

Milford ISD 2020-2021

District Improvement Plan

2020-2021 School Year

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Orndorff, Vernon	Superintendent	Milford ISD	
Johnson, David	Principal	Milford ISD	
Fisher, Tawanda	Assistant Principal	Milford ISD	
Chambers, Alton	Counselor	Milford ISD	5-2021
Minchew, Jackie	Counselor	Milford ISD	5-2021
Morgan, Delta	Teacher	Milford ISD	5-2021
Taylor, Kelsea	Teacher	Milford ISD	5-2021
Clingenpeel, Donnie	Teacher	Milford ISD	5-2021
Harper, Melvin	Teacher	Milford ISD	5-2021
Peters, Dion	Teacher	Milford ISD	5-2021
Price, Kirk	Technology Director	Milford ISD	5-2021
North, Carolynn	Special Education Teacher	Milford ISD	5-2021
Markham, Erik	Parent	Milford ISD	5-2021
Averitt, Wendy	Parent	Milford ISD	5-2021
Kaloi, Elizabeth	Community Representative	Milford ISD	5-2021
, Viziv	Business Representative	Milford ISD	5-2021

Names of People Responsible For Implementation

Name	Title	Campus / District
Orndorff, Vernon	Superintendent	Milford ISD
Johnson, David	Principal	Milford ISD
Fisher, Tawanda	Assistant Principal	Milford ISD
Chambers, Alton	Curriculum Director	Milford ISD
Chambers, Alton	STAAR Coordinator	Milford ISD
Price, Kirk	Technology Coordinator	Milford ISD
Gowin, Flossie	ESL Coordinator	Milford ISD
Gowin, Flossie	Dyslexia Coordinator	Milford ISD
Peters, Dion	GT Coordinator	Milford ISD
Galindo, Brandi	Child Nutrition Director	Milford ISD
Orndorff, Vernon	Homeless Liaison	Milford ISD
Chambers, Alton	Academic Counselor	Milford ISD
Gray, Lauren	Nurse Aide	Milford ISD
Chambers, Phyllis	Library Aide	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
Rose, Joy	PK Aide	Milford ISD
Morgan, Delta	Kindergarten Teacher	Milford ISD
Crowell, Lindsey	First Grade Teacher	Milford ISD
Scoggins, Krystina	Second Grade Teacher	Milford ISD
Burk, Drenda	Third Grade Teacher	Milford ISD

Names of People Responsible For Implementation

Name	Title	Campus / District
Mountcastle, Samantha	Fourth Grade Teacher	Milford ISD
Crompton, Brittany	Fifth Grade Teacher	Milford ISD
Evans, Kim	Intervention Teacher	Milford ISD
Harper, Melvin	6-8 Math Teacher	Milford ISD
Markham, Brenda Jill	6-8 English Teacher	Milford ISD
Chadwick, Jenny	6-8 Social Studies/Art Teacher	Milford ISD
Clingenpeel, Donnie	6-8 Science Teacher	Milford ISD
Blake, Destiny	H.S. Math Teacher	Milford ISD
Bryant, Debbie	H.S. English Teacher	Milford ISD
Crompton, Ronny	H.S. History Teacher	Milford ISD
Peters, Dion	H.S. Science Teacher	Milford ISD
Oglesby, Timothy	H.S. Online Instructor	Milford ISD
Jackson, Mark	Vocational Agriculture Teacher	Milford ISD
Jackson, Mark	FFA Advisor	Milford ISD
Gray, Lauren	Yearbook Teacher	Milford ISD
Crowell, Lindsey	UIL Coordinator	Milford ISD
Lucus, Mark	Band/Music Director	Milford ISD
Crompton, Ronny	Athletic Director/Coach	Milford ISD
Clingenpeel, Donnie	Coach	Milford ISD
Harper, Melvin	Coach	Milford ISD
Williamson, Larry	Coach	Milford ISD
Arthur, Ivy	Coach/PE Teacher	Milford ISD
Houston, Kochenna	Coach Aide	Milford ISD
Smith, Demetria	Instructional Aide	Milford ISD

Names of People Responsible For Implementation

Name	Title	Campus / District
Porter, Carrie	Computer Lab Aide	Milford ISD
Rankin, Anissa	ISS Aide	Milford ISD
Williamson, Larry	Special Education Teacher	Milford ISD
North, Carolyn	Special Education Teacher	Milford ISD
Green, Devin	Special Education Aide	Milford ISD
Byrd, Earnestine	Custodian	Milford ISD
Cisneros, Martha	Custodian	Milford ISD
Rigsby, James	Maintenance/Transportation Director	Milford ISD
Alford, Kina	Food Services	Milford ISD
Pollard, Robbie	Food Services	Milford ISD
Gutierrez, Olga	Food Services	Milford ISD
McDaniel, Elizabeth	Ellis County Special Education Coop Consultant	

STAAR

Grade: **4th, 7th**

STAAR Writing

100%

	2018	2019	2021	2022	2023
All Students	49.00	54.00	69.33	84.67	100.00
African American	67.00	33.00	55.33	77.67	100.00
Hispanic	38.00	73.00	82.00	91.00	100.00
Special Education	0.00	25.00	50.00	75.00	100.00
Two or More Races	60.00	0.00	73.33	86.67	100.00
White	50.00	46.00	64.00	82.00	100.00

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

STAAR Science

100%

	2018	2019	2021	2022	2023
All Students	63.00	65.00	76.67	88.33	100.00
African American	67.00	43.00	62.00	81.00	100.00
Economically Disadvantaged	63.00	60.00	73.33	86.67	100.00
English Learners	40.00	50.00	66.67	83.33	100.00
Hispanic	53.00	52.00	68.00	84.00	100.00
Special Education	30.00	54.00	69.33	84.67	100.00
Two or More Races	80.00	63.00	75.33	87.67	100.00
White	64.00	86.00	90.67	95.33	100.00

Grade: **3rd-12th**

All Subjects

100%

STAAR

	2018	2019	2021	2022	2023
All Students	64.00	64.00	76.00	88.00	100.00
African American	63.00	52.00	68.00	84.00	100.00
Economically Disadvantaged	59.00	58.00	72.00	86.00	100.00
English Learners	50.00	55.00	70.00	85.00	100.00
Hispanic	57.00	61.00	74.00	87.00	100.00
Special Education	30.00	36.00	57.33	78.67	100.00
Two or More Races	77.00	77.00	84.67	92.33	100.00
White	67.00	66.00	77.33	88.67	100.00

Grade: **3rd-12th**

STAAR Mathematics

100%

	2018	2019	2021	2022	2023
All Students	68.00	52.00	68.00	84.00	100.00
African American	67.00	41.00	60.67	80.33	100.00
Economically Disadvantaged	61.00	44.00	62.67	81.33	100.00
English Learners	57.00	43.00	62.00	81.00	100.00
Hispanic	61.00	47.00	64.67	82.33	100.00
Special Education	36.00	19.00	46.00	73.00	100.00
Two or More Races	85.00	62.00	74.67	87.33	100.00
White	70.00	61.00	74.00	87.00	100.00

Grade: **3rd-12th**

STAAR Reading

100%

STAAR

	2018	2019	2021	2022	2023
All Students	68.00	73.00	82.00	91.00	100.00
African American	63.00	67.00	78.00	89.00	100.00
Economically Disadvantaged	63.00	69.00	79.33	89.67	100.00
English Learners	57.00	66.00	77.33	88.67	100.00
Hispanic	65.00	72.00	81.33	90.67	100.00
Special Education	28.00	42.00	61.33	80.67	100.00
Two or More Races	79.00	93.00	95.33	97.67	100.00
White	71.00	71.00	80.67	90.33	100.00

Grade: **8th-12th**

STAAR Social Studies

100%

	2018	2019	2021	2022	2023
All Students	54.00	68.00	78.67	89.33	100.00
African American	50.00	60.00	73.33	86.67	100.00
Economically Disadvantaged	54.00	66.00	77.33	88.67	100.00
English Learners	0.00	50.00	66.67	83.33	100.00
Hispanic	36.00	71.00	80.67	90.33	100.00
Special Education	0.00	43.00	62.00	81.00	100.00
Two or More Races	0.00	100.00	100.00	100.00	100.00
White	67.00	56.00	70.67	85.33	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:

230

Accountability Ratings:

2020 State Accountability Rating:

Not Rated: Declared State of Disaster

2019 State Accountability Rating:

Overall Accountability Rating: F

- Student Achievement Rating: D

- School Progress Rating: C

- Academic Growth Rating: C

- Relative Performance Rating: D

- Closing the Gaps Rating: F

* Distinction Designations:

- Not Earned

* The campus is identified for comprehensive support and improvement.

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.

Milford ISD reviewed/revise the CNA August 28, 2019 - October 24, 2019.

Areas of Concern:

1. Demographics:

People Responsible – Superintendent, Principal, Assistant Principal, and At-Risk Coordinator
Data reviewed annually.

a. Data Sources Reviewed:

- * Enrollment
- * Daily attendance
- * Socioeconomic status
- * Identified students enrolled in the special program areas

b. Summary of Strengths:

- * Able to identify needs of students
- * Systems implemented to appropriate needs of students
- * Instructional supports in place to meet the needs of all students
- * Processes and systems in place to meet all students needs

c. Summary of Needs:

- * Increased number of ESL students
- * Increased numbers of social economic status of student population
- * Increased numbers of students identified as at-risk enrolled in special programs

d. Priorities:

- * ESL Certification for all teachers
- * Professional development and support for differential instruction
- * Special Education high quality/highly effective instruction for identified students in special education programs

e. Actions:

- * Region X support to provide options in ESL certification
- * Professional Development for effective instruction for special education

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

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

Data reviewed monthly.

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, Curriculum crosswalk assessment, and Textbook assessment identified to Texas Standards
- * Available professional and paraprofessional staff
- * Intervention methodologies - Identify and implement best methods of intervention for At-Risk students

b. Summary of Strengths:

- * Demonstrated School Progress A-F accountability system

c. Summary of Needs:

- * Demonstrated deficiency in student achievement meeting or mastering standards on the A-F accountability system
- * Demonstrated deficiency in closing the gap on the A-F accountability system

d. Priorities:

- * Increase students meeting or mastering standards on STAAR assessment
- * Instruction aligned to standards
- * Progress Monitoring for all students
- * Curriculum of high quality

e. Actions:

- * Purchase supplemental and research-based site licenses
- * Provide Professional development supporting effective instruction
- * Implement Scope and Sequence aligned to state standards
- * Curriculum Crosswalk - Assure High-Quality Curriculum aligned to standards
- * Data Driven Instruction – data chats on student progress monitoring
- * MTSS monitoring of all students
- * Support effective instruction for at risk students
- * Implement the Texas Resource System and TASK

3. School Culture and Climate:

People Responsible – Superintendent, Principal, and Assistant 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:

- * Safety and Emergency plan implemented
- * Common expectations established throughout PK – 12 grades
- * Common classroom management, processes and procedures
- * Equal expectations for all levels of instruction
- * Positive behavior supports
- * Celebrating Success
- * Community and parent involvement

c. Summary of Needs:

- * Branding and promoting success though-out the community
- * Increased opportunities for robust system of celebrating

d. Priorities:

- * Improve marketing support to improve branding
- * Increase participation in local and community activities
- * Innovative opportunities to support student and employee success

e. Actions:

- * Beginning of the Year Fair – Back to School Hair Cuts and Supplies
- * Keep records of activities that involve community and attendance logs
- * Partner with marketing agent to improve image and branding of Milford I.S.D.
- * Leverage Social Media to celebrate success and branding
- * Identify local and regional community events to participate in branding Milford I.S.D.

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

Person responsible – Superintendent, Principal, Assistant 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:

- * Identify, recruit, hire, train, and retain highly qualified teachers

e. Actions:

- * Identify and partner with college teacher prep programs
- * Leverage on-line teacher recruiting resources
- * Partner with recruiting agencies

5. Parent and Community Involvement:

People responsible – Superintendent, Principal, and Assistant 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
- * Community and Parent Support
- * Local elected official Support
- * Local Business Partnerships

c. Summary of Needs:

- * Lack of parental involvement at High School, except for Athletic activities
- * Increase business partnerships at regional level

d. Priorities:

- * Increase parental involvement in instructional activities
- * Increase partnership with businesses
- * Increase career involvement with students and business partners
- * Increase business sponsorship opportunities

e. Actions:

- * Establish collaborative efforts with local and regional business opportunities

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
- * Increase opportunities for student engagement as authentic in project-based learning
- * Elimination of software programs not aligned to standards

c. Summary of Needs:

- * E-Rate funding becoming more limited
- * Financial support for transforming learning as active learning spaces in classroom emerging technology in real world experiences and immersing students in STEM-related problem-solving activities

d. Priorities:

- * Purchase equipment
- * Locate additional funding sources for technology needs
- * PD for teachers on STEM related technology application in project-based learning
- * PD on STEM-related activities

e. Actions:

- * Identified areas of need in instruction adding PD to support technology and devices tied to standards increasing CCMR areas
- * Immersing student engagement in STEM related activities while leveraging technology resources

Facilities Review

Year facility opened: 1930s

Level of occupancy: 100%

Facilities include:

- * 1 Administration
- * 1 Library
- * 4 Computer Labs
- * 10 Toilet Facilities
- * 1 Cafeteria
- * 23 Classrooms
- * 1 Kitchen
- * 1 Science Lab
- * 1 Gymnasium
- * 4 Portable Classrooms used for ELAR, Math, Science, and Social Studies

Federal Requirements - Schoolwide Program

ESSA requires three elements that are essential for effective implementation of a schoolwide program.

In accordance with the revised (07/31/18) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following federally required elements:

1. Conduct a comprehensive needs assessment - (SWP CNA) Schoolwide Comprehensive Needs Assessment. (Section 1114(b)(6))
 - a. Includes academic achievement of students.
 - b. Needs of students who are failing, or are at-risk of failing, to meet State standards.
 - c. Barriers for educators, students and parents.

2. Prepare a comprehensive schoolwide plan - (SWP CIP) Campus Improvement Plan. (Section 1114(b))
 - a. Provide opportunities for all children to meet the challenging state academic standards.
 - b. Instructional strategies that strengthen the academic program in the school.
 - c. Increase the amount and quality of learning time.
 - d. Address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.
 - e. Includes the involvement of Parents, Community members, Teachers, Principal, Other school leaders.
 - f. Regular monitoring and revision as necessary based on student needs.
 - g. Available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

3. Conduct outreach to parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs – (SWP SPFE) School Parent and Family Engagement Requirements. (Section 1116(b-c))
 - a. School Parent and Family Engagement Policy.
 - b. Shared Responsibilities for High Student Academic Achievement.
 - c. Building Capacity for Involvement.

Federal Requirements – Schoolwide Program Elements

Milford ISD conducts a Title I Schoolwide Program on the campus. The Schoolwide Elements are addressed in the District Improvement Plan under the following goals.

1. Conduct a Schoolwide Comprehensive Needs Assessment (SWP CNA).

* Milford ISD reviewed/revise the CNA August 28, 2019 - October 24, 2019.

- Goal #2: District/Campus Performance Objectives Strategy
- Goal #2: Foundation Program
- Goal #2: Accelerated Instruction Strategy
- Goal #5: Professional Development Program Strategy
- Goal #6: Technology Needs Assessment Strategy

2. Prepare a comprehensive schoolwide plan (SWP CIP).

* Milford ISD reviewed/revise the DIP/CIP on August 28, 2019. The Plan was reviewed by the following: Vernon Orndorff, Superintendent; Lynn Dockery, Principal; Rachael Milligan, Assistant Principal; and Alton Chambers, Curriculum Director. The DIP/CIP is available in the Student Handbook and on the district website, and distributed in English.

