous year.</p> |

Funding Values By Program



District Improvement Plan
Milford ISD 2016-2017

Funding Values By Program

| Federal | <u>FTE</u> | <u>DollarValue</u> |
|--|------------|--------------------|
| Carl D. Perkins Vocational and Applied Technology | | |
| Region X ESC CTE Consortium | 0.00 | \$2788.00 |
| Title I, Part A | | |
| School Reach License | 0.00 | \$600.00 |
| DMR United Streaming | 0.00 | \$1000.00 |
| Eduphoria License | 0.00 | \$1995.00 |
| Tango - TPRI Software | 0.00 | \$880.00 |
| Time Contributions of Aides | 1.96 | \$37469.54 |
| SECCA, Inc. Consulting Services | 0.00 | \$879.00 |
| Nessy Learning Reading Program | 0.00 | \$2020.00 |
| Title II, Part A | | |
| Extra Duty Pay for Mentoring | 0.00 | \$409.58 |

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Funding Values By Program

| Federal | <u>FTE</u> | <u>DollarValue</u> |
|---|-------------------|---------------------------|
| Title II, Part A - TPTR | | |
| Retention Incentives for Teachers | 0.00 | \$2052.30 |
| Math and Science Stipend | 0.00 | \$4133.60 |
| PD Travel and Registration | 0.00 | \$1671.00 |
| SECCA, Inc. Consulting Services | 0.00 | \$600.00 |
| Region X Contracted PD | 0.00 | \$3000.00 |
| Title III, Part A - LEP | | |
| Region X SSA | 0.00 | \$1563.00 |
| | | \$61,061.02 |
| Other | | |
| | <u>FTE</u> | <u>DollarValue</u> |
| Coordinated Funds | | |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Time Contributions of Ancillary Staff | 0.00 | \$0.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Time Contributions of Counselor | 0.00 | \$0.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$844985.30 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Time Contributions of PK Staff | 1.75 | \$0.00 |
| Time Contributions of Parents, Community Members, and Staff | 0.00 | \$0.00 |
| Time Contributions of Staff and Faculty | 0.00 | \$0.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Local Funds | | |
| Time Contributions of Parents, Staff and Community Members | 0.00 | \$0.00 |

Funding Values By Program

| Other | <u>FTE</u> | <u>DollarValue</u> |
|---|-------------------|---------------------------|
| Local Funds | | |
| Time Contributions of DAC | 0.00 | \$0.00 |
| Time Contributions of Committee Members | 0.00 | \$0.00 |
| Assessment Instruments | 0.00 | \$1000.00 |
| Testing Supplies | 0.00 | \$1425.00 |
| Communication Vehicles | 0.00 | \$0.00 |
| Instructional Resources in Core Subject Areas | 0.00 | \$7800.00 |
| Scottish Rite Dyslexic Program | 0.00 | \$0.00 |
| Time Contribution of Faculty and Staff | 0.00 | \$0.00 |
| Time Contributions of PK Teacher | 0.50 | \$25446.77 |
| College Testing | 0.00 | \$1125.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Contracted PD Services | 0.00 | \$500.00 |
| Time Contributions of Extracurricular Staff | 0.00 | \$0.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Time Contributions of Staff and Faculty | 0.00 | \$0.00 |
| Local Technology Policies | 0.00 | \$0.00 |
| Technology PD Contracted Services, Resources and Travel | 0.00 | \$0.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Time Contributions of SHAC | 0.00 | \$0.00 |
| Security Maintenance and Alarms | 0.00 | \$5500.00 |
| Time Contributions of Counselor | 0.00 | \$0.00 |
| Time Contributions of Parents, Faculty and Staff | 0.00 | \$0.00 |
| Time Contributions of Committee Members | 0.00 | \$0.00 |
| Parent Notification Resources | 0.00 | \$0.00 |
| Textbooks | 0.00 | \$6300.00 |

Funding Values By Program

| Other | <u>FTE</u> | <u>DollarValue</u> |
|---|-------------------|---------------------------|
| Local Funds | | |
| Instructional Resources | 0.00 | \$11000.00 |
| Time Contributions of Library Aide | 0.00 | \$0.00 |
| AR Resources | 0.00 | \$2000.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Assessment Instruments | 0.00 | \$0.00 |
| Assessment Instruments | 0.00 | \$0.00 |
| Time Contributions of Dyslexia Staff | 0.00 | \$0.00 |
| Dyslexia Resources | 0.00 | \$100.00 |
| Time Contributions of Librarian | 0.00 | \$16891.00 |
| Library Resources | 0.00 | \$5900.00 |
| Homeless Resources | 0.00 | \$0.00 |
| Time Contributions of Coaches | 0.00 | \$29203.00 |
| Time Contributions of Band Director | 0.00 | \$4284.00 |
| Band Travel Expenses | 0.00 | \$1250.00 |
| Band Uniforms and Resources | 0.00 | \$3500.00 |
| Time Contributions of UIL Staff | 0.00 | \$6110.00 |
| UIL Resources | 0.00 | \$600.00 |
| Awards | 0.00 | \$700.00 |
| Time Contributions of Sponsors | 0.00 | \$0.00 |
| Time Contributions of Counselor | 0.00 | \$2736.00 |
| Counselor Resources | 0.00 | \$100.00 |
| Counseling Travel Expenses | 0.00 | \$100.00 |
| Region X Contracted PD | 0.00 | \$1100.00 |
| Time Contributions of Nurse Aides | 0.00 | \$0.00 |
| Contracted Nursing Services | 0.00 | \$1530.00 |

