

Milford ISD 2013-2014

District Improvement Plan

2013-2014 School Year

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Strange, Khristy	Assistant Principal	Milford ISD	5-2014
Mensik, John	Special Programs	Milford ISD	5-2014
Crowell, Lindsey	Teacher	Milford ISD	5-2014
Evans, Kim	Teacher	Milford ISD	5-2014
Marchbanks, Ivy	Teacher	Milford ISD	5-2014
Williamsom, Larry	Teacher	Milford ISD	5-2014
Sneed, Kroshundra	Parent	Milford ISD	5-2014
Atkins, Amanda	Parent	Milford ISD	5-2014
Kiever, Julie	Parent	Milford ISD	5-2014
Jones, Beth	Community Representative	Milford ISD	5-2014
Amison, Helen	Community Representative	Milford ISD	5-2014
Sprabary, Eric	Business Representative	Milford ISD	5-2014
Wimbish, Arveal	Business Representative	Milford ISD	5-2014

Names of People Responsible For Implementation

Name	Title	Campus / District
Clingenpeel, Don	Superintendent	Milford ISD
Byrne, Marilee	Principal	Milford ISD
Strange, Khristy	Assistant Principal	Milford ISD
Chambers, Alton	Counselor	Milford ISD
Owens, Martha	Nurse Aide	Milford ISD
Dahl, Jo Ann	Nurse Aide	Milford ISD
Chambers, Phyllis	Nurse Aide	Milford ISD
Chambers, Phyllis	Library Aide	Milford ISD
Mensik, John	ESL Coordinator	Milford ISD
Chambers, Alton	STAAR Coordinator	Milford ISD
Slaton, Andrea	Special Services Coordinator	Milford ISD
Dahl, Jo Ann	Business Manager	Milford ISD
Gilley, April	Accounts Payable	Milford ISD
Johnson, Jamie	PEIMS Coordinator	Milford ISD
Martinez, Martha	Principal's Secretary	Milford ISD
Crumpton, Winona	PK Teacher	Milford ISD
Clingenpeel, Stephanie	Kindergarten Teacher	Milford ISD
Morgan, Delta	Kindergarten Teacher	Milford ISD
Crowell, Lindsey	First Grade Teacher	Milford ISD
Evans, Kim	Second Grade Teacher	Milford ISD
Jacinto, Susan	Second Grade Teacher	Milford ISD
Sessums, Cheryl	Third Grade Teacher	Milford ISD
Johnson, Jamie	Fourth Grade Teacher	Milford ISD
Harris, Deloris	Fifth Grade Teacher	Milford ISD

Names of People Responsible For Implementation

Name	Title	Campus / District
Chadwick, Jenny	Sixth Grade Teacher	Milford ISD
Gowin, Flossie	Pullout Teacher	Milford ISD
Carter, Otis	Health Teacher	Milford ISD
Chambers, Alton	English Teacher	Milford ISD
Chambers, Alton	Business Teacher	Milford ISD
Crumpton, Ronny	History Teacher	Milford ISD
Perry, Joshua	Science Teacher	Milford ISD
Jackson, Mark	Vocational Agriculture Teacher	Milford ISD
Jackson, Mark	CEHI Teacher	Milford ISD
Jackson, Mark	FFA Advisor	Milford ISD
Krnavek, Tonya	Math Teacher	Milford ISD
Krnavek, Tonya	Science Teacher	Milford ISD
Krnavek, Tonya	History Teacher	Milford ISD
Cooper, Carole	PE Teacher	Milford ISD
Cooper, Carole	History Teacher	Milford ISD
Stephens, Joe	Speech Teacher	Milford ISD
Stephens, Joe	Yearbook Teacher	Milford ISD
Stephens, Joe	English Teacher	Milford ISD
Mensik, John	Art Teacher	Milford ISD
Mensik, John	Spanish Teacher	Milford ISD
Mullican, Dorothy	Math Teacher	Milford ISD
Price, Kirk	Technology Coordinator	Milford ISD
Lucas, Mark	Band/Music Director	Milford ISD
Carter, Otis	Athletic Director/Coach	Milford ISD

Names of People Responsible For Implementation

Name	Title	Campus / District
Crompton, Ronny	Athletic Director/Coach	Milford ISD
Rankin, Anissa	PK Aide	Milford ISD
Houston, Kochenna	Instructional Aide	Milford ISD
Cook, Treshonda	Instructional Aide	Milford ISD
Williamson, TaNeshia	Instructional Aide	Milford ISD
Pruitt, Carrie	Computer Lab Aide	Milford ISD
Rankin, Jannie	Special Education Aide	Milford ISD
Williamson, Verma	Special Education Aide	Milford ISD
Byrd, Ernestine	Custodian	Milford ISD
Skelton, Roy	Maintenance	Milford ISD
Pollard, Robbie	Food Services	Milford ISD
Autry, Gary	Ellis County Special Education Coop Consultant	
Strange, Khristy	UIL Coordinator	Milford ISD
Byrne, Marilee	Homeless Liaison	Milford ISD

Highly Qualified Teachers

Goal: 100%

	2010	2011	2012	2013	2014
Milford ISD	100.00	100.00	100.00	100.00	100.00

District Improvement Plan
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Attendance

Attendance

Goal: **100%**

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	96.90	97.20	97.40	97.40	97.40	97.30	98.20	100.00
African American	97.80	97.90	98.30	97.90	97.70	97.70	98.30	100.00
Economically Disadvantaged	96.70	97.30	97.40	97.10	97.30	97.30	98.10	100.00
English Language Learners	97.00	98.30	98.70	98.10	98.00	98.30	99.10	100.00
Hispanic	96.90	96.60	97.10	97.80	97.50	97.00	98.20	100.00
Special Education	96.00	96.60	96.10	96.20	96.50	96.80	97.90	100.00
Two or More Races	0.00	0.00	0.00	95.20	96.90	97.80	99.00	100.00
White	96.30	97.20	97.10	97.10	97.30	97.30	98.10	100.00