- Goal #2: Foundation Program
- Goal #2: Early Intervention Program Strategy
- Goal #2: Accelerated Instruction Strategy
- Goal #3: Dropout Prevention Program Strategy
- Goal #4: Career Guidance and Counseling Strategy
- Goal #5: Professional Development Program Strategy
- Goal #6: Technology Integrated Curriculum Strategy
- Goal #7: Safe Schools Initiatives Strategy
- Goal #7: Counseling Responsive Services Strategy

3. Conduct parent outreach (SWP SPFE).

* The Parent and Family Engagement Policy was developed/reviewed by the following: Vernon Orndorff, Superintendent; Lynn Dockery, Principal; Rachael Milligan, Assistant Principal; Alton Chambers, Academic Counselor; Jackie Minchew, ECSS Counselor; Delta Morgan, Kelsea Taylor, Donnie Clingenpeel, Melvin Harper, Dion Peters, and Carolyn North, Teachers; Kirk Price, Technology Director; Erik Markham and Wendy Averitt, Parents; and Elizabeth Kaloi, Community Representative. The Policy is distributed at the DAC/SHAC meeting, in the Student Handbook, and on the district website in English. Parent and Family Engagement Meetings are held on Tuesday and Thursdays at various times to allow parents multiple opportunities to attend.

- Goal #1: Parent and Family Engagement Strategy
- Goal #1: Shared Responsibility for High Student Academic Achievement Strategy
- Goal #1: Building Capacity for Involvement

Needs Assessment Summary

Milford ISD received a State Accountability Rating of Not Rated: Declared State of Disaster for 2020 to recognize that the closure of schools, in response to the COVID-19 pandemic, during the state's testing window inhibited the ability of the state to accurately measure district and campus performance.

Milford ISD received a State Accountability Rating of F from TEA in 2019. The accountability rating requires that the district met the performance target scores in three domains: Student Achievement, Student Progress (Academic Growth and Relative Performance), and Closing Performance Gaps. Milford ISD did not meet the performance targets and was identified for comprehensive support and improvement. Milford ISD did not earn any Distinction Designations in 2018-2019.

Student Strengths and Needs (2019 STAAR Results):

Reading/ELA: 73% of All Students met or exceeded the Approaches Grade Level standard on the STAAR Reading/English tests. Percentages for other subgroups ranged from 93% for students of Two or More Races to 42% for Special Education students.

Math: 52% of All Students met or exceeded the Approaches Grade Level standard on the STAAR Math tests. Percentages for other subgroups ranged from 63% for students of Two or More Races to 19% for Special Education students.

Writing: Students in grades 4 and 7 took the STAAR Writing test. 54% of All Students met or exceeded the Approaches Grade Level standard in Writing. Percentages for other subgroups ranged from 73% for Hispanic students to 25% for Special Education students.

Science: Students in grades 5, 8 - 12 took the STAAR Science test. 65% of All Students met or exceeded the Approaches Grade Level standard in Science. Percentages for other subgroups ranged from 86% for White students to 43% for African American students.

Social Studies: Students in grades 8 - 12 took the STAAR Social Studies test. 68% of All Students met or exceeded the Approaches Grade Level standard in Social Studies. Percentages for other subgroups ranged from 100% for students of Two or More Races to 43% for Special Education 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
- * Tutorials after school for grades K – 12
- * Individualized Instructional Aides for grades PK, 3
- * At-Risk Instructional Services for grades 2 - 3
- * 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
- * English Learners 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.

District Improvement Plan
Milford ISD 2020-2021

Attendance:

Attendance rates slightly decreased from 96.1% in 2017-2018 to 95.6% in 2018-2019. 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 rate for grades 7 - 8 remained at 0% in 2018-2019 while the dropout rate for grades 9 - 12 increased from 1.3% in 2017-2018 to 2.4% in 2018-2019. Several programs, including parental involvement activities and counseling programs, are in place to maintain and achieve a dropout rate of 0% for all students and all student groups.

Goal: 1 Parents and community members will be full partners with educators in the education of Milford ISD students. (SWP SPFE) [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>

District Improvement Plan
Milford ISD 2020-2021

Goal: 1 Parents and community members will be full partners with educators in the education of Milford ISD students. (SWP SPFE) [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>Parent and Family Engagement (SWP SPFE) - Milford ISD will jointly develop with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. (Sec. 1116 (a) (2)). The policy will describe how the district will:</p> <ul style="list-style-type: none"> * involve parents and family members in developing the local plan, * provide the support necessary to assist all Title I participating schools in planning parent and family involvement activities to improve student academic achievement, * coordinate parent and family engagement strategies under Title I with other relevant Federal, state and local programs, * conduct any annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools, and * use the findings of such evaluation to design strategies for more effective parental involvement. <p>Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. (Sec. 1116 (b) (1))</p> <p>The Parent and Family Engagement Policy was developed/reviewed by the DAC. The Policy is distributed at the DAC/SHAC meeting, in the Student Handbook, and on the</p>	8/2020 - 5/2021	Superintendent - Vernon Orndorff Principal - David Johnson	Local Funds - Time Contributions of Parents, Staff and Community Members Federal - Title I, Part A - School Reach License \$630.00		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records - 05/21: A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students.

Goal: 1 Parents and community members will be full partners with educators in the education of Milford ISD students. (SWP SPFE) [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>district website in English.</p> <p>Stakeholders are notified through the Milford ISD Website, marquee postings, District Calendar, conferences, phone calls, home visits, Parent Teacher Organization (PTO) meetings, newspaper and newsletters, letters from the district and campus in English and Spanish, Twitter, and School Reach (an automated phone system).</p> <p>With parental input, a Parental Involvement Calendar will be developed by the district.</p> <p>The district will inform parents of the school's participation in a Schoolwide Program, provide a description of the curriculum used, the assessments used and the achievement levels of the State academic standards, and of their right to be involved in planning, reviewing and improvement of programs. (Sec. 1116 (c) (4))</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 and at various times to allow parents multiple opportunities to attend. Parents will be invited to come and a Public Notice will be posted.</p> <p>Parent and Family Engagement Meetings are held on Tuesday and Thursdays at various times to allow parents multiple opportunities to attend.</p>						

Goal: 1 Parents and community members will be full partners with educators in the education of Milford ISD students. (SWP SPFE) [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>Shared Responsibility for High Student Academic Achievement (SWP SPFE) - In accordance with Title I regulations (Sec. 1116 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact. This compact will address the importance of communication between teachers and parents on an ongoing basis. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms and be able to observe classroom activities. There will be regular two-way meaningful communication between family members and school staff to the extent practicable, provided in a language that family members can understand.</p> <p>The compact is discussed, at least annually, at Parent-Teacher conferences.</p>	8/2020 - 5/2021	Superintendent - Vernon Orndorff Principal - David Johnson	Local Funds - Time Contributions of Parents and Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records - 05/21: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.

District Improvement Plan
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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.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Conferences, School Visits, Phone Calls, and Home Visits - Parent/Teacher conferences will be scheduled throughout the year at the parent's convenience as needed. Teachers will contact each student's parent at least once a year, with parents of struggling students' contacted more frequently.</p> <p>A parent may request a conference at any time with the Principal or classroom teacher(s) as they deem necessary.</p> <p>Parents are invited to visit the campus. Phone calls are used daily for quick and efficient communication regarding tardiness, absenteeism, student academic needs, and other pertinent issues. Home visits are made to communicate with hard-to-reach parents.</p>	8/2020 - 5/2021	Superintendent - Vernon Orndorff Principal - David Johnson	Local Funds - Time Contributions of Teachers	Documents :Teacher Records - - 12/20: Teacher records will reflect that at least 50% of all teachers will have had one conference with each of their student's parent(s) or guardian(s).	Increased student performance as a result of increased parent participation.	Documents :School Records - - 05/21: Campus records will indicate that 100% of the parents/guardians of students not meeting the State's content standards and State student performance standards will have been scheduled for a supplemental conference.

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Milford ISD 2020-2021

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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: Parent and Community Support Organizations - Milford ISD conducts a variety of Events and Programs geared towards including parents and other stakeholders in their Educational System. Events include: * Open House in August * Freshman Student Orientation * Award Assemblies - NHS Induction - Sports Banquet - Band Concerts - UIL 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	8/2020 - 5/2021	Superintendent - Vernon Orndorff Principal - David Johnson	Local Funds - Time Contributions of Staff	Documents :Parent Involvement Records - - 12/20: Increase in the participation of parents and community members in the educational system of Milford ISD.	Parents as full partners in the education of Milford ISD students.	Documents :Parent Involvement Records - - 05/21: Increase in the participation of parents and community members in the educational system of Milford ISD.

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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.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Building Capacity for Involvement (SWP SPFE) - In compliance with Federal Title I, Part A Improving Basic Programs regulations (Sec. 1116 (e)), parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>The district will assist parents and family members by providing materials and training on</p> <ul style="list-style-type: none"> - what the State academic standards are, - what state and local assessments are required, - how to monitor their child's progress and improve their achievement, and - other areas such as literacy training, using technology, and how to foster parental involvement. <p>Teachers, support personnel, principals, and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school.</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 Information Resource Centers, * Student Progress Reports, * ESSA School Report Cards, * Application of technology, and * 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>	8/2020 - 5/2021	Superintendent - Vernon Orndorff Principal - David Johnson	Local Funds - Time Contributions of Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records - 05/21: Parent Involvement records document an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

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<p>Strategy:</p> <p>District Action Committee (DAC) - 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>Milford ISD reviewed/ revised the DIP/CIP on August 28, 2019. The Plan was reviewed by the DAC. The DIP/CIP is available in the Student Handbook and on the district website, and distributed in English.</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>	8/2020 - 5/2021	Superintendent - Vernon Orndorff Principal - David Johnson	Local Funds - Time Contributions of Committee Members State - State Compensatory Education (SCE) - SECCA, Inc. Consulting Services (DIP Update) <p style="text-align: right;">\$1,000.00</p>	Documents :Agendas, Meeting Notes - 08/20, 01/21, 05/21: 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- 05/21: A current DIP approved by the Milford ISD Board of Trustees.

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<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 DAC are cognizant of the regulations governing Schoolwide programs, understand the elements of a Title I Schoolwide Program and include these elements 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 and Title IV, Part A programs and other federal, state, and local programs. Technical assistance is available for Every Student Succeeds Act (ESSA) requirements such as supplement, not supplant, campus allocations, and compliance and accountability.</p>	7/2020 - 5/2021	Superintendent - Vernon Orndorff	<p>Federal - Title I, Part A - SECCA, Inc. Consulting Services \$1,074.00</p> <p>Federal - Title II, Part A - SECCA, Inc. Consulting Services \$800.00</p> <p>Federal - Title IV, Part A - SECCA, Inc. Consulting Services \$800.00</p> <p>State - State Compensatory Education (SCE) - SECCA, Inc. Consulting Services \$6,122.00</p> <p>Federal - ESSER - SECCA, Inc. Consulting Services \$800.00</p>	<p>Documents :Agendas, Meeting Notes - - 12/20: Milford ISD DAC's agendas and minutes reflect a continued monitoring of the Title I Program.</p>	<p>Milford ISD will be in compliance with all federal regulations governing Title I, Part A Schoolwide campus.</p>	<p>Documents :School Records - - 05/21: Milford ISD will receive the State Accountability Rating of C or higher.</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>Strategy:</p> <p>District/Campus Performance Objectives (SWP CNA) - 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>	6/2020 - 8/2020	Superintendent - Vernon Orndorff Principal - David Johnson	Local Funds - Time Contributions of Committee Members		The campus performance objectives will support the needs of the district.	Documents :Agendas, Meeting Notes - 08/20: DAC agenda and minutes will indicate that performance objectives have been developed based on the Comprehensive Needs Assessment.

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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>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 ESSA. 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>	1/2021 - 6/2021	Principal - David Johnson	Local Funds - Assessment Instruments		Milford ISD meeting state accountability standards.	Criterion-Referenced Test :STAAR Tests - 05/21: 76% of students in grades 3 - 12 will pass appropriate grade-level and subject-area STAAR tests.

District Improvement Plan
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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>Strategy:</p> <p>Foundation Program (SWP CNA, CIP) - 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.</p> <p>Early Education funding will be used to certify all early education teachers in reading and provide curriculum and instruction that is standards-based and aligned to standards through instruction and assessment, as well as, supports all students.</p>	8/2020 - 5/2021	Superintendent - Vernon Orndorff	<p>Coordinated Funds - Time Contributions of Faculty and Staff</p> <p>State - Early Education Allotment - Reading Certifications & Reading Instruction</p> <p style="text-align: right;">\$35,112.00</p>	<p>Informal Assessment :Classroom Assessments - 12/20: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.</p>	All students and all student groups academically successful as the educational system meets the needs of all.	<p>Informal Assessment :Classroom Assessments - 05/21: 90% of students in grades PK - 2 will be promoted to the next grade.</p> <p>Criterion-Referenced Test :STAAR Tests - 05/21: 76% of students in grades 3 - 12 will pass appropriate grade-level and subject-area STAAR tests.</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>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.</p> <p>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.</p>	8/2020 - 5/2021	Superintendent - Vernon Orndorff	Local Funds - Instructional Resources	<p>Informal Assessment :Classroom Assessments - - 12/20: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.</p>	<p>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.</p>	<p>Informal Assessment :Classroom Assessments - - 05/21: 90% of students in grades PK - 2 will be promoted to the next grade.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/21: 76% of students in grades 3 - 12 will pass appropriate grade-level and subject-area STAAR tests.</p>

District Improvement Plan
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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>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>	8/2020 - 5/2021	Principal - David Johnson	Coordinated Funds - Time Contributions of Staff and Faculty	<p>Informal Assessment :Classroom Assessments - - 12/20: 80% of all students will master appropriate developmental skills, as indicated by teacher records.</p> <p>Informal Assessment :Classroom Assessments - - 12/20: 80% of students passing informal and formal assessment instruments, electronic assessments and TEKS-based tests.</p> <p>Informal Assessment :Report Card Grades - - 12/20: 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 - - 05/21: 90% of students passing informal and formal assessment instruments, electronic assessments and TEKS-based tests.</p> <p>Informal Assessment :Classroom Assessments - - 05/21: 90% of students in grades PK - 2 will be promoted to the next grade.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/21: 76% of students in grades 3 - 12 will pass appropriate grade-level and subject-area STAAR tests.</p>

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<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>	8/2020 - 5/2021	Library Aide - Phyllis Chambers	<p>Local Funds - Time Contributions of Library Aide</p> <p>Local Funds - AR Resources</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 - - 05/21: 90% of all students and all student groups will be reading at, or above grade level.</p>

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<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>	8/2020 - 5/2021	<p>Superintendent - Vernon Orndorff Principal - David Johnson</p>	<p>Coordinated Funds - Time Contributions of Faculty and Staff</p>	<p>Informal Assessment :Classroom Assessments - - 12/20: 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 - - 05/21: 90% of students in grades PK - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/21: 76% of students in grades 3 - 12 will pass appropriate grade-level and subject-area STAAR tests.</p>

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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>Early Intervention Program (SWP CIP) - 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 unable to speak and comprehend English, educationally disadvantaged, homeless, a child of an active duty member of the armed forces, a child of a member of the armed forces who was injured or killed on active duty, or ever has been in the conservatorship of the Department of Family and Protective Services, or a child of a person eligible for the Star of Texas Award. [TEC 29.153(b)]</p> <p>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.</p>	8/2020 - 5/2021	PK Teacher - Winona Crumpton	Local Funds - Time Contributions of PK Teacher FTE: 1.00 State - State Compensatory Education (SCE) - Time Contributions of PK Aide FTE: 1.00 <div style="text-align: right;">\$18,006.53</div>	Documents :Teacher Records - 12/20: 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 - 05/21: 90% of all PK students will master the State's Prekindergarten goals.