Funding Values By Program

| Other | <u>FTE</u> | <u>DollarValue</u> |
|--|-------------------|---------------------------------|
| Local Funds | | |
| Nursing Resources | 0.00 | \$600.00 |
| Time Contributions of Nurse Aides | 0.00 | \$0.00 |
| Crisis Management Plan | 0.00 | \$0.00 |
| Emergency Action Plan | 0.00 | \$0.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| | | <hr/> \$981,786.07 <hr/> |
| State | | |
| | <u>FTE</u> | <u>DollarValue</u> |
| Bilingual Supplement | | |
| Block Grant | | |
| Assessment Instruments | 0.00 | \$360.00 |
| Time Contributions of ESL Staff | 0.00 | \$1012.00 |
| ESL Resources | 0.00 | \$5460.00 |
| Bilingual Education Allotment | 0.00 | \$13356.00 |
| High School Allotment | | |
| High School Allotment | 0.00 | \$16500.00 |
| PK Supplemental | | |
| Funding | | |
| PK Resources | 0.00 | \$655.00 |
| State and Local Funds | | |
| Time Contributions of ESL Staff and LPAC | 0.00 | \$0.00 |
| State Career and | | |
| Technology Education | | |
| Block Grant | | |
| Time Contributions of CTE Staff | 0.00 | \$52742.00 |
| CTE Resources | 0.00 | \$4000.00 |
| CTE Travel Expenses | 0.00 | \$2000.00 |

Funding Values By Program

| State | <u>FTE</u> | <u>DollarValue</u> |
|---|-------------------|---------------------------|
| State Career and Technology Education Block Grant | | |
| CTE Fees | 0.00 | \$400.00 |
| State Compensatory Education (SCE) | | |
| Supplemental Instructional Resources | 0.00 | \$4500.00 |
| Time Contributions of PK Teacher | 0.50 | \$25446.77 |
| Time Contributions of PK Aide | 0.75 | \$16263.64 |
| PK PD Travel | 0.00 | \$200.00 |
| I Station Site License | 0.00 | \$3120.00 |
| Achieve 3000 Pro Differentiated Literacy Solution Site License | 0.00 | \$9051.00 |
| Edmentum/Plato Site License | 0.00 | \$15095.00 |
| Alternative Education Set Aside for Ellis County Co-Op | 0.00 | \$15550.00 |
| SECCA, Inc. Consulting Services | 0.00 | \$5995.00 |
| Extra Duty Pay for CEHI Teacher | 0.00 | \$510.00 |
| School Age Parenting Co-Op | 0.00 | \$1000.00 |
| Extra Duty Pay for At-Risk Counseling Services | 0.00 | \$2597.25 |
| Counseling Travel Expenses | 0.00 | \$100.00 |
| Time Contributions of CSR Teacher | 1.00 | \$44805.58 |
| Time Contributions of Aide | 1.00 | \$21171.64 |
| Extra Duty Pay for Summer School Teachers | 0.00 | \$4590.00 |
| Extra Duty Pay for Summer School EOC Teachers | 0.00 | \$1530.00 |
| Time Contributions of Tutorials Teachers | 1.03 | \$47435.10 |
| Extra Duty Pay of Teachers for After School Tutorials | 0.00 | \$3060.00 |
| Instructional Resources for After School Tutorials | 0.00 | \$2000.00 |
| Time Contributions of STAAR Coordinator | 0.00 | \$2077.80 |

Funding Values By Program

| State | FTE | DollarValue |
|---|------------|-----------------------|
| State Compensatory Education (SCE) | | |
| Time Contributions of Pullout Teacher | 1.00 | \$46385.85 |
| SECCA, Inc. Consulting Services (DIP Updates) | 0.00 | \$900.00 |
| State Gifted and Talented Block Grant | | |
| Assessment Instruments | 0.00 | \$0.00 |
| G/T Resources | 0.00 | \$2300.00 |
| G/T Travel Expenses | 0.00 | \$250.00 |
| G/T Adjusted Allotment | 0.00 | \$7980.00 |
| Region X G/T Contracted Services | 0.00 | \$600.00 |
| State Special Education Block Grant | | |
| Assessment Instruments | 0.00 | \$0.00 |
| Time Contributions of Special Education Staff | 0.00 | \$106590.00 |
| Special Education Resources | 0.00 | \$4000.00 |
| Special Education Travel Expenses | 0.00 | \$300.00 |
| Time Contributions of ARD Committee | 0.00 | \$0.00 |
| Child Find Resources | 0.00 | \$0.00 |
| Time Contributions of Special Education Staff | 0.00 | \$0.00 |
| Special Education Co-Op | 0.00 | \$65229.00 |
| | | <u>\$557,118.63</u> |
| Grand Total: | | \$1,599,965.72 |