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Dropouts

Dropouts

Goal:

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	1.00	0.00	2.10	0.00	0.00	0.00	0.00	0.00
African American	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Economically Disadvantaged	1.50	0.00	0.00	1.20	0.00	0.00	0.00	0.00
Hispanic	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Special Education	5.00	0.00	0.00	4.00	0.00	0.00	0.00	0.00
White	2.40	0.00	0.00	1.90	0.00	0.00	0.00	0.00

STAAR

Grade: **3rd**

STAAR Mathematics

100%

	2012	2013	2014	2015
All Students	59.00	92.00	96.00	100.00
Economically Disadvantaged	50.00	100.00	100.00	100.00
White	75.00	100.00	100.00	100.00

Grade: **3rd**

STAAR Reading

100%

	2012	2013	2014	2015
All Students	71.00	100.00	100.00	100.00
Economically Disadvantaged	64.00	100.00	100.00	100.00
White	88.00	100.00	100.00	100.00

Grade: **4th**

STAAR Mathematics

100%

	2012	2013	2014	2015
All Students	56.00	75.00	87.50	100.00
Economically Disadvantaged	46.00	77.00	88.50	100.00
White	86.00	0.00	93.00	100.00

Grade: **4th**

STAAR Reading

100%

	2012	2013	2014	2015
All Students	44.00	69.00	84.50	100.00
Economically Disadvantaged	38.00	69.00	84.50	100.00
White	71.00	83.00	91.50	100.00

STAAR

Grade: **4th**

STAAR Writing

100%

	2012	2013	2014	2015
All Students	50.00	81.00	90.50	100.00
Economically Disadvantaged	38.00	77.00	88.50	100.00
White	71.00	83.00	91.50	100.00

Grade: **5th**

STAAR Mathematics

100%

	2012	2013	2014	2015
All Students	76.00	83.00	91.50	100.00
African American	83.00	0.00	91.50	100.00
Economically Disadvantaged	75.00	80.00	90.00	100.00
Hispanic	0.00	86.00	93.00	100.00
White	0.00	75.00	87.50	100.00

Grade: **5th**

STAAR Reading

100%

	2012	2013	2014	2015
All Students	65.00	67.00	83.50	100.00
African American	83.00	0.00	91.50	100.00
Economically Disadvantaged	63.00	67.00	83.50	100.00
Hispanic	0.00	57.00	78.50	100.00
White	0.00	75.00	87.50	100.00

STAAR

Grade: **5th**

STAAR Science

100%

	2012	2013	2014	2015
All Students	53.00	63.00	81.50	100.00
Economically Disadvantaged	50.00	62.00	81.00	100.00
White	0.00	71.00	85.50	100.00

Grade: **6th**

STAAR Mathematics

100%

	2012	2013	2014	2015
All Students	73.00	81.00	90.50	100.00
Economically Disadvantaged	80.00	80.00	90.00	100.00

Grade: **6th**

STAAR Reading

100%

	2012	2013	2014	2015
All Students	82.00	75.00	87.50	100.00
African American	0.00	100.00	100.00	100.00
Economically Disadvantaged	90.00	73.00	86.50	100.00

Grade: **7th**

STAAR Mathematics

100%

	2012	2013	2014	2015
All Students	92.00	77.00	88.50	100.00
Economically Disadvantaged	86.00	82.00	91.00	100.00
Hispanic	0.00	100.00	100.00	100.00
White	100.00	0.00	100.00	100.00

STAAR

Grade: **7th**

STAAR Reading

100%

	2012	2013	2014	2015
All Students	92.00	92.00	96.00	100.00
Economically Disadvantaged	100.00	100.00	100.00	100.00
Hispanic	100.00	100.00	100.00	100.00
White	83.00	0.00	91.50	100.00

Grade: **7th**

STAAR Writing

100%

	2012	2013	2014	2015
All Students	92.00	85.00	92.50	100.00
Economically Disadvantaged	100.00	91.00	95.50	100.00
Hispanic	100.00	0.00	100.00	100.00
White	83.00	0.00	91.50	100.00

Grade: **8th**

STAAR Mathematics

100%

	2012	2013	2014	2015
All Students	100.00	80.00	90.00	100.00
Economically Disadvantaged	100.00	89.00	94.50	100.00
Hispanic	0.00	80.00	90.00	100.00
White	100.00	83.00	91.50	100.00

STAAR

Grade: **8th**

STAAR Reading

100%

	2012	2013	2014	2015
All Students	88.00	73.00	86.50	100.00
Economically Disadvantaged	80.00	89.00	94.50	100.00
Hispanic	0.00	80.00	90.00	100.00
White	91.00	67.00	83.50	100.00

Grade: **8th**

STAAR Science

100%

	2012	2013	2014	2015
All Students	69.00	83.00	91.50	100.00
Economically Disadvantaged	50.00	88.00	94.00	100.00
Hispanic	0.00	100.00	100.00	100.00
White	73.00	0.00	86.50	100.00

Grade: **8th**

STAAR Social Studies

100%

	2012	2013	2014	2015
All Students	44.00	75.00	87.50	100.00
Economically Disadvantaged	0.00	75.00	87.50	100.00
White	55.00	0.00	77.50	100.00