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<p>Activity:</p> <p>Prekindergarten Transition Services - Prekindergarten students and their families participate in the Kindergarten Roundup activities.</p> <p>Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include class visits.</p> <p>Prekindergarten teachers will introduce early Kindergarten-level activities to their students to stretch their comprehension and familiarize themselves with some of the academic elements of Kindergarten.</p> <p>The staff will work with students on behavioral and hygiene issues ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same.</p>	8/2020 - 5/2021	PK Teacher - Winona Crumpton	Coordinated Funds - Time Contributions of PK Staff FTE: 2.00	<p>Informal Assessment</p> <p>:Progress Reports - - Six Weeks: Progress reports will indicate increased skill levels and appropriate behavior and hygiene.</p>	<p>Students and parents familiarized with the Kindergarten program.</p> <p>Students with the behavioral skills and hygiene practices prerequisite for success in Kindergarten.</p>	<p>Informal Assessment</p> <p>:Classroom Assessments - - 05/21: 90% of all PK students will master the State's Prekindergarten goals.</p>

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<p>Strategy:</p> <p>Accelerated Instruction (SWP CNA, CIP) - Milford ISD uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term.</p> <p>Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081(d) – Revised 2019 or local criteria that have been approved by the school board.</p> <p>Students receiving assistance under Title I, Part A are those students failing or most at-risk of failing to meet the state's academic achievement standards. Schoolwide programs meet the educational needs of all children, particularly those identified as having the greatest needs.</p>	8/2020 - 5/2021	Principal - David Johnson	<p>Coordinated Funds - Time Contributions of Faculty and Staff</p> <p>State - State Compensatory Education (SCE) - Supplemental Instructional Resources</p> <p style="text-align: right;">\$4,500.00</p>		<p>Students meeting the State-adopted "at-risk" criteria 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>Documents :Counseling Records - 05/21: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions are implemented.</p>

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Activity: At-Risk Instructional Services - School districts that have less than 500 students enrolled during the school year may partially fund regular education teachers, based on the percentage of students at risk of dropping out of school to the total enrollment. The teachers will assess each student before placement using instructional materials and will modify instruction as necessary. The teachers will ensure that each student is working at appropriate software levels and that those levels are modified as necessary using learning styles strategies. The teachers will have other assessment data available as a resource tool in determining which skills students are in need of supplemental assistance.	8/2020 - 5/2021	Principal - David Johnson	State - State Compensatory Education (SCE) - Time Contributions of Teachers FTE: 3.00 <p style="text-align: right;">\$172,635.00</p>	Informal Assessment :Classroom Assessments - - 12/20: 80% of students will pass campus benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/21: 90% of students in grades 1 and 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Tests - - 05/21: 76% of students in grade 5 will pass appropriate grade-level and subject-area STAAR tests.
Activity: Tutorial Program - A Tutorial Program is available to students in grades K – 12 in core subject areas. Tutorials are available after school for students who are identified as being at-risk of dropping out of school to increase academic achievement and reduce drop-out rates.	8/2020 - 5/2021	Principal - David Johnson	State - State Compensatory Education (SCE) - Extra Duty Pay of Teachers for After School Tutorials <p style="text-align: right;">\$1,022.00</p> State - State Compensatory Education (SCE) - Instructional Resources for After School Tutorials <p style="text-align: right;">\$1,000.00</p>	Informal Assessment :Classroom Assessments - - 12/20: 80% of students will pass campus benchmark tests.	Students have every opportunity to meet their full educational potential. Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/21: 90% of students in grades PK – 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Tests - - 05/21: 76% of students in grades 3 - 12 will pass appropriate grade-level and subject-area STAAR tests.

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<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> <p>Activity:</p> <p>Supplemental Instructional Assistance - An Instructional aide will provide small group and individualized assistance to students identified as being at-risk of dropping out of school in grade 3.</p>	8/2020 - 5/2021	Principal - David Johnson STAAR Coordinator - Alton Chambers	State - State Compensatory Education (SCE) - Time Contributions of STAAR Coordinator \$2,081.80	Informal Assessment :Classroom Assessments - - 12/20: 80% of students will pass campus benchmark tests.	Students have every opportunity to meet their full educational potential. Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/21: 76% of students in grades 3 - 12 will pass appropriate grade-level and subject-area STAAR tests.
<p>Activity:</p> <p>Supplemental Instructional Assistance - An Instructional aide will provide small group and individualized assistance to students identified as being at-risk of dropping out of school in grade 3.</p>	8/2020 - 5/2021	Principal - David Johnson	Federal - Title I, Part A - Time Contributions of Aide FTE: 1.00 \$22,869.72	Informal Assessment :Classroom Assessments - - 12/20: 80% of all students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 06/21: The percentage of students in grade 3 achieving meets or masters reading will increase from 29% to 68%. The percentage of students in grade 3 achieving meets or masters math will increase from 17% to 57%.

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Activity: 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. Students in grades 9 - 12 who have failed a STAAR EOC exam will receive additional instructional assistance during the summer.	June 2021	Principal - David Johnson	State - State Compensatory Education (SCE) - Extra Duty Pay for Summer School Teachers <p style="text-align: right;">\$3,066.00</p> State - State Compensatory Education (SCE) - Extra Duty Pay for Summer School EOC Teachers <p style="text-align: right;">\$1,533.00</p>		Students have every opportunity to meet their full educational potential. Increased student achievement.	Informal Assessment :Classroom Assessments - - 06/21: 90% of students will receive on-time credit accrual and be promoted to the next grade. Criterion-Referenced Test :STAAR Tests - - 06/21: Students in grades 9 - 12 will pass the appropriate subject-area STAAR EOC exams.
Activity: School Improvement - Milford ISD received an Overall Accountability Rating of F in 2019. The campus is identified for comprehensive support and improvement. The campus will implement scope and sequence in content areas, a balanced literary reading framework, TRS including instruction aligned to standards with standard based assessments in all content areas, Reading Framework Coaching in grades PK – 5 and Effective School Framework at all grade levels in all content areas. Milford ISD will leverage ESC Coaches for TRS implementation in all content areas and collaborate with ESC 10 with math coaches to support teachers.	8/2020 - 5/2021	Superintendent - Vernon Orndorff Principal - David Johnson	Federal - Title I, 1003 - School Improvement - Time Contributions of Tutors <p style="text-align: right;">\$5,000.00</p> Federal - Title I, 1003 - School Improvement - Contracted Services <p style="text-align: right;">\$52,500.00</p> Federal - Title I, 1003 - School Improvement - Instructional Resources <p style="text-align: right;">\$42,500.00</p>	Informal Assessment :Classroom Assessments - - 12/20: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 06/21: The percentage of students in grades 3 – 8 achieving meets or masters reading will increase from 29% to 68%. Documents :School Records - - 06/21: Milford ISD will receive the State Accountability Rating of C or higher.

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Strategy: 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). Milford ISD will provide services for students with disabilities through a Shared Service Arrangement (SSA) with Italy ISD.	8/2020 - 5/2021	Special Education Teacher - Larry Williamson Special Education Teacher - Carolyn North Ellis County Special Education Coop Consultant - Elizabeth McDaniel	State - Special Education Block Grant - Special Education Allotment <p style="text-align: right;">\$422,758.00</p> Federal - IDEA-B Formula - Special Education Resources <p style="text-align: right;">\$51,469.00</p> Federal - IDEA-B Preschool - Special Education Resources <p style="text-align: right;">\$1,528.00</p>	Informal Assessment :Classroom Assessments - 12/20: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - 05/21: 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.

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<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 is unable to speak and comprehend English, 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) §29.004, 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 	8/2020 - 5/2021	<p>Special Education Teacher - Larry Williamson Special Education Teacher - Carolyn North</p>	<p>State - Special Education Block Grant - Assessment Instruments</p>	<p>Documents :Counseling Records - - 12/20: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulations and Commissioner Rules.</p>	<p>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.</p>	<p>Documents :Counseling Records - - 05/21: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulations and Commissioner Rules.</p>

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Edition (WJ III) * UNIT — Universal Nonverbal Intelligence Test * WASI — Wechsler Abbreviated Scale of Intelligence * Wechsler Nonverbal Scale of Ability (WNV). 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.						

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<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>	8/2020 - 5/2021	<p>Special Education Teacher - Larry Williamson Special Education Teacher - Carolyn North</p>	<p>State - State and Local Funds - Time Contributions of Special Education Staff</p>	<p>Informal Assessment :Classroom Assessments - - 12/20: 100% of the students with disabilities will be meeting mastery percentages, as dictated by their IEPs.</p>	<p>Students with disabilities have every opportunity to meet their full educational potential.</p>	<p>Informal Assessment :Classroom Assessments - - 05/21: 100% of the students with disabilities will be meeting mastery percentages, as dictated by their IEPs.</p>

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<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>	8/2020 - 5/2021	Principal - David Johnson	State - State and Local Funds - Time Contributions of ARD Committee	Documents :Student Records - - 12/20: 100% of the students with disabilities are receiving Related Services, as dictated in their IEP.	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.	Documents :Student Records - - 05/21: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.

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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> <ul style="list-style-type: none"> * regional television commercial; * contacting each school district in the county and talking with each contact person and * 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. 	8/2020 - 5/2021	Principal - David Johnson	State - State and Local Funds - Child Find Resources	<p>Documents :School Records - - 12/20: 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 - - 05/21: 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>	8/2020 - 5/2021	Principal - David Johnson	State - State and Local Funds - 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 - - 05/21: Transition activities are 100% in line with students' IEPs.

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The district will post the transition and employment guide on the district's website in accordance with TEC §29.0112. Strategy: English as a Second Language (ESL) Program - Milford ISD offers a ESL Program whose goal is to enable English Learners (EL) 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 EL to participate equitably in school. Milford ISD will provide services for EL and their families through a Shared Service Arrangement (SSA) with Region X Educational Service Center (ESC).	8/2020 - 6/2021	ESL Coordinator - Flossie Gowin Superintendent - Vernon Orndorff Principal - David Johnson	State - Bilingual Education Block Grant - Bilingual Education Allotment <p style="text-align: right;">\$17,248.00</p> Federal - Title III, Part A - ELA - Region X SSA <p style="text-align: right;">\$3,560.00</p>	See Activities below.	Students existing EL designation by LPAC. Narrowing the achievement gap between EL and non-EL.	See Activities below.

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<p>Activity:</p> <p>English Learner Assessment - 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>Identification assessments are administered to students to provide information needed for identification, placement, and re-designation of EL. Students in PK – K will be administered the Pre-LAS. LAS Links (listening and speaking components) will be administered to students in grade 1 and LAS Links (listening, speaking, reading, and writing components) will be administered to students in grades 2 – 12.</p> <p>The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an EL who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.</p>	8/2020 - 5/2021	ESL Coordinator - Flossie Gowin Academic Counselor - Alton Chambers	State - State and Local Funds - Assessment Instruments	Documents :Counseling Records - - 12/20: 100% of EL are identified in a legal and timely manner and are appropriately placed in the ESL program by the LPAC.	Significant increase in oral, verbal, and written language proficiency, as assessment results help LPAC determine appropriate Bilingual/ESL placement.	Criterion-Referenced Test :STAAR Tests - - 05/21: 75% of EL will pass the STAAR Reading tests in English and/or Spanish.

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<p>Activity:</p> <p>Programs and Services for EL - Based on LPAC prescription, EL 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 EL are provided a balanced curriculum with the TEKS representing the core knowledge, skills and competencies all students should learn. EL 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 EL, including modification methods and strategies for instruction of the core curriculum.</p> <p>The LPAC reviews each 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 student enrolls in school during or after the first grade, the student will remain in the program for a</p>	8/2020 - 5/2021	<p>ESL Coordinator - Flossie Gowin Principal - David Johnson</p>	<p>State - State and Local Funds - Time Contributions of ESL Staff</p>	<p>Informal Assessment :Classroom Assessments - - 12/20: EL are progressing at the rate set by the LPAC.</p>	<p>Narrowing the achievement gap between EL and non-EL.</p>	<p>Informal Assessment :Classroom Assessments - - 05/21: Individual students meeting LPAC's expectations based on results of an oral language proficiency test.</p> <p>Informal Assessment :Classroom Assessments - - 05/21: 90% of EL in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/21: 70% of EL in grades 3 - 12 will pass appropriate grade-level and subject-area STAAR tests.</p>

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<p>minimum of two to five years before being eligible to exit the ESL program.</p>						

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<p>Activity:</p> <p>Program 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 EL cannot be reclassified as English proficient in these grade levels (TAC 89.1226(j)). 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>The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful:</p> <p>* English Language Proficiency: Grades 1 – 12: Score Advanced High on TELPAS in Listening, Speaking, Reading, and Writing.</p> <p>* English Reading: Grades 1, 2, 11, 12: Score at or above 40th percentile on the TEA-approved Norm-Referenced Test (NRT) and Grades 3 – 10: Meet passing standard on the STAAR Reading test, or STAAR English I or English II EOC tests.</p> <p>* Results of a subjective teacher evaluation using the state's standardized rubric.</p> <p>The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if</p>	8/2020 - 5/2021	<p>ESL Coordinator - Flossie Gowin Principal - David Johnson</p>	<p>State - State and Local Funds - Time Contributions of ESL Staff and LPAC</p>	<p>Informal Assessment :Classroom Assessments - - 12/20: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.</p>	<p>Students exiting EL designation by LPAC.</p> <p>Increase in number of students eligible to exit the ESL Program.</p>	<p>Informal Assessment :Classroom Assessments - - 05/21: 90% of students in grades K – 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/21: 75% of EL in grades 3 - 12 will pass appropriate grade-level STAAR Reading or English tests in English and/or Spanish.</p>

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<p>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> <p>Strategy:</p> <p>Migrant Program - Milford ISD will provide information and services to students who qualify as Migrant students. The program is designed to help migrant students overcome difficulties associated with a migratory lifestyle such as cultural and language barriers and social isolation, as well as helping them succeed in school and transition to post secondary education or employment.</p> <p>Milford ISD will provide services for Migrant students and their families through a Shared Service Arrangement (SSA) with Region X Educational Service Center (ESC).</p>	8/2020 - 5/2021	Principal - David Johnson	Federal - Title I, Part C (Migrant) - Region X SSA \$2,916.00		Increased student achievement.	Documents :Counseling Records - 05/21: 100% of the students identified as Migrant have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

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Strategy: Dyslexia Program - Milford ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below. (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. (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.	8/2020 - 5/2021	Dyslexia Coordinator - Flossie Gowin	Local Funds - Scottish Rite Dyslexic Program State - Dyslexia Allotment - Dyslexia Allotment <div style="text-align: right;">\$8,983.00</div>	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>	8/2020 - 5/2021	Dyslexia Coordinator - Flossie Gowin	State - State and 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 - - 05/21: 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 Dyslexia 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>	8/2020 - 5/2021	Dyslexia Coordinator - Flossie Gowin	State - State and Local Funds - Time Contributions of Dyslexia Staff	Informal Assessment :Classroom Assessments - - 12/20: 100% of students will improve their reading skills and comprehension rates at least one grade level from their starting level.	Students participating in the Dyslexia Program will be performing equally with their peers outside the Dyslexia Program.	<p>Informal Assessment :Classroom Assessments - - 05/21: 80% of students in the Dyslexia Program will attain an age-appropriate score on the TPR1.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/21: 70% of students will pass the appropriate grade-level STAAR Reading or English tests.</p>

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<p>Strategy:</p> <p>504 Students - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need.</p> <p>Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations. The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing accommodations may include:</p> <ul style="list-style-type: none"> * Individual or small group administration * Manipulating tests materials * Oral/signed administration * Extra time * Large print <p>Environmental accommodations may include:</p> <ul style="list-style-type: none"> * Changing student's seating as needed for the situation * Adapting environment to avoid distractions * Lighting accommodations <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the TEKS.</p> <p>Modifications for 504 students will be drafted by the 504 Committee and disseminated to Foundation and Special Programs teachers.</p> <p>These staff members will participate in professional development training on modifications for 504 students.</p>	8/2020 - 5/2021	Curriculum Director - Alton Chambers Principal - David Johnson	Local Funds - Time Contribution of Faculty and Staff		504 students receiving an equitable education compared to their non-504 peers.	Documents :Counseling Records - 05/21: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