STAAR EOC

Grade: **9th-10th**

STAAR Algebra I

100%

	2013	2014	2015
All Students	100.00	100.00	100.00
Economically Disadvantaged	100.00	100.00	100.00
White	100.00	100.00	100.00

Grade: **9th-10th**

STAAR Biology

100%

	2013	2014	2015
All Students	82.00	91.00	100.00
Economically Disadvantaged	80.00	90.00	100.00
White	92.00	96.00	100.00

Grade: **9th-10th**

STAAR ELA Reading I

100%

	2013	2014	2015
All Students	59.00	79.50	100.00
Economically Disadvantaged	53.00	76.50	100.00
White	64.00	82.00	100.00

Grade: **9th-10th**

STAAR ELA Reading II

100%

	2013	2014	2015
All Students	80.00	90.00	100.00
Economically Disadvantaged	78.00	89.00	100.00

STAAR EOC

Grade: **9th-10th**

STAAR ELA Writing I

100%

	2013	2014	2015
All Students	65.00	82.50	100.00
Economically Disadvantaged	63.00	81.50	100.00
White	69.00	84.50	100.00

Grade: **9th-10th**

STAAR ELA Writing II

100%

	2013	2014	2015
All Students	50.00	75.00	100.00

TAKS

Grade: **11th** **TAKS English Language Arts**

	2012	2013	2014
All Students	100.00	100.00	100.00
African American	0.00	100.00	100.00
Economically Disadvantaged	100.00	100.00	100.00
White	100.00	100.00	100.00

Grade: **11th** **TAKS Mathematics**

	2012	2013	2014
All Students	100.00	100.00	100.00
African American	0.00	100.00	100.00
Economically Disadvantaged	100.00	100.00	100.00
White	100.00	100.00	100.00

Grade: **11th** **TAKS Science**

	2012	2013	2014
All Students	100.00	100.00	100.00
African American	0.00	100.00	100.00
Economically Disadvantaged	100.00	100.00	100.00
White	100.00	100.00	100.00

TAKS

Grade: **11th**

TAKS Social Studies

	2012	2013	2014
All Students	100.00	100.00	100.00
African American	0.00	100.00	100.00
Economically Disadvantaged	100.00	100.00	100.00
White	100.00	100.00	100.00

About Milford ISD

Mission Statement:

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

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

Our Vision:

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

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

Grade Span:

PK - 12

Enrollment:

215

Highly Qualified Status:

100% HQ Teachers

Accountability Ratings:

1) Met 2013 State Accountability Standards

* Distinction Designations:

Academic Achievement in Reading/ELA

Academic Achievement in Mathematics

* System Safeguards:

Missed Federal Limits on Alternative Assessments

2) Met 2012 Federal AYP Status

Demographics

2012 - 2013 Enrollment:

1 - Early Childhood (4 years old)
17 – Prekindergarten
16 – Kindergarten
21 – First Grade
19 – Second Grade
14 – Third Grade
17 – Fourth Grade
18 – Fifth Grade
19 – Sixth Grade
13 – Seventh Grade
12 – Eighth Grade
23 – Ninth Grade
11 – Tenth Grade
14 – Eleventh Grade
13 – Twelfth Grade

2012 - 2013 Ethnic Distribution:

48 (21.1%) – African American
61 (26.8%) – Hispanic
101 (44.3%) – White
3 (1.3%) – American Indian
0 (0.0%) - Asian
0 (0.0%) – Pacific Islander
15 (6.6%) – Two or More Races

2012 - 2013 Student Groups:

179 (78.5%) – Economically Disadvantaged
21 (9.2%) – English Language Learners
99 (43.4%) – Students Meeting "At-Risk" Criteria
44 (19.3%) – Career and Technical Education
7 (3.1%) - Gifted and Talented Education
28 (12.3%) - Special Edcation

District Improvement Plan
Milford ISD 2013-2014

2012 – 2013 Students per Teacher:

16.0 – Kindergarten

19.0 – Grade 1

19.0 – Grade 2

14.0 – Grade 3

16.5 – Grade 4

18.0 – Grade 5

16.5 – Grade 6

10.5 – English/Language Arts

3.8 – Foreign Languages

8.6 – Mathematics

10.5 – Science

9.4 – Social Studies

Facilities Review

Year facility opened: 1930s

Level of occupancy: 100%

Facilities include:

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

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

Federal Requirements - Schoolwide Program

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

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

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Federal Requirements – Schoolwide Program Components

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

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

- Goal #4: Career Guidance and Counseling Strategy
- Goal #4: College Preparation Strategy
- Goal #7: Drug Use, Violence Prevention and/or Intervention Programs and Activities Activity
- Goal #7: Counseling Responsive Services Strategy
- Goal #7: Nutrition Program Activity

Needs Assessment Summary

Milford ISD received a State Accountability Rating of Met Standard from TEA in 2013. The Met Standard Rating requires that the district met or exceeded the target score on Student Achievement, Student Progress, Closing Performance Gaps and Postsecondary Readiness. Milford ISD also received Distinction Designation for Academic Achievement in Reading/ELA and Math. This required the campus to be in the top 25% of its campus comparison group on 50% or more of eligible measures in Reading/ELA and in Mathematics. The district failed to meet the System Safeguards for the federal limits on alternative assessments due to the district exceeding the federal cap limit for students taking the modified STAAR test.

Student Strengths and Needs:

Note: Passing Rates on the STAAR tests in 2013 were at Phase-in 1 Level II.

Reading/ELA:

100% of All Students and all student groups (White and Economically Disadvantaged) in third grade met the passing standard on the STAAR Reading test in 2013.