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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. 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.	8/2020 - 5/2021	GT Coordinator - Dion Peters Superintendent - Vernon Orndorff Principal - David Johnson	State - State and Local Funds - Time Contributions of G/T Staff	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) 	8/2020 - 5/2021	<p>GT Coordinator - Dion Peters Academic Counselor - Alton Chambers</p>	<p>State - State and Local Funds - 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 - - 05/21: 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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Objective(s): PK-12 Data generated from the STAAR tests will be analyzed to identify and define student success on the 2020-2021 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>
<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>Strategy:</p> <p>Ancillary Services - 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>	<p>8/2020 - 5/2021</p>	<p>GT Coordinator - Dion Peters Principal - David Johnson</p>	<p>State - State and Local Funds - G/T Resources</p>	<p>Documents :Counseling Records - - 12/20: 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 - - 05/21: 100% of G/T students will pass the appropriate grade-level and subject-area STAAR tests.</p>
<p>Ancillary Services - 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>	<p>8/2020 - 5/2021</p>	<p>Superintendent - Vernon Orndorff Principal - David Johnson</p>	<p>Coordinated Funds - Time Contributions of Ancillary Staff</p>	<p>Documents :School Records - 12/20: 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 - 05/21: 90% of students in grades PK – 2 will be promoted to the next grade.</p> <p>Criterion-Referenced Test :STAAR Tests - 05/21: 76% of students in grades 3 - 12 will pass appropriate grade-level and subject-area STAAR tests.</p>

District Improvement Plan
Milford ISD 2020-2021

<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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12 Data generated from the STAAR tests will be analyzed to identify and define student success on the 2020-2021 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. 	8/2020 - 5/2021	Academic Counselor - Alton Chambers	<p>Local Funds - Time Contributions of Counselor</p> <p>State - State Compensatory Education (SCE) - Extra Duty Pay for At-Risk Counseling Services</p> <p style="text-align: right;">\$2,602.25</p> <p>State - State Compensatory Education (SCE) - PD Travel and Registration</p> <p style="text-align: right;">\$200.00</p>	<p>Documents :Counseling Records - - 12/20: 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 - - 05/21: 90% of students in grades PK – 2 will be promoted to the next grade.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/21: 76% of students in grades 3 - 12 will pass appropriate grade-level and subject-area STAAR tests.</p>

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12 Data generated from the STAAR tests will be analyzed to identify and define student success on the 2020-2021 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: 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>8/2020 - 5/2021</p>	<p>Library Aide - Phyllis Chambers</p>	<p>Local Funds - Time Contributions of Librarian</p> <p>Local Funds - Library Resources</p>	<p>Documents :Teacher Lesson Plans - - 12/20: All Milford ISD students have access to the library on a regularly scheduled basis.</p> <p>Documents :Teacher Records - - 12/20: 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 - - 05/21: Librarian and teacher records indicate that 100% of the students have participated in Library activities.</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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12 Data generated from the STAAR tests will be analyzed to identify and define student success on the 2020-2021 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>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>	8/2020 - 5/2021	Homeless Liaison - Vernon Orndorff	Federal - Title I, Part A - Homeless Resources \$100.00	<p>Documents :Agendas, Meeting Notes - - 12/20: 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 - - 05/21: 90% 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. (SWP CIP) [TEC §4.001 (b)(3)]</p>						
<p>Objective(s): PK-12 Student attendance will continue to exceed the 95% state standard for attendance.</p> <p>PK-12 The district dropout rate will continue to meet the state standard of 1% or less in 2020-2021.</p> <p>PK-12 The district dropout rate will remain at 0% for 2020-2021.</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>	8/2020 - 5/2021	PEIMS Coordinator - Wendy Shaw	Coordinated Funds - Time Contributions of Faculty and Staff	<p>Documents :Parent Contact Agendas and Logs - 08/20: 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 - 12/20: 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 - 05/21: Attendance rate at or above 95%.</p> <p>Documents :Parent Contact Agendas and Logs - 05/21: Contact with 100% of parents/guardians of students who have excessive absences.</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>Strategy:</p> <p>Dropout Prevention Program (SWP CIP) - 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.</p> <p>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.</p>	8/2020 - 5/2021	Superintendent - Vernon Orndorff Principal - David Johnson	Coordinated Funds - Time Contributions of Faculty and Staff	Documents :School Records - 12/20: 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 - 05/21: 90% of students will be promoted to the next grade level or will have obtained a high school diploma.
<p>Strategy:</p> <p>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.</p>	8/2020 - 5/2021	UIL Coordinator - Lindsey Crowell Superintendent - Vernon Orndorff Principal - David Johnson	Local Funds - Time Contributions of Extracurricular Staff	Informal Assessment :Report Card Grades - 12/20: 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 - 05/21: 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)

District Improvement Plan
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Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]						
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 2020-2021. PK-12 The district dropout rate will remain at 0% for 2020-2021.						
<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	8/2020 - 5/2021	Athletic Director/Coach - Ronny Crumpton	Local Funds - Time Contributions of Coaches	Informal Assessment :Report Card Grades - - 12/20: 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 - - 05/21: 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.	8/2020 - 5/2021	Band/Music Director - Mark Lucus	Local Funds - Time Contributions of Band Director		Students will become more diversified, goal-oriented and well-rounded individuals.	Documents :School Records - - 05/21: Increase in the number of participants in music programs 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, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]

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%.

<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>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, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]</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>						
<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>Career Guidance and Counseling (SWP CIP) - 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>	8/2020 - 5/2021	Academic Counselor - Alton Chambers	Coordinated Funds - Time Contributions of Counselor		<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 - 05/21: 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 - 05/21: The percent of students scoring above the criterion of 50% will increase as compared to the previous year.</p>

<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, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]</p>						
<p>Objective(s): PK-12 The district will increase the percent of students taking the SAT/ACT from 48% to 70%.</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 - 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>8/2020 - 5/2021</p>	<p>Academic Counselor - Alton Chambers Principal - David Johnson</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>		<p>Students exhibiting college readiness and earning both high school and college credit.</p>	<p>Documents :School Records - 05/21: All students participating in concurrent and dual credit courses will earn high school and college credits.</p>

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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%.						
<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>Career and Technical Education (CTE) - Milford School offers CTE programs at the High School level in line with the State's CTE Goals and the State's CTE Plan (TEC Sections 29.181 and 29.182) to ensure that each student will master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level.</p> <p>Academic TEKS are integrated into the Career and Technology TEKS through administrative directives to teachers, the adoption of new curriculum materials, or the development of model curricula.</p> <p>Students and parents are given the opportunity to explore career opportunities in the following areas:</p> <ul style="list-style-type: none"> * Agricultural Science and Technology Education <ul style="list-style-type: none"> - Agricultural Mechanics - Agricultural Resources - Agricultural Power * Technology/Business Education <ul style="list-style-type: none"> - Communication Applications - Business/Computer Applications - Keyboarding 	8/2020 - 5/2021	Principal - David Johnson	Federal - Carl D. Perkins Vocational and Applied Technology - Region X ESC CTE Consortium \$2,324.00 State - Career and Technology Education Block Grant - CTE Allotment \$45,738.00 State - CCMR Outcomes Bonus - Welding and Computer Science Pathways \$8,000.00		Students will be exposed to the career opportunities available so that they, along with their parents may make informed decisions regarding their course of study.	Informal Assessment :Report Card Grades - 05/21: High school students will meet minimum expectations in CTE classes as reflected on end of semester report card grades. Documents :Student Records - 05/21: The percentage of graduating students earning industry-based certifications will increase from 0% to 10%.

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. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)]

Objective(s):

<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>

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. (SWP CNA, CIP) [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: Professional Development Program (SWP CNA, CIP) - 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 EL, 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	8/2020 - 5/2021	Superintendent - Vernon Orndorff Principal - David Johnson	Local Funds - PD Expenses	Documents :Agendas, Meeting Notes - 12/20: 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 - 05/21: 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.

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. (SWP CNA, CIP) [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
<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>	<p>8/2020 - 5/2021</p>	<p>Principal - David Johnson</p>	<p>Federal - Title I, Part A - Region X Contracted PD \$3,000.00</p> <p>State - State Compensatory Education (SCE) - Contracted Reading PD \$4,000.00</p>	<p>Informal Assessment :Classroom Assessments - - 12/20: 80% of students will receive passing six week grades in core subject areas.</p>	<p>Teachers incorporate new strategies in teaching to reach all students so the students can achieve academic success.</p> <p>Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessments - - 05/21: 90% of students in grades PK - 2 will be promoted to the next grade.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/21: 76% of students in grades 3 – 12 will pass appropriate grade-level and subject-area STAAR tests.</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. (SWP CNA, CIP) [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
<p>Activity:</p> <p>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.</p> <p>Through participation in the Region X ESC contract for professional development, the faculty of Milford ISD is trained in the following:</p> <ul style="list-style-type: none"> * 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. 	<p>8/2020 - 5/2021</p>	<p>Principal - David Johnson</p>	<p>Coordinated Funds - Time Contributions of Faculty and Staff</p>	<p>Informal Assessment :Classroom Assessments - - 12/20: 80% of students will receive passing scores on class assignments, unit and six week tests and TEKS-based tests.</p>	<p>All teachers are teaching TEKS on grade level so all students are successful on STAAR tests.</p> <p>Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessments - - 05/21: 90% of students in grades PK - 2 will be promoted to the next grade.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/21: 76% of students in grades 3 - 12 will pass appropriate grade-level and subject-area STAAR tests.</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. (SWP CNA, CIP) [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 2021	Superintendent - Vernon Orndorff	Local Funds - Time Contributions of Faculty and Staff		Increased student achievement.	Documents :School Records - 05/21: The PD Program will establish a direct correlation between increased student achievement and professional development training.
Strategy: Recruitment and Retention Initiatives - 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.	8/2020 - 5/2021	Superintendent - Vernon Orndorff	Federal - Title II, Part A - Retention Incentives \$3,085.70 Federal - Title IV, Part A - Math and Science Stipends \$9,200.00 State - Early Education Allotment - Reading Certifications		100% of the Milford ISD faculty will be Fully Certified.	Documents :Agendas, Meeting Notes - 05/21: 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. (SWP CNA, CIP) [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 (SWP CNA) - 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 purchase educational technology to facilitate remote learning due to COVID-19, 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"> * Purchase Chromebooks for remote learning. * Provide extended learning time and computer assisted learning. * Fund a wide variety of professional development activities. * Fund up-to-date software and hardware. 	August 2020	Principal - David Johnson 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 - 08/20: A technology CNA has been conducted and the results have been made available to the appropriate staff.

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA, CIP)

[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 Integrated Curriculum (SWP CIP) - 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:</p> <p>1) Using instructional software programs such as Study Island, Orchard, I Station, Discovery United Streaming, Achieve 3000 Literacy Solution, Eduphoria, Tango, Edmentum/Plato, Education Galaxy, and Brain Pop 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.</p> <p>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.</p> <p>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.</p> <p>4) Internet access provides students access to an unlimited number of websites for research projects - material unavailable through traditional library access.</p> <p>5) Teachers will use the Internet as a means of differentiating instruction for students meeting the G/T</p>	<p>8/2020 - 5/2021</p>	<p>Principal - David Johnson Technology Coordinator - Kirk Price</p>	<p>State - State Compensatory Education (SCE) - Edmentum/Plato Site License \$22,233.00</p> <p>Federal - Title I, Part A - Education Galaxy Subscription \$5,500.00</p> <p>Federal - Title I, Part A - DMR United Streaming \$1,000.00</p> <p>Federal - Title I, Part A - Eduphoria License \$2,250.00</p> <p>Federal - Title I, Part A - iStation Site License \$5,545.00</p> <p>Federal - Title I, Part A - Tango - TPRI Software \$935.00</p> <p>Federal - Title II, Part A - Brain Pop \$1,450.00</p> <p>Federal - Title I, Part A - Technology Resources - Chromebooks \$1,110.00</p> <p>Federal - Title II, Part A - Technology Resources - Chromebooks \$2,419.00</p> <p>Federal - ESSER - Technology Resources - Chromebooks \$30,591.00</p>	<p>Documents :Teacher Lesson Plans - 12/20: Teacher Lesson Plans will indicate that 100% of the classroom teachers are integrating technology into instruction.</p>	<p>Increasing numbers of teachers using the Internet and software systems to integrate technology into instruction.</p> <p>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.</p> <p>An educational system that is strengthened by utilizing technology as an integral component.</p>	<p>Informal Assessment :Classroom Assessments - 05/21: 90% of students in grades PK - 2 will be promoted to the next grade.</p> <p>Criterion-Referenced Test :STAAR Tests - 05/21: 76% of students in grades 3 – 12 will pass appropriate grade-level and subject-area STAAR tests.</p> <p>Criterion-Referenced Test :STAAR Tests - 06/21: The percentage of students in grades 3 – 8 achieving meets or masters reading will increase from 29% to 68%.</p> <p>The percentage of students in grades 3 – 8 achieving meets or masters math will increase from 17% to 57%.</p>

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA, CIP) [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>eligibility requirements.</p> <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>	8/2020 - 5/2021	Principal - David Johnson	Local Funds - Local Technology Policies	Documents :School Records - 08/20: 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.	Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Documents :School Records - 06/21: No incidents of students breaking the Acceptable Use Policy.

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA, CIP) [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
Strategy: Professional Development in Technology - 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.	7/2020 - 6/2021	Principal - David Johnson	Local Funds - Technology PD Contracted Services, Resources and Travel	Documents :Principal Observation Report, Teacher Self-Report, Other Documentation - 12/20: Principal's classroom observations indicate that 60% of all classroom teachers are integrating technology into weekly instructions and are enriching instruction with technology.	All staff and students using technology appropriately and efficiently. Teachers using technology as an instructional tool to accelerate student learning and support student's individual learning styles.	Documents :Principal Observation Report, Teacher Self-Report, Other Documentation - 05/21: Principal's classroom observations indicate that 80% of all classroom teachers are integrating technology into weekly instructions and are enriching instruction with technology.
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 - Vernon Orndorff Principal - David Johnson 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 - 05/21: 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. (SWP CIP) [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 2020-2021.

<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>8/2020 - 5/2021</p>	<p>Superintendent - Vernon Orndorff</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<p>Documents :Student Records - 12/20: 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 - 05/21: 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>8/2020 - 5/2021</p>	<p>Principal - David Johnson Nurse Aide - Lauren Gray</p>	<p>Local Funds - Time Contributions of Nurse Aide</p> <p>Local Funds - Contracted Nursing Services</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 - - 05/21: 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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<p>Activity:</p> <p>Pregnancy, Education, and Parenting (PEP) Services - 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>8/2020 - 7/2021</p>	<p>Principal - David Johnson</p>	<p>State - State Compensatory Education (SCE) - Extra Duty Pay for CEHI Teacher \$511.00</p> <p>State - State Compensatory Education (SCE) - School Age Parenting Co-Op \$1,000.00</p>	<p>Documents :School Records - - 12/20: 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 - - 05/21: School Records indicate all students graduate from school.</p> <p>Documents :Attendance Records - - 05/21: 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. 	8/2020 - 5/2021	Nurse Aide - Lauren Gray	Local Funds - Time Contributions of Nurse Aide		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :School Records - - 05/21: 100% of eligible students will have access to health-related services and health-related information regarding Medicaid.

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<p>Activity: Trauma-Informed Care Program - The Milford ISD trauma-informed care program (see Board Policy FFBA – Local) will provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by district and campus staff, and providing information about available counseling options for students affected by trauma or grief.</p> <p>Milford ISD will provide training in trauma-informed care to district educators. Trainings will be best practice-based programs and research-based practices, as well as, provided as part of any new employee orientation for all new district educators and provided to existing district educators at specific intervals.</p> <p>Milford ISD will maintain records of all educators who have completed training and provide an annual report to the TEA on the number of employees who have participated in trauma-informed care training. (TEC 38.036)</p>	8/2020 - 5/2021	Superintendent - Vernon Orndorff Academic Counselor - Alton Chambers	Local Funds - Trauma-Informed Care Training	Documents :School Records - - 08/20: Trauma-informed care policy has been implemented and distributed to staff, parents, and students.	Establishing a comprehensive safe and supportive school program that incorporates research-based best practices and procedures for training staff on integrating trauma-informed practices.	Documents :PD Records - - 05/21: 100% of district and campus staff have received the required training.

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<p>Strategy:</p> <p>School Health Advisory Council (SHAC) - 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>8/2020 - 5/2021</p>	<p>Superintendent - Vernon Orndorff</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 (SWP CIP) - 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 <p>At this time, Milford ISD does not employ or contract with a School Resource Office. (TEC §37.081(d))</p>	8/2020 - 5/2021	Principal - David Johnson	State - School Safety Allotment - School Safety Allotment \$2,284.00	Documents :School Records - 12/20: 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 - 05/21: Implementation records will indicate positive feedback from presenters and students regarding the effectiveness of the initiative.