The passing rate for the fourth grade STAAR Reading test increased from 44% in 2012 to 69% in 2013 for All Students. All of the reading scores among the student groups also increased. The White student group saw a 12% increase, while the Economically Disadvantaged student group saw a 31% increase. The passing rates ranged from 69% for Economically Disadvantaged students to 83% for White students. All of the student groups exceed the state passing rate of 50%.

The passing rates for the fifth grade STAAR Reading test increased slightly for All Students and all student groups. The passing rates ranged from 57% for Hispanic to 75% for White student groups, exceeding the state passing rate.

The passing rate for the sixth grade STAAR Reading test decreased from 82% in 2012 to 75% in 2013 for All Students. The Economically Disadvantaged student group saw a decrease of 17% from 90% in 2012 to 73% in 2013. The passing rate for the African American student group was 100%. All of the student groups exceed the state passing rate.

The passing rates for the seventh grade STAAR Reading test remained the same for All Students and all student groups. 92% of All Students and 100% of Hispanic and Economically Disadvantaged student groups exceeded the state passing rate.

The passing rates for the eighth grade STAAR Reading test were mixed. The passing rate for All Students decreased from 88% in 2012 to 73% in 2013, while the passing rate for the White student group decreased from 91% to 67%. The Economically Disadvantaged student group saw a 9% increase from 80% to 89%. 80% of Hispanic students met the passing standard. All of the student groups exceeded the state passing rate.

Students in grades 9 and 10 took the STAAR End of Course (EOC) ELA Reading I and ELA Reading II exams in 2013. The passing rate for All Students on the STAAR ELA Reading I exam was 59%. Among the student groups, the passing rates ranged from 53% for Economically Disadvantaged students to 64% for White students. The passing rate for All Students on the STAAR ELA Reading II exam was 80% while the passing rate for Economically Disadvantaged students was 78%. All of the student groups exceed the state passing rate of 50% on both the STAAR EOC ELA Reading exams.

Eleventh grade students participated in the TAKS ELA test in 2013. 100% of All Students and all student groups met the passing standard.

Writing:

Fourth and seventh grade students participated in the STAAR Writing test in 2013.

The passing rate for the fourth grade STAAR Writing test increased from 50% in 2012 to 81% in 2013 for All Students. All of the reading scores among the student groups also increased. The White student group saw a 12% increase, while the Economically Disadvantaged student group saw a 39% increase. The passing rates ranged from 77% for Economically Disadvantaged students to 83% for White students. All of the student groups exceed the state passing rate of 50%.

The passing rate for the seventh grade STAAR Writing test decreased from 92% in 2012 to 85% in 2013 for All Students. The Economically Disadvantage student group saw a decrease of 9% from 100% in 2012 to 91% in 2013. All of the student groups exceed the state passing rate.

Students in grades 9 and 10 took the STAAR EOC ELA Writing I and ELA Writing II exams in 2013. The passing rate for All Students on the STAAR ELA Writing I exam was 65%. Among the student groups, the passing rates ranged from 63% for Economically Disadvantage students to 69% for White students. The passing rate for All Students on the STAAR ELA Writing II exam was 50%. All of the student groups met or exceeded the state passing rate of 50% on both the STAAR EOC ELA Writing exams.

Math:

The passing rate for the third grade STAAR Math test increased from 59% in 2012 to 92% in 2013 for All Students. The White student group saw a 25% increase, while the Economically Disadvantage student group saw a 50% increase. 100% of White and Economically Disadvantaged students met the state passing rate of 50%.

The passing rate for the fourth grade STAAR Math test increased from 56% in 2012 to 75% in 2013 for All Students. The passing rate for Economically Disadvantaged students also increased in 2013 from 46% to 77%, exceeding the state passing rate.

The passing rates for the fifth grade STAAR Math test increased slightly for All Students and all student groups. The passing rates ranged from 86% for Hispanic to 75% for White student groups, exceeding the state passing rate.

The passing rate for the sixth grade STAAR Math test increased from 73% in 2012 to 81% in 2013 for All Students. The passing rate for the Economically Disadvantage student group remained at 80%, exceeding the state passing rate.

The passing rates for the seventh grade STAAR Math test decreased from 92% in 2012 to 77% in 2013 for All Students. The Economically Disadvantage student group saw a decrease of 4% from 86% in 2012 to 82% in 2013. The passing rate for the Hispanic student group was 100%. All of the student groups exceed the state passing rate.

The passing rates for the eighth grade STAAR Math test decreased from 100% in 2012 to 80% in 2013 for All Students. Decreases ranged from 11% for Economically Disadvantaged students to 17% for White students. The passing rates on the STAAR Math test ranged from 80% (Hispanic) to 89% (Economically Disadvantaged), exceeding the state passing rate.

Students in grades 9 and 10 took the STAAR EOC Algebra I exam in 2013. The passing rate for All Students and all student groups (White and Economically Disadvantaged) was 100%, exceeding the state passing rate of 50%.

Eleventh grade students participated in the TAKS Math test in 2013. 100% of All Students and all student groups met the passing standard.

Science:

Fifth and eighth grade students participated in the STAAR Science test in 2013.

The passing rate for the fifth grade STAAR Science test increased from 53% in 2012 to 63% in 2013 for All Students. The Economically Disadvantage student group saw an increase of 12% from 50% in 2012 to 62% in 2013. The passing rate for the White student group was 71%. All of the student groups exceed the state passing rate of 50%.

The passing rate for the eighth grade STAAR Science test increased from 69% in 2012 to 83% in 2013 for All Students. The Economically Disadvantage student group saw an increase of 38% from 50% in 2012 to 88% in 2013. The passing rate for the Hispanic student group was 100%. All of the student groups exceed the state passing rate.