District Improvement Plan
Milford ISD 2020-2021

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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: 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 Odysseus, 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>	8/2020 - 5/2021	Principal - David Johnson	<p>State - State Compensatory Education (SCE) - Alternative Education Set Aside for Ellis County Co-Op \$38,646.50</p>	<p>Documents :Principal's Records - - 12/20: 50% reduction in infractions of the Milford ISD Student Code of Conduct, as reflected on the Principal's Records.</p>	<p>Reduction in discipline referrals to the DAEP.</p> <p>Increased number of students remaining in school and staying on track to graduate in lieu of expulsion.</p>	<p>Documents :Principal's Records - - 05/21: 75% reductions in infractions of the Milford ISD Student Code of Conduct, as reflected on the Principal's Records.</p> <p>Documents :Disciplinary Records - - 05/21: The percentage of students with disciplinary placements will not exceed the current 0%, as indicated by Disciplinary Placement Records.</p>
<p>Activity: 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>	8/2020 - 7/2021	Principal - David Johnson	Local Funds - Crisis Management Plan	<p>Documents :Disciplinary Records - - 12/20: Decrease in infractions of the Student Code of Conduct.</p>	A district that is taking a proactive step in the prevention and intervention of serious behavior problems.	<p>Documents :Disciplinary Records - - 05/21: Improved discipline in the classroom and reduced number of referrals per year.</p>

District Improvement Plan
Milford ISD 2020-2021

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. (SWP CIP) [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 2020-2021.

<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>8/2020 - 5/2021</p>	<p>Principal - David Johnson</p>	<p>Local Funds - Emergency Action Plan</p>	<p>Documents :School Records - - 08/20: 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 - - 05/21: A log for emergency drills has been established and updated on a regular basis, indicating proper execution of emergency procedures.</p>

District Improvement Plan
Milford ISD 2020-2021

<p>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. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): PK-12 Tobacco, alcohol and drug (TAOD) offenses will be reduced to 0%.</p> <p>PK-12 Incidents of violence (including teen dating violence) will remain at zero (0) for the year 2020-2021.</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>Drug Use, Violence Prevention and/or Intervention Programs and Activities - 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.</p> <p>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. 	8/2020 - 5/2021	Principal - David Johnson Academic Counselor - Alton Chambers	Local Funds - Time Contributions of Faculty and Staff	<p>Documents :Agendas, Meeting Notes - - 08/20: Appropriate campus stakeholders will have held meetings to plan the programs and services for the current school year.</p> <p>Documents :Counseling Records - - 12/20: 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 - - 05/21: School Records indicate zero offenses of substance abuse have been reported.</p> <p>Documents :Counseling Records - - 05/21: Counselor's Summary Report will indicate that 100% of students have a heightened awareness of the dangers of substance use and abuse.</p>

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. (SWP CIP) [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 2020-2021.

<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>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>	8/2020 - 5/2021	Superintendent - Vernon Orndorff	Coordinated Funds - Time Contributions of Staff	Documents :School Records - - 08/20: 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 - - 05/21: Sexual Abuse policy will have been implemented.

District Improvement Plan
Milford ISD 2020-2021

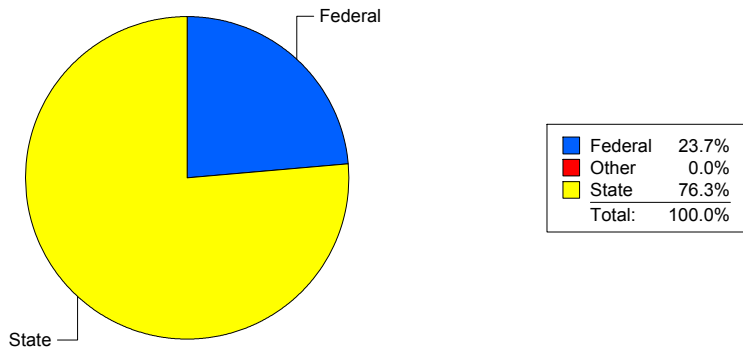
Goal: 7 **Milford ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP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

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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>Strategy:</p> <p>Counseling Responsive Services (SWP CIP) - 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>8/2020 - 7/2021</p>	<p>Academic Counselor - Alton Chambers</p>	<p>Local Funds - Time Contributions of Counselor</p>	<p>Documents :Counseling Records - 12/20: 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 - 05/21: Referrals to counselor have decreased as compared to the previous year.</p>

Funding Values By Program



District Improvement Plan
Milford ISD 2020-2021

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	\$2324.00
ESSER		
Technology Resources - Chromebooks	0.00	\$30591.00
SECCA, Inc. Consulting Services	0.00	\$800.00
IDEA-B Formula		
Special Education Resources	0.00	\$51469.00
IDEA-B Preschool		
Special Education Resources	0.00	\$1528.00
Title I, 1003 - School Improvement		
Time Contributions of Tutors	0.00	\$5000.00
Contracted Services	0.00	\$52500.00

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Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title I, 1003 - School Improvement		
Instructional Resources	0.00	\$42500.00
Title I, Part A		
Education Galaxy Subscription	0.00	\$5500.00
DMR United Streaming	0.00	\$1000.00
Eduphoria License	0.00	\$2250.00
iStation Site License	0.00	\$5545.00
Tango - TPRI Software	0.00	\$935.00
Technology Resources - Chromebooks	0.00	\$1110.00
SECCA, Inc. Consulting Services	0.00	\$1074.00
Time Contributions of Aide	1.00	\$22869.72
Homeless Resources	0.00	\$100.00
Region X Contracted PD	0.00	\$3000.00
School Reach License	0.00	\$630.00
Title I, Part C (Migrant)		
Region X SSA	0.00	\$2916.00
Title II, Part A		
Retention Incentives	0.00	\$3085.70
Technology Resources - Chromebooks	0.00	\$2419.00
Brain Pop	0.00	\$1450.00
SECCA, Inc. Consulting Services	0.00	\$800.00
Title III, Part A - ELA		
Region X SSA	0.00	\$3560.00
Title IV, Part A		
Math and Science Stipends	0.00	\$9200.00

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title IV, Part A		
SECCA, Inc. Consulting Services	0.00	\$800.00
		<hr/> \$254,956.42 <hr/>
Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds		
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of PK Staff	2.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Counselor	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 Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Local Funds		
Time Contributions of Committee Members	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of PK Teacher	1.00	\$0.00
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 Extracurricular Staff	0.00	\$0.00
Scottish Rite Dyslexic Program	0.00	\$0.00
Time Contribution of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
PD Expenses	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Teachers	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Instructional Resources	0.00	\$0.00
Time Contributions of Library Aide	0.00	\$0.00
AR Resources	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Librarian	0.00	\$0.00
Library Resources	0.00	\$0.00
Time Contributions of Coaches	0.00	\$0.00
Time Contributions of Band Director	0.00	\$0.00
Time Contributions of UIL Staff	0.00	\$0.00
Time Contributions of Sponsors	0.00	\$0.00
Time Contributions of Nurse Aide	0.00	\$0.00
Contracted Nursing Services	0.00	\$0.00
Time Contributions of Nurse Aide	0.00	\$0.00
Trauma-Informed Care Training	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

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of SHAC	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 Counselor	0.00	\$0.00
		\$0.00
State	<u>FTE</u>	<u>DollarValue</u>
Bilingual Education Block Grant		
Bilingual Education Allotment	0.00	\$17248.00
Career and Technology Education Block Grant		
CTE Allotment	0.00	\$45738.00
CCMR Outcomes Bonus		
Welding and Computer Science Pathways	0.00	\$8000.00
Dyslexia Allotment		
Dyslexia Allotment	0.00	\$8983.00
Early Education Allotment		
Reading Certifications	0.00	\$0.00
Reading Certifications & Reading Instruction	0.00	\$35112.00
School Safety Allotment		
School Safety Allotment	0.00	\$2284.00
Special Education Block Grant		

Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
Special Education Block Grant		
Assessment Instruments	0.00	\$0.00
Special Education Allotment	0.00	\$422758.00
State and Local Funds		
Time Contributions of G/T Staff	0.00	\$0.00
Time Contributions of Special Education Staff	0.00	\$0.00
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
Assessment Instruments	0.00	\$0.00
Time Contributions of ESL Staff	0.00	\$0.00
Time Contributions of ESL Staff and LPAC	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Dyslexia Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
G/T Resources	0.00	\$0.00
State Compensatory Education (SCE)		
Edmentum/Plato Site License	0.00	\$22233.00
Time Contributions of PK Aide	1.00	\$18006.53
Supplemental Instructional Resources	0.00	\$4500.00
SECCA, Inc. Consulting Services (DIP Update)	0.00	\$1000.00
Alternative Education Set Aside for Ellis County Co-Op	0.00	\$38646.50
Contracted Reading PD	0.00	\$4000.00
Extra Duty Pay for CEHI Teacher	0.00	\$511.00
School Age Parenting Co-Op	0.00	\$1000.00

Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
State Compensatory Education (SCE)		
Extra Duty Pay for At-Risk Counseling Services	0.00	\$2602.25
PD Travel and Registration	0.00	\$200.00
Extra Duty Pay for Summer School Teachers	0.00	\$3066.00
Extra Duty Pay for Summer School EOC Teachers	0.00	\$1533.00
Time Contributions of Teachers	3.00	\$172635.00
Extra Duty Pay of Teachers for After School Tutorials	0.00	\$1022.00
Instructional Resources for After School Tutorials	0.00	\$1000.00
Time Contributions of STAAR Coordinator	0.00	\$2081.80
SECCA, Inc. Consulting Services	0.00	\$6122.00
		\$820,282.08
Grand Total:		\$1,075,238.50

2019-20 Texas Academic Performance Report

District Name: **MILFORD ISD**

District Number: **070909**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

2020 Special Education Determination Status:

Meets Requirements

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District Name: MILFORD ISD
 County Name: ELLIS
 District Number: 070909

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		Region	African	American	Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL					
	State	10	District	American	Hispanic	White	Indian	Asian	Islander	Races	(Current)	(Former)	ously	Continu-	Disadv	(Current	
													ously	ously		&	
													Enrolled	Enrolled		Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	78%	45%	*	50%	38%	-	-	-	*	-	43%	50%	38%	33%	
	2018	77%	78%	63%	*	*	56%	-	-	-	*	*	69%	*	70%	-	
At Meets Grade Level or Above	2019	45%	48%	10%	*	0%	13%	-	-	-	*	-	14%	0%	13%	0%	
	2018	43%	45%	21%	*	*	11%	-	-	-	*	*	25%	*	30%	-	
At Masters Grade Level	2019	27%	30%	0%	*	0%	0%	-	-	-	*	-	0%	0%	0%	0%	
	2018	25%	27%	5%	*	*	0%	-	-	-	*	*	6%	*	10%	-	
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	81%	40%	*	38%	38%	-	-	-	*	-	50%	17%	38%	33%	
	2018	78%	79%	53%	*	*	44%	-	-	-	*	*	50%	*	50%	-	
At Meets Grade Level or Above	2019	49%	52%	5%	*	0%	13%	-	-	-	*	-	7%	0%	6%	0%	
	2018	47%	50%	11%	*	*	0%	-	-	-	*	*	13%	*	10%	-	
At Masters Grade Level	2019	25%	28%	0%	*	0%	0%	-	-	-	*	-	0%	0%	0%	0%	
	2018	23%	26%	5%	*	*	0%	-	-	-	*	*	6%	*	10%	-	
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	75%	67%	*	*	57%	-	-	-	*	*	75%	*	75%	-	
	2018	73%	73%	40%	*	30%	60%	-	-	-	*	*	44%	*	39%	*	
At Meets Grade Level or Above	2019	44%	46%	20%	*	*	0%	-	-	-	*	*	25%	*	25%	-	
	2018	46%	47%	10%	*	0%	20%	-	-	-	*	*	13%	*	11%	*	
At Masters Grade Level	2019	22%	24%	7%	*	*	0%	-	-	-	*	*	8%	*	0%	-	
	2018	24%	26%	5%	*	0%	20%	-	-	-	*	*	6%	*	6%	*	
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	77%	27%	*	*	43%	-	-	-	*	*	25%	*	13%	-	
	2018	78%	79%	20%	*	10%	20%	-	-	-	*	*	25%	*	22%	*	
At Meets Grade Level or Above	2019	48%	51%	7%	*	*	14%	-	-	-	*	*	0%	*	0%	-	
	2018	49%	51%	5%	*	0%	0%	-	-	-	*	*	6%	*	6%	*	
At Masters Grade Level	2019	28%	32%	0%	*	*	0%	-	-	-	*	*	0%	*	0%	-	
	2018	27%	30%	5%	*	0%	0%	-	-	-	*	*	6%	*	6%	*	
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	68%	40%	*	*	29%	-	-	-	*	*	33%	*	38%	-	
	2018	63%	64%	35%	*	30%	40%	-	-	-	*	*	44%	*	33%	*	
At Meets Grade Level or Above	2019	35%	38%	7%	*	*	0%	-	-	-	*	*	8%	*	0%	-	
	2018	39%	42%	10%	*	10%	0%	-	-	-	*	*	13%	*	11%	*	
At Masters Grade Level	2019	11%	13%	0%	*	*	0%	-	-	-	*	*	0%	*	0%	-	
	2018	11%	14%	0%	*	0%	0%	-	-	-	*	*	0%	*	0%	*	

District Name: MILFORD ISD
 County Name: ELLIS
 District Number: 070909

Texas Education Agency
 Texas Academic Performance Report
 2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		Region	African	American	Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL					
	State	10	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	Continu-	Disadv	(Current	
										Races	(Current)	(Former)	Enrolled	ously		&	
																Monitored)	
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	87%	80%	*	89%	*	-	-	*	80%	-	83%	*	82%	*	
	2018	84%	85%	73%	60%	*	80%	-	-	*	43%	-	69%	78%	69%	*	
At Meets Grade Level or Above	2019	54%	57%	5%	*	0%	*	-	-	*	0%	-	6%	*	6%	*	
	2018	54%	57%	45%	60%	*	40%	-	-	*	14%	-	38%	56%	50%	*	
At Masters Grade Level	2019	29%	33%	0%	*	0%	*	-	-	*	0%	-	0%	*	0%	*	
	2018	26%	29%	23%	20%	*	20%	-	-	*	0%	-	15%	33%	19%	*	
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	91%	40%	*	33%	*	-	-	*	20%	-	44%	*	41%	*	
	2018	91%	91%	68%	40%	*	80%	-	-	*	29%	-	62%	78%	63%	*	
At Meets Grade Level or Above	2019	58%	61%	15%	*	22%	*	-	-	*	0%	-	17%	*	12%	*	
	2018	58%	60%	41%	20%	*	50%	-	-	*	14%	-	31%	56%	38%	*	
At Masters Grade Level	2019	36%	40%	0%	*	0%	*	-	-	*	0%	-	0%	*	0%	*	
	2018	30%	33%	9%	0%	*	10%	-	-	*	0%	-	8%	11%	6%	*	
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	75%	5%	*	0%	*	-	-	*	20%	-	6%	*	6%	*	
	2018	76%	76%	45%	60%	*	40%	-	-	*	14%	-	38%	56%	44%	*	
At Meets Grade Level or Above	2019	49%	50%	0%	*	0%	*	-	-	*	0%	-	0%	*	0%	*	
	2018	41%	42%	14%	20%	*	10%	-	-	*	14%	-	8%	22%	13%	*	
At Masters Grade Level	2019	24%	25%	0%	*	0%	*	-	-	*	0%	-	0%	*	0%	*	
	2018	17%	18%	0%	0%	*	0%	-	-	*	0%	-	0%	0%	0%	*	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	70%	73%	60%	60%	80%	-	-	*	33%	-	79%	63%	67%	*	
	2018	69%	71%	55%	14%	75%	67%	-	-	*	17%	*	56%	50%	47%	*	
At Meets Grade Level or Above	2019	37%	41%	41%	60%	0%	50%	-	-	*	17%	-	43%	38%	33%	*	
	2018	39%	42%	27%	0%	25%	50%	-	-	*	0%	*	31%	17%	20%	*	
At Masters Grade Level	2019	18%	20%	27%	40%	0%	30%	-	-	*	0%	-	36%	13%	20%	*	
	2018	19%	21%	14%	0%	0%	33%	-	-	*	0%	*	19%	0%	0%	*	
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	83%	64%	60%	40%	70%	-	-	*	33%	-	71%	50%	60%	*	
	2018	77%	79%	73%	71%	75%	67%	-	-	*	50%	*	75%	67%	67%	*	
At Meets Grade Level or Above	2019	47%	51%	27%	20%	0%	30%	-	-	*	17%	-	29%	25%	13%	*	
	2018	44%	49%	27%	14%	38%	17%	-	-	*	0%	*	31%	17%	20%	*	
At Masters Grade Level	2019	21%	25%	9%	0%	0%	20%	-	-	*	0%	-	7%	13%	7%	*	
	2018	18%	22%	14%	0%	13%	17%	-	-	*	0%	*	13%	17%	7%	*	
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	77%	86%	71%	100%	83%	-	-	*	60%	-	88%	80%	87%	*	
	2018	74%	76%	73%	*	86%	56%	-	-	*	*	*	63%	100%	64%	80%	