Students in grades 9 and 10 took the STAAR EOC Biology exam in 2013. The passing rate for All Students was 82%. Among the student groups, the passing rates ranged from 80% for Economically Disadvantage students to 92% for White students. All of the student groups exceed the state passing rate.

Eleventh grade students participated in the TAKS Science test in 2013. 100% of All Students and all student groups met the passing standard.

Social Studies:

The passing rates on the eighth grade STAAR Social Studies test increased from 44% in 2012 to 75% in 2013 for All Students. 75% of the Economically Disadvantaged students also meet the state passing rate of 50%.

No students in grades 9 and 10 took the STAAR EOC U. S. History exam in 2013.

Eleventh grade students participated in the TAKS Social Studies test in 2013. 100% of All Students and all student groups met the passing standard.

Interventions:

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

- * Prekindergarten Program for eligible students
- * Class Size Reduction (CSR) in Kindergarten and 2nd grade
- * Tutorials during and after school for grades K – 12
- * Individualized Instruction for all grade levels
- * Supplemental Pullout Classes in Reading and Math for grades K – 6
- * Supplemental STAAR Classes for grades 3 – 12
- * An optional Summer School Program for all grade levels
- * LEP students are supported by the ESL Program

Faculty and Staff:

100% of the staff in Milford ISD is highly qualified. Professional development is encouraged for the staff, particularly focusing on areas where students are low performing. Local and supplemental funds provide opportunities for travel to conferences, as well as stipends for attendance outside of duty hours and retention incentives in high need areas such as Math and Science.

Attendance:

Attendance rates decreased slightly from 97.4% in 2010-2011 to 97.3% in 2011-2012. The District has several activities and incentives in place that are designed to increase student attendance. These include attendance incentives, parent notifications and counseling services.

Dropout Rate:

The dropout rates for seventh through twelfth grade remained at 0% in 2011-2012. Several programs, including parental involvement activities and counseling programs are in place to maintain a dropout rate of 0% for all students and all student groups.

Summary of SCE Program Effectiveness

The following supplemental programs were provided to students at risk of dropping out of school in the Milford ISD during the 2012-2013 school year:

- 1) A Prekindergarten Program was provided through the partial funding of a teacher.
- 2) A Tutorial Program was provided for students in kindergarten through the twelfth grade during and after school.
- 3) An Optional Flexible Year Program (OFYP) Program was provided for students in kindergarten through twelfth grade.
- 4) A Compensatory Education Home Instruction (CEHI) Program was provided for students in seventh through twelfth grade.
- 5) Instructional Assistance was provided for students in first grade.
- 6) STAAR/TAKS Coordinating Services were provided for students in third through twelfth grade.
- 7) A Summer School Program was provided for students in kindergarten through the twelfth grade.
- 8) A Discipline Alternative Education Program (DAEP) Program was provided for students in first through twelfth grade.

Evaluation:

Most of the above programs proved to be very successful in meeting the needs of those students in Milford ISD who were at risk of dropping out of school. Those that were not will be modified in the 2013-2014 school year. If those modifications do not improve the programs' success rates, they will be discontinued.

1) The Prekindergarten Program produced the following results:

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

This program was a complete success for all students that participated. Milford ISD believes that the Prekindergarten Program can provide appropriate additional assistance to students who are at risk of dropping out of school. This program will continue in the 2013-2014 school year.

2) The Tutorial Program achieved the following results:

- a success rate of 93% for students in kindergarten through second grade, as measured by the number of students who were promoted to the next grade
- the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level and subject-area STAAR tests:
 - * 88% in Math and 100% in Reading for third grade
 - * 50% in Math and Reading and 70% in Writing for fourth grade
 - * 79% in Math and 57% in Reading and Science for fifth grade

- * 63% in Math and 50% in Reading for sixth grade
- * 71% in Math and Writing and 86% in Reading for seventh grade
- * 71% in Math, 57% in Reading and 29% in Science and Social Studies for eighth grade

• the following success rates, as measured by the number of students in ninth and tenth grade who achieved passing scores on the appropriate subject-area STAAR End of Course (EOC) Exams:

- * 100% in Algebra I and Geometry; no participants took the Algebra II EOC Exam
- * 44% in English I Reading, 56% English I Writing, 80% in English II Reading and 0% in English II Writing; no participants took the English III Reading and English III Writing

EOC Exams

- * 63% in Biology; no participants took the Chemistry or Physics EOC Exams
- * 89% in World Geography and 40% in World History; no participants took the US History EOC Exam

• the following success rates, as measured by the number of students in eleventh grade who achieved passing scores on the appropriate subject-area TAKS tests:

- * 100% in Math, ELA, Science and Social Studies

• a success rate of 88% for students in ninth through twelfth grade, as measured by the number of students who received on-time credit accrual

Milford is pleased with the success rates for kindergarten through second grade as more students were promoted to the next grade than the previous year, indicating that one-on-one instruction and tutoring provide a sound strategy for improving student achievement. Areas of concern include Math in fourth and sixth grade, Reading in fourth, sixth and eighth and Science and Social Studies in eighth grade. To address these concerns in 2013-2014, Milford ISD will provide additional assistance in Reading and Math through a pullout program. High School students also had difficulty with English I Reading, English I Writing and English II Writing EOC exams. Emphasis will be placed on these areas to ensure greater student success. Milford ISD will continue this program in the upcoming school year, while continuing to improve students' results through additional professional development for teachers and increased access to technology and innovative materials in the classroom.

3) The Optional Flexible Year Program produced the following results:

• a success rate of 83% for students in kindergarten through second grade, as measured by the number of students who were promoted to the next grade

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

- * 0% in Math and 100% in Reading for third grade
- * 20% in Math and Reading and 60% in Writing for fourth grade
- * 63% in Math, 25% in Reading and 38% in Science for fifth grade
- * 50% in Math and 25% in Reading for sixth grade
- * 33% in Math and Writing and 67% in Reading for seventh grade
- * 50% in Math and Reading and 17% in Science and Social Studies for eighth grade

• the following success rates, as measured by the number of students in ninth and tenth grade who achieved passing scores on the appropriate subject-area STAAR End of Course (EOC) Exams:

- * 100% in Algebra I and Geometry; no participants took the Algebra II EOC Exam
- * 43% in English I Reading, 29% English I Writing, 80% in English II Reading and 0% in English II Writing; no participants took the English III Reading and English III Writing

EOC Exams

- * 57% in Biology; no participants took the Chemistry or Physics EOC Exams
- * 86% in World Geography and 25% in World History; no participants took the US History EOC Exam

• the following success rates, as measured by the number of students in eleventh grade who achieved passing scores on the appropriate subject-area TAKS tests:

- * 100% in Math, ELA, Science and Social Studies

• a success rate of 83% for students in ninth through twelfth grade, as measured by the number of students who received on-time credit accrual

The Optional Flexible Year Program was successful in the areas of on-time credit accrual and promotion to the next grade. Although the success rates for kindergarten through twelfth grade may appear disappointing, the small number of participants renders the results statically unsound. While the results indicate that there is a need for additional intensive academic support, this program will not be continued next year. Milford ISD will redirect funds from this program to a class size reduction program.

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

The CEHI Program was available for students in seventh through twelfth grade; however, there were no participants during the 2012-2013 school year. Milford ISD feels this program is vital for students who are at-risk of dropping out of school to attain a successful education. CEHI will continue to be funded in the 2013-2014 school year.

5) The Instructional Assistance Program produced the following results:

- a success rate of 92% for students in first grade, as measured by the number of students who were promoted to the next grade

Milford ISD is very pleased with the increased success rate of this program from the prior year. It will continue in the 2013-2014 school year and will be monitored for any needed modification in the strategies used to ensure increased student success.

6) The STAAR/TAKS Coordinating Services produced the following results:

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

- * 88% in Math and 100% in Reading for third grade
- * 50% in Math and Reading and 70% in Writing for fourth grade
- * 79% in Math and 57% in Reading and Science for fifth grade
- * 63% in Math and 50% in Reading for sixth grade
- * 71% in Math and Writing and 86% in Reading for seventh grade
- * 71% in Math, 57% in Reading and 29% in Science and Social Studies for eighth grade

• the following success rates, as measured by the number of students in ninth and tenth grade who achieved passing scores on the appropriate subject-area STAAR End of Course (EOC) Exams:

- * 100% in Algebra I and Geometry; no participants took the Algebra II EOC Exam
- * 44% in English I Reading, 56% English I Writing, 80% in English II Reading and 0% in English II Writing; no participants took the English III Reading and English III Writing EOC Exams
- * 63% in Biology and 100% in Chemistry; no participants took the Physics EOC Exam

* 89% in World Geography and 40% in World History; no participants took the US History EOC Exam

• the following success rates, as measured by the number of students in eleventh grade who achieved passing scores on the appropriate subject-area TAKS tests:

* 100% in Math, ELA, Science and Social Studies

• a success rate of 88% for students in ninth through twelfth grade, as measured by the number of students who received on-time credit accrual

The success rates for third through twelfth grade indicate that providing coordinating services for the at-risk program has a positive effect on student achievement. Some of the results may appear disappointing, but this is due to a small number of participants, which render the results statistically unsound. Milford ISD will continue this program in the upcoming school year, while continuing to improve students' results through additional professional development for teachers and increased access to technology and innovative materials in the classroom.

7) The Summer School Program produced the following results:

• a success rate of 91% for students in kindergarten through eighth grade, as measured by the number of students who were promoted to the next grade

• a success rate of 100% for students in ninth through twelfth grade, as measured by the number of students who received on-time credit accrual

Milford ISD is very pleased with the success rates of the Summer School program and believes the program will provide additional assistance to students who are at risk of dropping out of school. This program will resume in the 2013-2014 school year.

8) The DAEP Program produced the following results:

• a success rate of 100% for students in first and second grade, as measured by the number of students who were promoted to the next grade

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

* No participants for third grade

* No participants for fourth grade

* No participants for fifth grade

* No participants for sixth grade

* 100% in Math, Reading and Writing for seventh grade

* 0% in Math, Reading, Science and Social Studies for eighth grade

• the following success rates, as measured by the number of students in ninth and tenth grade who achieved passing scores on the appropriate subject-area STAAR End of Course (EOC) Exams:

* 100% in Algebra I; no participants took the Algebra II or Geometry EOC Exams

* 100% in English I Reading and English I Writing; no participants took the English II Reading, English II Writing, English III Reading or English III Writing EOC Exams

* No participants took the Biology, Chemistry or Physics EOC Exams

* 0% in World Geography; no participants took the World History or US History EOC Exam

• the following success rates, as measured by the number of students in eleventh grade who achieved passing scores on the appropriate subject-area TAKS tests:

* There were no participants in eleventh grade

- a success rate of 100% for students in first through twelfth grade, as measured by the reduced recidivism rate
- a success rate of 100% for students in seventh through twelfth grade, as measured by the reduced dropout rate
- a success rate of 100% for students in ninth through twelfth grade, as measured by the number of students who received on-time credit accrual

The small number of participants renders the results statistically unsound; however, Milford ISD is pleased with the overall success of the DAEP. This program will resume in the 2013-2014 school year.