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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2019	49%	52%	36%	0%	43%	67%	-	-	-	*	0%	-	35%	40%	13%	*
	2018	48%	51%	27%	*	29%	33%	-	-	-	*	*	*	19%	50%	14%	20%
At Masters Grade Level	2019	29%	32%	18%	0%	0%	50%	-	-	-	*	0%	-	18%	20%	7%	*
	2018	29%	32%	9%	*	0%	22%	-	-	-	*	*	*	6%	17%	0%	0%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	77%	50%	29%	43%	67%	-	-	-	*	0%	-	59%	20%	33%	*
	2018	72%	75%	95%	*	100%	89%	-	-	-	*	*	*	94%	100%	93%	100%
At Meets Grade Level or Above	2019	43%	46%	18%	0%	14%	33%	-	-	-	*	0%	-	24%	0%	0%	*
	2018	40%	44%	45%	*	71%	44%	-	-	-	*	*	*	44%	50%	43%	60%
At Masters Grade Level	2019	17%	20%	0%	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	*
	2018	18%	23%	5%	*	0%	11%	-	-	-	*	*	*	6%	0%	0%	0%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	72%	64%	29%	86%	67%	-	-	-	*	20%	-	59%	80%	53%	*
	2018	69%	71%	62%	*	50%	56%	-	-	-	*	*	*	53%	83%	46%	*
At Meets Grade Level or Above	2019	42%	45%	27%	0%	43%	33%	-	-	-	*	0%	-	29%	20%	7%	*
	2018	43%	46%	33%	*	17%	33%	-	-	-	*	*	*	27%	50%	23%	*
At Masters Grade Level	2019	18%	21%	23%	0%	29%	33%	-	-	-	*	0%	-	29%	0%	0%	*
	2018	15%	17%	10%	*	17%	11%	-	-	-	*	*	*	0%	33%	8%	*
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	87%	95%	*	100%	89%	-	-	-	*	*	-	94%	*	92%	100%
	2018	86%	86%	94%	*	100%	100%	-	-	-	*	*	-	100%	88%	89%	*
At Meets Grade Level or Above	2019	55%	58%	43%	*	50%	22%	-	-	-	*	*	-	47%	*	33%	40%
	2018	49%	52%	47%	*	20%	57%	-	-	-	*	*	-	33%	63%	44%	*
At Masters Grade Level	2019	28%	31%	19%	*	17%	22%	-	-	-	*	*	-	18%	*	17%	20%
	2018	27%	29%	24%	*	0%	43%	-	-	-	*	*	-	0%	50%	33%	*
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	81%	*	100%	78%	-	-	-	*	*	-	82%	*	67%	100%
	2018	86%	87%	92%	*	*	*	-	-	-	*	*	-	86%	100%	80%	-
At Meets Grade Level or Above	2019	57%	60%	29%	*	33%	22%	-	-	-	*	*	-	29%	*	25%	40%
	2018	51%	54%	50%	*	*	*	-	-	-	*	*	-	43%	60%	60%	-
At Masters Grade Level	2019	17%	19%	5%	*	0%	0%	-	-	-	*	*	-	6%	*	8%	0%
	2018	15%	17%	0%	*	*	*	-	-	-	*	*	-	0%	0%	0%	-
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	83%	90%	*	67%	100%	-	-	-	*	*	-	94%	*	83%	60%
	2018	76%	78%	67%	*	60%	88%	-	-	-	*	*	-	70%	63%	67%	*
At Meets Grade Level or Above	2019	51%	55%	14%	*	0%	22%	-	-	-	*	*	-	12%	*	17%	0%
	2018	52%	54%	33%	*	20%	50%	-	-	-	*	*	-	20%	50%	44%	*
At Masters Grade Level	2019	25%	29%	5%	*	0%	11%	-	-	-	*	*	-	0%	*	0%	0%
	2018	28%	31%	6%	*	0%	13%	-	-	-	*	*	-	0%	13%	11%	*

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Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	72%	52%	*	50%	33%	-	-	-	*	*	-	53%	*	42%	40%
	2018	65%	68%	28%	*	20%	50%	-	-	-	*	*	-	20%	38%	33%	*
At Meets Grade Level or Above	2019	37%	41%	14%	*	0%	11%	-	-	-	*	*	-	12%	*	17%	0%
	2018	36%	40%	6%	*	0%	13%	-	-	-	*	*	-	0%	13%	11%	*
At Masters Grade Level	2019	21%	25%	10%	*	0%	11%	-	-	-	*	*	-	6%	*	8%	0%
	2018	21%	24%	0%	*	0%	0%	-	-	-	*	*	-	0%	0%	0%	*
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	69%	70%	50%	71%	80%	-	-	-	-	*	-	79%	56%	60%	*
	2018	65%	66%	72%	*	62%	67%	-	-	-	*	*	-	76%	63%	65%	50%
At Meets Grade Level or Above	2019	50%	52%	57%	33%	57%	70%	-	-	-	-	*	-	64%	44%	47%	*
	2018	44%	47%	44%	*	38%	33%	-	-	-	*	*	-	47%	38%	40%	33%
At Masters Grade Level	2019	11%	14%	9%	0%	0%	20%	-	-	-	-	*	-	14%	0%	0%	*
	2018	7%	8%	8%	*	15%	0%	-	-	-	*	*	-	6%	13%	10%	17%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	70%	64%	*	50%	75%	-	-	-	*	0%	-	69%	58%	62%	40%
	2018	67%	69%	78%	83%	67%	80%	-	-	-	*	*	-	79%	78%	79%	*
At Meets Grade Level or Above	2019	49%	52%	39%	*	36%	38%	-	-	-	*	0%	-	44%	33%	38%	40%
	2018	48%	50%	48%	33%	17%	70%	-	-	-	*	*	-	43%	56%	29%	*
At Masters Grade Level	2019	8%	10%	11%	*	14%	0%	-	-	-	*	0%	-	13%	8%	14%	20%
	2018	8%	9%	0%	0%	0%	0%	-	-	-	*	*	-	0%	0%	0%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	87%	57%	*	*	71%	-	-	-	-	*	-	57%	57%	50%	*
	2018	83%	84%	77%	*	69%	77%	-	-	-	*	20%	-	81%	67%	70%	57%
At Meets Grade Level or Above	2019	61%	64%	21%	*	*	14%	-	-	-	-	*	-	14%	29%	30%	*
	2018	55%	57%	37%	*	15%	62%	-	-	-	*	0%	-	29%	56%	30%	0%
At Masters Grade Level	2019	37%	42%	0%	*	*	0%	-	-	-	-	*	-	0%	0%	0%	*
	2018	32%	35%	23%	*	15%	31%	-	-	-	*	0%	-	19%	33%	26%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	89%	92%	*	83%	100%	-	-	-	*	60%	-	100%	80%	95%	80%
	2018	87%	88%	80%	100%	67%	71%	-	-	-	*	*	-	87%	60%	80%	*
At Meets Grade Level or Above	2019	62%	64%	36%	*	33%	22%	-	-	-	*	0%	-	40%	30%	32%	20%
	2018	59%	62%	25%	0%	0%	57%	-	-	-	*	*	-	20%	40%	20%	*
At Masters Grade Level	2019	25%	28%	12%	*	25%	0%	-	-	-	*	0%	-	13%	10%	11%	20%
	2018	24%	27%	0%	0%	0%	0%	-	-	-	*	*	-	0%	0%	0%	*
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	81%	*	82%	78%	-	-	-	*	*	-	82%	78%	80%	60%
	2018	92%	92%	74%	83%	50%	80%	-	-	-	*	*	-	67%	88%	67%	*
At Meets Grade Level or Above	2019	73%	74%	38%	*	45%	33%	-	-	-	*	*	-	35%	44%	30%	40%
	2018	70%	72%	30%	17%	0%	50%	-	-	-	*	*	-	27%	38%	20%	*

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At Masters Grade Level	2019	45%	48%	15%	*	27%	0%	-	-	-	*	*	-	12%	22%	15%	20%
	2018	40%	44%	4%	0%	0%	10%	-	-	-	*	*	-	7%	0%	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	79%	64%	52%	61%	66%	-	-	-	77%	36%	*	66%	58%	58%	55%
	2018	77%	78%	64%	63%	57%	67%	-	-	-	77%	30%	71%	64%	66%	59%	50%
At Meets Grade Level or Above	2019	50%	53%	25%	14%	23%	26%	-	-	-	36%	5%	*	25%	25%	19%	18%
	2018	48%	51%	29%	19%	21%	36%	-	-	-	49%	6%	14%	25%	38%	25%	13%
At Masters Grade Level	2019	24%	26%	8%	2%	8%	10%	-	-	-	16%	0%	*	8%	8%	5%	5%
	2018	22%	24%	8%	2%	4%	11%	-	-	-	21%	0%	0%	6%	12%	7%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	73%	67%	72%	71%	-	-	-	93%	42%	*	77%	61%	69%	66%
	2018	74%	75%	68%	63%	65%	71%	-	-	-	79%	28%	*	68%	70%	63%	57%
At Meets Grade Level or Above	2019	48%	51%	33%	24%	28%	37%	-	-	-	43%	3%	*	34%	29%	26%	21%
	2018	46%	49%	34%	26%	25%	40%	-	-	-	57%	4%	*	31%	42%	29%	17%
At Masters Grade Level	2019	21%	23%	12%	6%	7%	16%	-	-	-	29%	0%	*	13%	8%	8%	7%
	2018	19%	22%	11%	3%	4%	16%	-	-	-	36%	0%	*	8%	17%	9%	4%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	84%	52%	41%	47%	61%	-	-	-	62%	19%	*	57%	40%	44%	43%
	2018	81%	82%	68%	67%	61%	70%	-	-	-	85%	36%	*	67%	71%	61%	57%
At Meets Grade Level or Above	2019	52%	55%	18%	7%	16%	20%	-	-	-	38%	4%	*	18%	17%	12%	17%
	2018	50%	52%	31%	19%	29%	36%	-	-	-	38%	8%	*	27%	40%	27%	14%
At Masters Grade Level	2019	26%	30%	2%	0%	0%	4%	-	-	-	8%	0%	*	2%	3%	2%	0%
	2018	24%	27%	10%	4%	6%	13%	-	-	-	23%	0%	*	10%	12%	10%	0%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	70%	54%	33%	73%	46%	-	-	-	*	25%	*	48%	75%	48%	*
	2018	66%	68%	49%	67%	38%	50%	-	-	-	60%	*	*	48%	50%	39%	25%
At Meets Grade Level or Above	2019	38%	42%	19%	0%	36%	15%	-	-	-	*	0%	*	21%	13%	4%	*
	2018	41%	44%	22%	33%	13%	21%	-	-	-	40%	*	*	19%	30%	16%	13%
At Masters Grade Level	2019	14%	17%	14%	0%	18%	15%	-	-	-	*	0%	*	17%	0%	0%	*
	2018	13%	15%	5%	0%	6%	7%	-	-	-	0%	*	*	0%	20%	3%	13%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	83%	65%	43%	52%	86%	-	-	-	63%	54%	-	64%	69%	60%	50%
	2018	80%	81%	63%	67%	53%	64%	-	-	-	80%	30%	-	66%	59%	63%	40%
At Meets Grade Level or Above	2019	54%	56%	18%	0%	15%	18%	-	-	-	25%	8%	-	16%	25%	17%	7%
	2018	51%	53%	23%	7%	7%	36%	-	-	-	60%	10%	-	16%	36%	23%	0%
At Masters Grade Level	2019	25%	27%	6%	0%	11%	5%	-	-	-	0%	0%	-	4%	13%	4%	7%
	2018	23%	25%	2%	0%	0%	4%	-	-	-	0%	0%	-	0%	5%	3%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	68%	60%	71%	56%	-	-	-	100%	43%	-	68%	69%	66%	50%
	2018	78%	80%	54%	50%	36%	67%	-	-	-	*	*	-	48%	63%	54%	*

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At Meets Grade Level or Above	2019	55%	58%	28%	20%	29%	22%	-	-	-	40%	14%	-	24%	38%	25%	20%
	2018	53%	56%	20%	10%	0%	33%	-	-	-	*	*	-	16%	25%	17%	*
At Masters Grade Level	2019	33%	36%	13%	0%	18%	6%	-	-	-	20%	0%	-	9%	23%	13%	10%
	2018	31%	34%	2%	0%	0%	6%	-	-	-	*	*	-	4%	0%	0%	*

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Texas Education Agency Texas Academic Performance Report 2019-20 District Progress

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School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	62	70	*	*	71	-	-	-	*	*	*	63	*	63	-
	2018	63	64	60	*	60	60	-	-	-	*	*	-	56	*	61	*
Grade 4 Mathematics	2019	65	67	27	*	*	43	-	-	-	*	*	*	17	*	25	-
	2018	65	67	35	*	35	10	-	-	-	*	*	-	38	*	39	*
Grade 5 ELA/Reading	2019	81	83	89	*	100	*	-	-	-	*	*	-	88	*	88	*
	2018	80	82	66	70	*	75	-	-	-	*	71	-	62	72	59	*
Grade 5 Mathematics	2019	83	85	82	*	89	*	-	-	-	*	*	-	79	*	78	*
	2018	81	82	75	50	*	85	-	-	-	*	79	-	81	67	72	*
Grade 6 ELA/Reading	2019	42	46	68	60	40	90	-	-	-	*	58	-	71	63	60	*
	2018	47	50	32	7	31	50	-	-	-	*	8	*	38	17	27	*
Grade 6 Mathematics	2019	54	58	41	80	0	40	-	-	-	*	50	-	43	38	37	*
	2018	56	60	52	50	56	42	-	-	-	*	50	*	44	75	63	*
Grade 7 ELA/Reading	2019	77	78	82	93	93	67	-	-	-	*	70	-	76	100	87	*
	2018	76	77	55	*	79	43	-	-	-	*	*	*	44	*	43	90
Grade 7 Mathematics	2019	62	64	25	14	21	42	-	-	-	*	0	-	26	20	20	*
	2018	67	69	38	*	50	43	-	-	-	*	*	*	28	*	36	50
Grade 8 ELA/Reading	2019	77	78	83	*	83	83	-	-	-	*	*	-	82	*	83	80
	2018	79	80	85	*	70	86	-	-	-	*	*	-	72	100	89	*
Grade 8 Mathematics	2019	82	81	62	*	67	61	-	-	-	*	*	-	56	*	67	80
	2018	81	80	79	*	*	*	-	-	-	*	*	-	64	100	80	-
End of Course English II	2019	69	71	75	*	78	71	-	-	-	*	*	-	69	86	77	*
	2018	67	67	64	60	*	56	-	-	-	*	*	-	64	*	65	*
End of Course Algebra I	2019	75	78	28	*	*	*	-	-	-	-	*	-	25	*	30	-
	2018	72	75	52	*	25	83	-	-	-	*	*	-	47	64	50	10
All Grades Both Subjects	2019	69	71	63	62	65	63	-	-	-	58	59	*	61	69	63	69
	2018	69	71	57	53	53	63	-	-	-	55	48	*	51	70	54	53
All Grades ELA/Reading	2019	68	70	78	81	83	78	-	-	-	65	74	*	76	84	77	80
	2018	69	70	59	50	59	63	-	-	-	68	50	*	54	71	55	66
All Grades Mathematics	2019	70	72	46	43	44	48	-	-	-	50	41	*	45	50	46	56
	2018	70	72	54	57	46	62	-	-	-	41	45	*	48	69	54	42