Milford ISD is committed to continuing these successful compensatory education programs next year, refining and continually assessing our success in meeting the needs of our students who are at risk of dropping out of school. We will enhance, modify or discontinue those programs we feel do not meet the needs of our students at risk of dropping out of school.

District Improvement Plan
Milford ISD 2013-2014

Goal: 1 Parents and community members will be full partners with educators in the education of Milford ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-12 Increase the number of parent and community participants in each of the following: (a) Volunteers, (b) PTO, (c) Open House, and (d) Special programs parent meetings.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Parent and Community Involvement [TI, A SW #6] - There will be clear and timely notification of all Milford ISD stakeholders (staff, students, parents, community members and business representatives) of formal and informal Texas Education Agency (TEA) reports, upcoming conferences, campus-level events, meetings and programs impacting our campus. Stakeholders are notified through the Milford ISD website, school marquee, District Calendar, conferences, Parent Teacher Organization (PTO) meetings, newspaper and newsletters, letters and folders sent home, Twitter and School Reach (an automated phone system).</p> <p>Communication is provided in an understandable format and in the parent's primary language.</p> <p>With parental input, a Parental Involvement Calendar will be developed by the district.</p>	<p>7/2013 - 6/2014</p>	<p>Superintendent - Don Clingenpeel Principal - Marilee Byrne</p>	<p>Local Funds - Communication Vehicles</p> <p>Federal - Title I, Part A - School Reach License</p> <p style="text-align: right;">\$650.00</p>	<p>Documents :Agendas, Meeting Notes - 08/13: An approved District/Campus Parental and Community Involvement Calendar will have been distributed to the District Action Committee (DAC) for scheduling of timely announcements to parents and community members.</p> <p>Informal Assessment :Anecdotal Reports and Surveys - 01/14: All stakeholder groups report precise, timely and meaningful communication from the district.</p>	<p>Improved communication between school staff, students, parents and community.</p> <p>Increased number of Stakeholders participating in Milford ISD events.</p>	<p>Documents :Parent Involvement Records - 06/14: Parent and Community Involvement Records will reflect an increase in participation in campus activities as compared to the previous year.</p> <p>Informal Assessment :Anecdotal Reports and Surveys - 06/14: All stakeholder groups report precise, timely and meaningful communication from the district.</p>

District Improvement Plan
Milford ISD 2013-2014

Goal: 1 Parents and community members will be full partners with educators in the education of Milford ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-12 Increase the number of parent and community participants in each of the following: (a) Volunteers, (b) PTO, (c) Open House, and (d) Special programs parent meetings.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Parent, Student, Teacher Compact - The school and parent representatives will re-adopt or modify the Milford ISD Parent/Student/Teacher Compact. This compact will identify ways the school and parents can share the responsibility for student performance and success.</p> <p>All parents will be given a copy of the compact detailing the responsibilities that teachers, parents and students have in helping students accomplish performance goals. The compact will be distributed through the Student Handbook at the beginning of the school year. Parent and student signatures will be required, and parents are encouraged to discuss the contents of the compact with their child(ren).</p> <p>Activity:</p> <p>District Action Committee (DAC) [TI, A SW #8] - The DAC is made up of members of the Milford ISD staff, parent representatives, business representatives and community members. Parents are selected to be members by campus administrators for one year terms. The DAC meets periodically to discuss plans, progress and ideas for improving the education and environment at Milford ISD. [TEC 11.251 (b)]</p> <p>Based on continuously updated student achievement data and support data, revisions will be made to the District Improvement Plan (DIP) as needed and recommended by the committee. The District Improvement Plan (DIP) and Campus Improvement Plan (CIP) are one and the same due to Milford ISD having only one campus.</p>	5/2013 - 10/2014	Principal - Marilee Byrne	Local Funds - Time Contributions of Parents, Faculty and Staff		A Parental Involvement Policy and Compact that provides guidance for parents in becoming equal partners in their students' education.	Documents :Agendas, Meeting Notes - - 06/13: Parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.
	8/2013 - 5/2014	Superintendent - Don Clingenpeel Principal - Marilee Byrne	Local Funds - Time Contributions of Committee Members State - State Compensatory Education (SCE) - SECCA, Inc. Consulting Services (DIP Updates) \$900.00	Documents :Agendas, Meeting Notes - - 08/13, 01/14, 05/14: 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 - - 05/14: A current DIP approved by the Milford ISD Board of Trustees that comprehensively covers needs assessment data; local, state and federal regulations; scientifically research-based strategies and activities; measurable performance objectives and measurable formative and summative evaluations.

Goal: 1 Parents and community members will be full partners with educators in the education of Milford ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-12 Increase the number of parent and community participants in each of the following: (a) Volunteers, (b) PTO, (c) Open House, and (d) Special programs parent meetings.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Events and Programs [TI, A SW #6] - Milford ISD encourages parents and community members to become actively engaged in the education of their children. Activities are planned to encourage parental and community participation. Activities include: * Open House in August * Freshman Student Orientation * Award Assemblies - NHS Induction - Sports Banquet - Band Concerts - 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	8/2013 - 5/2014	Superintendent - Don Clingenpeel Principal - Marilee Byrne	Coordinated Funds - Time Contributions of Parents, Community Members and Staff		Increase in students' achievement as a result of increased parent and community involvement.	Documents :Parent Involvement Records - 05/14: Parent Involvement records will indicate an increase in the number of parents participating in activities conducted by Milford ISD as compared to the previous year.