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Texas Education Agency
Texas Academic Performance Report
2019-20 District Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	41%	55%	50%	75%	31%	-	-	-	*	44%	60%	71%
	2018	38%	39%	32%	*	*	*	-	-	-	*	*	30%	*
Mathematics	2019	45%	46%	14%	0%	21%	9%	-	-	-	*	8%	14%	17%
	2018	47%	47%	26%	*	*	*	-	-	-	*	*	*	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	50%	*	56%	*	-	-	-	*	40%	47%	*
Students Requiring Accelerated Instruction														
	2019	22%	20%	50%	*	44%	*	-	-	-	*	60%	53%	*
STAAR Cumulative Met Standard														
	2019	86%	87%	80%	*	89%	*	-	-	-	*	80%	82%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	96%	*	-	*	-	-	-	-	-	-	*	*
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	9%	8%	*	-	*	-	-	-	-	-	-	*	*
Promoted to Grade 6														
	2019	9%	8%	*	-	*	-	-	-	-	-	-	*	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	85%	30%	*	22%	*	-	-	-	*	20%	35%	*
Students Requiring Accelerated Instruction														
	2019	17%	15%	70%	*	78%	*	-	-	-	*	80%	65%	*
STAAR Cumulative Met Standard														
	2019	90%	90%	40%	*	33%	*	-	-	-	*	20%	41%	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	96%	*	-	*	-	-	-	-	-	-	*	*
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	24%	24%	*	-	*	-	-	-	-	-	-	*	*
Promoted to Grade 6														
	2019	24%	24%	*	-	*	-	-	-	-	-	-	*	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	90%	*	100%	78%	-	-	-	*	*	83%	100%
Students Requiring Accelerated Instruction														
	2019	22%	20%	10%	*	0%	22%	-	-	-	*	*	17%	0%
STAAR Cumulative Met Standard														
	2019	85%	87%	95%	*	100%	89%	-	-	-	*	*	92%	100%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	99%	*	*	-	-	-	-	-	-	-	*	-
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	13%	13%	*	*	-	-	-	-	-	-	-	*	-
Promoted to Grade 9														
	2019	13%	13%	*	*	-	-	-	-	-	-	-	*	-
Grade 8 Mathematics														

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		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	84%	81%	*	100%	78%	-	-	-	*	*	67%	100%
Students Requiring Accelerated Instruction	2019	18%	16%	19%	*	0%	22%	-	-	-	*	*	33%	0%
STAAR Cumulative Met Standard	2019	88%	89%	81%	*	100%	78%	-	-	-	*	*	67%	100%

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Bilingual Education/English as a Second Language

(Current EL Students)

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		State	Region 10	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	64%	-	-	-	-	-	54%	*	52%	67%	54%	55%
	2018	77%	78%	64%	-	-	-	-	-	45%	45%	-	*	45%	48%
At Meets Grade Level or Above	2019	50%	53%	25%	-	-	-	-	-	14%	*	12%	33%	14%	16%
	2018	48%	51%	29%	-	-	-	-	-	9%	9%	-	*	9%	14%
At Masters Grade Level	2019	24%	26%	8%	-	-	-	-	-	4%	*	5%	17%	4%	5%
	2018	22%	24%	8%	-	-	-	-	-	2%	2%	-	*	2%	4%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	73%	-	-	-	-	-	64%	*	65%	*	64%	63%
	2018	74%	75%	68%	-	-	-	-	-	52%	52%	-	*	52%	55%
At Meets Grade Level or Above	2019	48%	51%	33%	-	-	-	-	-	16%	*	13%	*	16%	19%
	2018	46%	49%	34%	-	-	-	-	-	14%	14%	-	*	14%	18%
At Masters Grade Level	2019	21%	23%	12%	-	-	-	-	-	4%	*	4%	*	4%	7%
	2018	19%	22%	11%	-	-	-	-	-	5%	5%	-	*	5%	5%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	84%	52%	-	-	-	-	-	47%	*	44%	*	47%	48%
	2018	81%	82%	68%	-	-	-	-	-	53%	53%	-	*	53%	55%
At Meets Grade Level or Above	2019	52%	55%	18%	-	-	-	-	-	16%	*	11%	*	16%	19%
	2018	50%	52%	31%	-	-	-	-	-	11%	11%	-	*	11%	15%
At Masters Grade Level	2019	26%	30%	2%	-	-	-	-	-	0%	*	0%	*	0%	0%
	2018	24%	27%	10%	-	-	-	-	-	0%	0%	-	*	0%	0%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	70%	54%	-	-	-	-	-	*	-	*	-	*	*
	2018	66%	68%	49%	-	-	-	-	-	14%	14%	-	*	14%	25%
At Meets Grade Level or Above	2019	38%	42%	19%	-	-	-	-	-	*	-	*	-	*	*
	2018	41%	44%	22%	-	-	-	-	-	0%	0%	-	*	0%	13%
At Masters Grade Level	2019	14%	17%	14%	-	-	-	-	-	*	-	*	-	*	*
	2018	13%	15%	5%	-	-	-	-	-	0%	0%	-	*	0%	13%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	83%	65%	-	-	-	-	-	46%	*	42%	*	46%	50%
	2018	80%	81%	63%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	54%	56%	18%	-	-	-	-	-	8%	*	8%	*	8%	7%
	2018	51%	53%	23%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	25%	27%	6%	-	-	-	-	-	8%	*	8%	*	8%	7%
	2018	23%	25%	2%	-	-	-	-	-	*	*	-	-	*	*
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	68%	-	-	-	-	-	44%	-	44%	*	44%	50%
	2018	78%	80%	54%	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	55%	58%	28%	-	-	-	-	-	22%	-	22%	*	22%	20%
	2018	53%	56%	20%	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	33%	36%	13%	-	-	-	-	-	11%	-	11%	*	11%	10%
	2018	31%	34%	2%	-	-	-	-	-	*	*	-	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	71%	63%	-	-	-	-	-	73%	-	73%	*	73%	75%
	2018	69%	71%	57%	-	-	-	-	-	50%	50%	-	*	50%	53%
All Grades ELA/Reading	2019	68%	70%	78%	-	-	-	-	-	82%	-	82%	*	82%	83%
	2018	69%	70%	59%	-	-	-	-	-	61%	61%	-	*	61%	63%
All Grades Mathematics	2019	70%	72%	46%	-	-	-	-	-	62%	-	62%	*	62%	64%

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Bilingual Education/English as a Second Language

(Current EL Students)

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	2018	State	Region 10	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	72%	54%	-	-	-	-	-	41%	41%	-	*	41%	44%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	41%	55%	-	-	-	-	-	71%	-	71%	-	71%	71%
	2018	38%	39%	32%	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2019	45%	46%	14%	-	-	-	-	-	17%	-	17%	-	17%	17%
	2018	47%	47%	26%	-	-	-	-	-	*	*	-	-	*	*

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District Name: MILFORD ISD

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	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%
Included in Accountability	94%	94%	94%	92%	93%	95%	-	-	-	96%	99%	95%	95%
Not Included in Accountability													
Mobile	4%	4%	5%	8%	5%	5%	-	-	-	4%	1%	4%	1%
Other Exclusions	1%	1%	1%	0%	2%	0%	-	-	-	0%	0%	1%	4%
Not Tested	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%
Included in Accountability	94%	94%	95%	100%	92%	94%	-	-	-	100%	92%	95%	97%
Not Included in Accountability													
Mobile	4%	4%	5%	0%	7%	6%	-	-	-	0%	8%	5%	0%
Other Exclusions	1%	1%	0%	0%	1%	0%	-	-	-	0%	0%	1%	3%
Not Tested	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%

Texas Education Agency
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2019-20 District Attendance, Graduation, and Dropout Rates

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	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.7%	95.6%	96.0%	95.6%	95.5%	-	-	-	94.6%	94.6%	95.3%	95.3%
2017-18	95.4%	95.7%	96.1%	97.8%	96.9%	95.1%	-	-	-	93.0%	93.8%	96.0%	96.5%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	2.4%	2.4%	4.5%	3.4%	0.0%	-	-	-	0.0%	0.0%	1.7%	10.0%
2017-18	1.9%	2.0%	1.3%	0.0%	0.0%	3.3%	-	-	-	*	9.1%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	88.4%	92.3%	100.0%	*	*	-	-	-	*	*	100.0%	*
Received TxCHSE	0.5%	0.3%	0.0%	0.0%	*	*	-	-	-	*	*	0.0%	*
Continued HS	3.7%	4.6%	0.0%	0.0%	*	*	-	-	-	*	*	0.0%	*
Dropped Out	5.9%	6.6%	7.7%	0.0%	*	*	-	-	-	*	*	0.0%	*
Graduates and TxCHSE	90.4%	88.7%	92.3%	100.0%	*	*	-	-	-	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	94.1%	93.4%	92.3%	100.0%	*	*	-	-	-	*	*	100.0%	*
Class of 2018													
Graduated	90.0%	88.8%	94.4%	*	*	100.0%	-	-	-	*	*	100.0%	*
Received TxCHSE	0.4%	0.2%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	*
Continued HS	3.8%	4.8%	5.6%	*	*	0.0%	-	-	-	*	*	0.0%	*
Dropped Out	5.7%	6.1%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	*
Graduates and TxCHSE	90.4%	89.1%	94.4%	*	*	100.0%	-	-	-	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	94.3%	93.9%	100.0%	*	*	100.0%	-	-	-	*	*	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	91.3%	100.0%	*	*	100.0%	-	-	-	*	*	100.0%	*
Received TxCHSE	0.6%	0.4%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	*
Continued HS	1.1%	1.4%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	*
Dropped Out	6.1%	6.9%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	*
Graduates and TxCHSE	92.8%	91.7%	100.0%	*	*	100.0%	-	-	-	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.9%	93.1%	100.0%	*	*	100.0%	-	-	-	*	*	100.0%	*
Class of 2017													
Graduated	92.0%	91.7%	100.0%	100.0%	*	*	-	-	-	-	*	100.0%	*
Received TxCHSE	0.6%	0.4%	0.0%	0.0%	*	*	-	-	-	-	*	0.0%	*
Continued HS	1.1%	1.4%	0.0%	0.0%	*	*	-	-	-	-	*	0.0%	*
Dropped Out	6.3%	6.5%	0.0%	0.0%	*	*	-	-	-	-	*	0.0%	*
Graduates and TxCHSE	92.6%	92.1%	100.0%	100.0%	*	*	-	-	-	-	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	93.5%	100.0%	100.0%	*	*	-	-	-	-	*	100.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													

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Class of 2017													
Graduated	92.4%	92.3%	100.0%	100.0%	*	*	-	-	-	-	*	100.0%	*
Received TxCHSE	0.7%	0.6%	0.0%	0.0%	*	*	-	-	-	-	*	0.0%	*
Continued HS	0.6%	0.6%	0.0%	0.0%	*	*	-	-	-	-	*	0.0%	*
Dropped Out	6.3%	6.5%	0.0%	0.0%	*	*	-	-	-	-	*	0.0%	*
Graduates and TxCHSE	93.2%	92.9%	100.0%	100.0%	*	*	-	-	-	-	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	93.5%	100.0%	100.0%	*	*	-	-	-	-	*	100.0%	*
Class of 2016													
Graduated	92.1%	92.0%	100.0%	*	*	100.0%	-	-	-	*	*	100.0%	*
Received TxCHSE	0.8%	0.6%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	*
Continued HS	0.5%	0.6%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	*
Dropped Out	6.6%	6.9%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	*
Graduates and TxCHSE	92.9%	92.6%	100.0%	*	*	100.0%	-	-	-	*	*	100.0%	*
Graduates, TxCHSE, and Continuers	93.4%	93.1%	100.0%	*	*	100.0%	-	-	-	*	*	100.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	88.4%	92.3%	100.0%	*	*	-	-	-	*	*	100.0%	*
Class of 2018	90.0%	88.8%	94.4%	*	*	100.0%	-	-	-	*	*	100.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	76.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	71.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	5.1%	0.0%	0.0%	*	*	-	-	-	*	*	0.0%	*
Class of 2018	5.0%	4.2%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	82.7%	66.7%	80.0%	*	*	-	-	-	*	*	72.7%	*
Class of 2018	82.0%	82.4%	35.3%	*	*	25.0%	-	-	-	*	*	35.7%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	87.8%	66.7%	80.0%	*	*	-	-	-	*	*	72.7%	*
Class of 2018	86.8%	86.5%	35.3%	*	*	25.0%	-	-	-	*	*	35.7%	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	22.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	43.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	6.0%	0.0%	0.0%	0.0%	*	-	-	-	*	*	0.0%	*
2017-18	4.9%	4.2%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	80.9%	64.3%	80.0%	50.0%	*	-	-	-	*	*	72.7%	*
2017-18	81.5%	82.1%	33.3%	*	*	22.2%	-	-	-	*	*	33.3%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													

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	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	86.3%	64.3%	80.0%	50.0%	*	-	-	-	*	*	72.7%	*
2017-18	85.1%	84.7%	33.3%	*	*	22.2%	-	-	-	*	*	33.3%	-

Texas Education Agency
Texas Academic Performance Report
2019-20 District Graduation Profile

District Name: MILFORD ISD

County Name: ELLIS

District Number: 070909

	District Count	District Percent	State Count	State Percent
Graduates (2018-19 Annual Graduates)				
Total Graduates	14	100.0%	355,615	100.0%
By Ethnicity:				
African American	5	35.7%	43,953	12.4%
Hispanic	6	42.9%	180,673	50.8%
White	2	14.3%	105,577	29.7%
American Indian	0	0.0%	1,293	0.4%
Asian	0	0.0%	16,564	4.7%
Pacific Islander	0	0.0%	537	0.2%
Two or More Races	1	7.1%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	5	35.7%	51,579	14.5%
Foundation H.S. Program (Endorsement)	0	0.0%	15,160	4.3%
Foundation H.S. Program (DLA)	9	64.3%	285,538	80.3%
Special Education Graduates	1	7.1%	27,598	7.8%
Economically Disadvantaged Graduates	11	78.6%	186,364	52.4%
LEP Graduates	4	28.6%	25,189	7.1%
At-Risk Graduates	8	57.1%	146,432	41.2%

Texas Education Agency
Texas Academic Performance Report
2019-20 District College, Career, and Military Readiness (CCMR)

District Name: MILFORD ISD

County Name: ELLIS

District Number: 070909

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	71.2%	71.4%	100.0%	50.0%	*	-	-	-	*	*	81.8%	*
2017-18	65.5%	63.6%	27.8%	*	*	27.8%	-	-	-	*	*	26.7%	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	53.0%	71.4%	100.0%	50.0%	*	-	-	-	*	*	81.8%	*
2017-18	50.0%	49.5%	22.2%	*	*	22.2%	-	-	-	*	*	20.0%	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	61.0%	71.4%	100.0%	50.0%	*	-	-	-	*	*	81.8%	*
2017-18	58.2%	58.0%	27.8%	*	*	22.2%	-	-	-	*	*	26.7%	-
Mathematics													
2018-19	48.6%	46.9%	64.3%	80.0%	50.0%	*	-	-	-	*	*	72.7%	*
2017-18	46.0%	44.1%	22.2%	*	*	22.2%	-	-	-	*	*	20.0%	-
Both Subjects													
2018-19	44.2%	43.7%	64.3%	80.0%	50.0%	*	-	-	-	*	*	72.7%	*
2017-18	42.1%	41.3%	16.7%	*	*	22.2%	-	-	-	*	*	13.3%	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	20.2%	50.0%	80.0%	33.3%	*	-	-	-	*	*	54.5%	*
2017-18	20.7%	16.7%	16.7%	*	*	11.1%	-	-	-	*	*	20.0%	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	26.6%	0.0%	0.0%	0.0%	*	-	-	-	*	*	0.0%	*
2017-18	20.4%	25.7%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	1.9%	0.0%	0.0%	0.0%	*	-	-	-	*	*	0.0%	*
2017-18	1.4%	1.4%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	1.8%	0.0%	0.0%	0.0%	*	-	-	-	*	*	0.0%	*
2017-18	1.0%	1.0%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	36.6%	7.1%	0.0%	0.0%	*	-	-	-	*	*	9.1%	*
2017-18	28.7%	25.8%	5.6%	*	*	5.6%	-	-	-	*	*	6.7%	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	7.2%	0.0%	0.0%	0.0%	*	-	-	-	*	*	0.0%	*
2017-18	4.8%	3.0%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Education Agency
Texas Academic Performance Report
2019-20 District College, Career, and Military Readiness (CCMR)

District Name: MILFORD ISD

County Name: ELLIS

District Number: 070909

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.3%	0.0%	0.0%	0.0%	*	-	-	-	*	*	0.0%	*
2017-18	1.7%	1.7%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	54.8%	0.0%	0.0%	0.0%	*	-	-	-	*	*	0.0%	*
2017-18	38.7%	38.0%	11.1%	*	*	11.1%	-	-	-	*	*	13.3%	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	3.1%	7.1%	0.0%	0.0%	*	-	-	-	*	*	9.1%	*
2017-18	4.3%	2.2%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.9%	0.0%	0.0%	0.0%	*	-	-	-	*	*	0.0%	*
2017-18	2.6%	2.6%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.5%	0.0%	0.0%	0.0%	*	-	-	-	*	*	0.0%	*
2017-18	0.6%	0.4%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	-

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: MILFORD ISD

County Name: ELLIS

District Number: 070909

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	27.5%	28.6%	60.0%	16.7%	*	-	-	-	*	*	36.4%	*
2017-18	32.1%	25.5%	27.8%	*	*	22.2%	-	-	-	*	*	26.7%	-
Mathematics													
2018-19	24.7%	18.3%	28.6%	60.0%	16.7%	*	-	-	-	*	*	36.4%	*
2017-18	23.7%	16.7%	22.2%	*	*	22.2%	-	-	-	*	*	20.0%	-
Both Subjects													
2018-19	18.8%	13.6%	28.6%	60.0%	16.7%	*	-	-	-	*	*	36.4%	*
2017-18	18.1%	12.2%	16.7%	*	*	22.2%	-	-	-	*	*	13.3%	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	60.0%	7.1%	0.0%	0.0%	*	-	-	-	*	*	0.0%	*
2017-18	58.4%	62.0%	16.7%	*	*	11.1%	-	-	-	*	*	13.3%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	3.6%	42.9%	40.0%	33.3%	*	-	-	-	*	*	45.5%	*
2017-18	2.0%	0.6%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	-
Mathematics													
2018-19	7.3%	4.2%	42.9%	40.0%	33.3%	*	-	-	-	*	*	45.5%	*
2017-18	3.9%	1.5%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	-
Both Subjects													
2018-19	2.6%	1.5%	35.7%	20.0%	33.3%	*	-	-	-	*	*	36.4%	*
2017-18	0.9%	0.2%	0.0%	*	*	0.0%	-	-	-	*	*	0.0%	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	31.3%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
2018	25.8%	31.8%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
English Language Arts													
2019	14.5%	19.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
2018	15.3%	20.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
Mathematics													
2019	7.4%	10.2%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
2018	7.3%	9.7%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
Science													
2019	10.4%	13.4%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
2018	10.8%	13.4%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
Social Studies													
2019	13.9%	17.4%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
2018	14.5%	18.2%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	54.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	54.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	44.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	45.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: MILFORD ISD
 County Name: ELLIS
 District Number: 070909

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	58.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	52.8%	60.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	44.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	43.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	51.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	48.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	80.5%	57.1%	100.0%	16.7%	*	-	-	-	*	n/a	63.6%	n/a
2017-18	74.6%	79.0%	61.1%	*	*	44.4%	-	-	-	*	n/a	60.0%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	40.1%	12.5%	20.0%	*	*	-	-	-	-	n/a	14.3%	n/a
2017-18	37.9%	41.3%	18.2%	*	*	*	-	-	-	*	n/a	11.1%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1039	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1047	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	521	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	525	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	518	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	522	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.6	17.5	19.0	*	*	-	-	-	-	n/a	17.9	n/a
2017-18	20.6	20.5	19.8	*	*	*	-	-	-	*	n/a	19.6	n/a
English Language Arts													
2018-19	20.3	20.2	16.5	18.2	*	*	-	-	-	-	n/a	17.1	n/a
2017-18	20.3	20.0	19.5	*	*	*	-	-	-	*	n/a	19.3	n/a
Mathematics													
2018-19	20.4	20.7	17.0	17.8	*	*	-	-	-	-	n/a	17.1	n/a
2017-18	20.6	20.6	19.1	*	*	*	-	-	-	*	n/a	18.9	n/a
Science													
2018-19	20.8	20.8	19.0	20.0	*	*	-	-	-	-	n/a	18.9	n/a
2017-18	20.9	20.7	20.1	*	*	*	-	-	-	*	n/a	19.7	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District Other Postsecondary Indicators

District Name: MILFORD ISD

County Name: ELLIS

District Number: 070909

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	47.2%	23.4%	30.0%	18.5%	26.9%	-	-	-	*	10.0%	18.0%	10.0%
2017-18	43.4%	45.7%	18.9%	27.8%	16.7%	17.9%	-	-	-	*	10.0%	21.8%	20.0%
English Language Arts													
2018-19	17.8%	18.5%	50.0%	37.5%	45.5%	63.6%	-	-	-	-	*	38.9%	16.7%
2017-18	17.3%	17.5%	9.9%	23.5%	4.2%	7.7%	-	-	-	*	0.0%	11.3%	10.0%
Mathematics													
2018-19	20.4%	22.0%	17.6%	*	14.3%	14.3%	-	-	-	-	*	10.0%	*
2017-18	20.7%	21.8%	4.3%	*	0.0%	11.1%	-	-	-	*	0.0%	0.0%	0.0%
Science													
2018-19	21.7%	22.7%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2017-18	21.2%	21.9%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Social Studies													
2018-19	23.6%	27.0%	5.8%	23.1%	0.0%	0.0%	-	-	-	*	0.0%	5.0%	0.0%
2017-18	22.8%	26.4%	7.2%	5.9%	9.5%	7.4%	-	-	-	*	0.0%	7.5%	11.1%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	53.9%	50.0%	*	*	22.2%	-	-	-	*	*	53.3%	-
2016-17	54.6%	54.1%	64.3%	66.7%	*	*	-	-	-	-	*	50.0%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	57.3%	37.5%	*	*	*	-	-	-	*	*	28.6%	-
2016-17	59.2%	58.5%	66.7%	*	*	*	-	-	-	-	-	60.0%	-

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

District Name: MILFORD ISD

County Name: ELLIS

District Number: 070909

Student Information	----- Membership -----				----- Enrollment -----			
	----- District -----		----- State -----		----- District -----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	246	100.0%	5,479,173	100.0%	246	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	1	0.4%	16,848	0.3%	1	0.4%	25,883	0.5%
Pre-Kindergarten	11	4.5%	248,413	4.5%	11	4.5%	249,226	4.5%
Kindergarten	17	6.9%	383,585	7.0%	17	6.9%	384,114	7.0%
Grade 1	16	6.5%	391,175	7.1%	16	6.5%	391,449	7.1%
Grade 2	16	6.5%	388,370	7.1%	16	6.5%	388,675	7.1%
Grade 3	15	6.1%	391,565	7.1%	15	6.1%	391,795	7.1%
Grade 4	23	9.3%	399,883	7.3%	23	9.3%	400,111	7.3%
Grade 5	15	6.1%	417,272	7.6%	15	6.1%	417,444	7.6%
Grade 6	16	6.5%	422,605	7.7%	16	6.5%	422,740	7.7%
Grade 7	21	8.5%	423,421	7.7%	21	8.5%	423,545	7.7%
Grade 8	22	8.9%	411,170	7.5%	22	8.9%	411,272	7.5%
Grade 9	19	7.7%	448,929	8.2%	19	7.7%	449,122	8.2%
Grade 10	19	7.7%	406,785	7.4%	19	7.7%	407,044	7.4%
Grade 11	18	7.3%	376,894	6.9%	18	7.3%	377,208	6.9%
Grade 12	17	6.9%	352,258	6.4%	17	6.9%	354,312	6.4%
Ethnic Distribution:								
African American	54	22.0%	691,582	12.6%	54	22.0%	692,925	12.6%
Hispanic	95	38.6%	2,892,928	52.8%	95	38.6%	2,899,504	52.8%
White	82	33.3%	1,477,699	27.0%	82	33.3%	1,483,688	27.0%
American Indian	0	0.0%	19,999	0.4%	0	0.0%	20,062	0.4%
Asian	0	0.0%	250,065	4.6%	0	0.0%	250,463	4.6%
Pacific Islander	0	0.0%	8,466	0.2%	0	0.0%	8,481	0.2%
Two or More Races	15	6.1%	138,434	2.5%	15	6.1%	138,817	2.5%
Sex:								
Female	109	44.3%	2,673,270	48.8%	109	44.3%	2,678,619	48.8%
Male	137	55.7%	2,805,903	51.2%	137	55.7%	2,815,321	51.2%
Economically Disadvantaged	162	65.9%	3,303,974	60.3%	162	65.9%	3,309,610	60.2%
Non-Educationally Disadvantaged	84	34.1%	2,175,199	39.7%	84	34.1%	2,184,330	39.8%
Section 504 Students	16	6.5%	376,734	6.9%	16	6.5%	376,956	6.9%
English Learners (EL)	38	15.4%	1,112,674	20.3%	38	15.4%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	12	3.9%	82,551	1.5%				
Students w/ Dyslexia	11	4.5%	224,619	4.1%	11	4.5%	224,741	4.1%
Foster Care	0	0.0%	17,393	0.3%	0	0.0%	17,451	0.3%
Homeless	0	0.0%	78,178	1.4%	0	0.0%	78,296	1.4%
Immigrant	0	0.0%	126,747	2.3%	0	0.0%	126,858	2.3%
Migrant	2	0.8%	18,888	0.3%	2	0.8%	18,992	0.3%
Title I	246	100.0%	3,568,526	65.1%	246	100.0%	3,576,850	65.1%
Military Connected	7	2.8%	105,751	1.9%	7	2.8%	105,787	1.9%
At-Risk	161	65.4%	2,773,390	50.6%	161	65.4%	2,776,481	50.5%

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

District Name: MILFORD ISD

County Name: ELLIS

District Number: 070909

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent

Students by Instructional Program:								
Bilingual/ESL Education	38	15.4%	1,128,904	20.6%	38	15.4%	1,129,558	20.6%
Career & Technical Education	64	26.0%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	18	24.7%	805,496	50.8%	18	24.7%	806,117	50.8%
Gifted & Talented Education	9	3.7%	444,125	8.1%	9	3.7%	444,196	8.1%
Special Education	37	15.0%	577,868	10.5%	37	15.0%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	37		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	16	43.2%	245,216	42.4%				
Students with Physical Disabilities	9	24.3%	123,847	21.4%				
Students with Autism	*	*	79,952	13.8%				
Students with Behavioral Disabilities	10	27.0%	120,042	20.8%				
Students with Non-Categorical Early Childhood	*	*	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	47	17.5%	806,375	15.3%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.0%	1.6%	-	5.5%
Grade 1	13.3%	2.9%	0.0%	4.9%
Grade 2	14.3%	1.6%	0.0%	2.0%
Grade 3	15.8%	0.9%	0.0%	0.8%
Grade 4	16.7%	0.5%	0.0%	0.4%
Grade 5	11.8%	0.4%	0.0%	0.5%
Grade 6	0.0%	0.4%	0.0%	0.5%
Grade 7	0.0%	0.5%	0.0%	0.6%
Grade 8	0.0%	0.4%	0.0%	0.6%
Grade 9	0.0%	7.8%	0.0%	13.1%

	District		State	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	0	0.0%	5,686	0.2%

District Name: MILFORD ISD

County Name: ELLIS

District Number: 070909

Texas Education Agency
Texas Academic Performance Report
2019-20 District Student Information

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	17.0	19.0
Grade 1	16.0	18.9
Grade 2	16.0	18.8
Grade 3	15.0	19.0
Grade 4	21.8	19.2
Grade 5	14.4	20.9
Grade 6	8.9	20.4
Secondary:		
English/Language Arts	10.0	16.4
Foreign Languages	-	18.7
Mathematics	14.0	17.8
Science	14.7	18.8
Social Studies	9.9	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: MILFORD ISD

County Name: ELLIS

District Number: 070909

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	45.0	100.0%	734,726.4	100.0%
Professional Staff:	24.4	54.3%	468,132.4	63.7%
Teachers	22.4	49.8%	363,121.3	49.4%
Professional Support	0.0	0.0%	74,698.8	10.2%
Campus Administration (School Leadership)	1.0	2.2%	21,960.1	3.0%
Central Administration	1.0	2.2%	8,352.3	1.1%
Educational Aides:	8.7	19.4%	78,096.8	10.6%
Auxiliary Staff:	11.8	26.3%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	4,373.0	n/a
Part-time	0.0	n/a	595.0	n/a
Counselors				
Full-time	0.0	n/a	12,901.0	n/a
Part-time	0.0	n/a	1,103.0	n/a
Total Minority Staff:	14.7	32.7%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	3.0	13.4%	39,132.5	10.8%
Hispanic	1.0	4.3%	102,099.7	28.1%
White	18.5	82.3%	209,453.0	57.7%
American Indian	0.0	0.0%	1,239.6	0.3%
Asian	0.0	0.0%	6,393.2	1.8%
Pacific Islander	0.0	0.0%	638.2	0.2%
Two or More Races	0.0	0.0%	4,165.2	1.1%
Males	10.0	44.4%	86,302.4	23.8%
Females	12.5	55.6%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	4,859.9	1.3%
Bachelors	17.5	78.0%	266,596.3	73.4%
Masters	4.9	22.0%	89,088.4	24.5%
Doctorate	0.0	0.0%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.8	3.4%	26,878.7	7.4%
1-5 Years Experience	2.9	13.0%	101,305.8	27.9%
6-10 Years Experience	3.9	17.6%	70,305.4	19.4%
11-20 Years Experience	11.8	52.8%	106,767.7	29.4%
Over 20 Years Experience	3.0	13.3%	57,863.9	15.9%
Number of Students per Teacher	11.0	n/a	15.1	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: MILFORD ISD

County Name: ELLIS

District Number: 070909

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	10.0	6.2
Average Years Experience of Principals with District	2.0	5.3
Average Years Experience of Assistant Principals	0.0	5.3
Average Years Experience of Assistant Principals with District	0.0	4.7
Average Years Experience of Teachers:		
Average Years Experience of Teachers with District:	12.8	11.1
	8.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$38,753	\$49,868
1-5 Years Experience	\$41,920	\$52,823
6-10 Years Experience	\$50,232	\$55,756
11-20 Years Experience	\$56,989	\$59,308
Over 20 Years Experience	\$65,070	\$65,449
Average Actual Salaries (regular duties only):		
Teachers	\$54,293	\$57,091
Professional Support	-	\$67,352
Campus Administration (School Leadership)	\$80,000	\$82,512
Central Administration	\$120,450	\$108,367
Instructional Staff Percent:	67.3%	64.6%
Turnover Rate for Teachers:	20.3%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.0	399.5
Contracted Instructional Staff:	0.0	6,309.0

Texas Education Agency
Texas Academic Performance Report
2019-20 District Staff Information

District Name: MILFORD ISD

County Name: ELLIS

District Number: 070909

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	23,626.0	6.5%
Career & Technical Education	2.2	10.0%	18,120.4	5.0%
Compensatory Education	1.0	4.3%	10,147.3	2.8%
Gifted & Talented Education	0.0	0.0%	7,053.3	1.9%
Regular Education	17.6	78.7%	257,548.7	70.9%
Special Education	1.6	7.0%	33,620.4	9.3%
Other	0.0	0.0%	13,005.2	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)