District Improvement Plan
Milford ISD 2013-2014

Goal: 1 Parents and community members will be full partners with educators in the education of Milford ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-12 Increase the number of parent and community participants in each of the following: (a) Volunteers, (b) PTO, (c) Open House, and (d) Special programs parent meetings.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Federal and State Education Programs and Services - Districtwide Parental Involvement meetings are held periodically to ensure that parents are apprised of the federal and state educational programs and services in which Milford ISD participates and that are available to their students. This information is also available on the district website. Parents are notified of the federal and state regulations governing educational programs and support services—soliciting recommendations in program development and funding.</p> <p>Parents are included in the review of the needs assessment data, planning of the supplemental federal and state programs that will be conducted by Milford ISD in the upcoming school year, and in the development of the application for federal funding.</p>	8/2013 - 5/2014	Superintendent - Don Clingenpeel	Local Funds - Time Contributions of Parents, Staff and Community Members	<p>Documents :Parent Contact Agendas and Logs - 08/13: 100% of parents will have received information regarding supplemental federal and state educational support programs.</p> <p>Documents :Agendas, Meeting Notes - 08/13: DAC agendas and minutes will reflect that during each planning period for the development of supplemental state and federal programs for the upcoming year, meetings are held to involve parents in the planning and development of these programs.</p>	Parents as full partners with educators in the education of Milford ISD students.	<p>Documents :Agendas, Meeting Notes - 05/14: DAC agendas and minutes will reflect that parents have participated in the planning and development of the educational system of Milford ISD.</p>

Goal: 1 Parents and community members will be full partners with educators in the education of Milford ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]

Objective(s): PK-12 Increase the number of parent and community participants in each of the following: (a) Volunteers, (b) PTO, (c) Open House, and (d) Special programs parent meetings.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Parent Notifications [TI, A SW #9] - In compliance with Federal Title I, Part A Improving Basic Programs and Title III, Part A Language Instruction for Limited English Proficient and Immigrant Students regulation, parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> * Qualifications of staff, * Parental rights to request information, * Title I, Part A Parent Involvement Policy, * Parental Information Resource Centers, * Student Progress Reports, * NCLB School Report Cards, * Application of technology, * Annual Measurable Achievement Objectives Performance (AMAOs), * School Improvement Program, * Safe and Drug-Free Schools and Communities Programs, * School Choice Options. <p>Whenever possible, translators are provided and communication takes place in an understandable format and in the parent's primary language.</p>	<p>5/2013 - 5/2014</p>	<p>Superintendent - Don Clingenpeel</p>	<p>Local Funds - Parent Notification Resources</p>	<p>Documents :Parent Contact Agendas and Logs - - 12/13: 100% of all applicable parents were contacted in a timely manner.</p> <p>Parental feedback was documented with each contact.</p>	<p>100% Contact.</p> <p>Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.</p>	<p>Documents :Parent Contact Agendas and Logs - - 05/14: 100% of all applicable parents were contacted in a timely manner.</p> <p>Parental feedback was documented with each contact.</p>

District Improvement Plan
Milford ISD 2013-2014

Goal: 1 Parents and community members will be full partners with educators in the education of Milford ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-12 Increase the number of parent and community participants in each of the following: (a) Volunteers, (b) PTO, (c) Open House, and (d) Special programs parent meetings.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Evaluation of Parental Involvement Program [TI, A SW #6] - Parents are involved in the evaluation of the district's Parental Involvement Program and District Improvement Plan (DIP) through the activities of the DAC. During the evaluation process, parents review the Title I, Part A Parental Involvement Policy and the Parent, Student, Teacher Compact. Parents may vote to amend if necessary.</p> <p>The DAC meets periodically to review average class size, school climate, student discipline and behaviors and parent/student surveys. The DAC will analyze strengths and weaknesses of the overall programs, as well as its individual components to determine whether the level of parental participation has increased and if activities provided by the school meet the needs of parents.</p> <p>The district will actively recruit the participation of a diverse population of parents. The meeting will be scheduled at a convenient time and location. Parents will be invited to come and a Public Notice will be posted.</p>	8/2013 - 5/2014	Superintendent - Don Clingenpeel	Local Funds - Time Contributions of DAC	<p>Documents :Agendas, Meeting Notes - 08/13: An approved District Parental Involvement Policy and School, Parent, Student Compact available for distributions to parents, faculty and staff.</p> <p>Documents :Agendas, Meeting Notes - 02/14: DAC agenda and minutes will indicate that parent surveys have been distributed in English or Spanish to all parents.</p>	State-of-the-Art Parental Involvement Program.	<p>Documents :Agendas, Meeting Notes - 05/14: DAC agenda and minutes will indicate that surveys have been returned by parents and the results will be used to enhance or modify the Milford Parent and Community Involvement Program.</p>

District Improvement Plan
Milford ISD 2013-2014

<p>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12 Data generated from the 2012-2013 STAAR tests will be analyzed to identify and define student success on the 2013-2014 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students and all groups of students; (c) emphasizing research based teaching methods.</p> <p> PK-12 Reduce number of students receiving special education services to have percentage closer to state standard of 8.5%.</p> <p> PK-12 Increase STAAR only participation rate of special education population.</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>District/Campus Performance Objectives [TI, A SW #1] - The DAC meets periodically to review the campus curriculum, instruction and assessment. Some of the areas evaluated include monitoring the instructional programs and activities for their effectiveness, reviewing the amount and quality of textbooks and what supplemental resources are available to support the baseline program, and reviewing the professional and paraprofessional staff available.</p> <p>District/campus performance objectives are based on data available through the comprehensive needs assessment process.</p>	6/2013 - 8/2013	Superintendent - Don Clingenpeel Principal - Marilee Byrne	Local Funds - Time Contributions of Committee Members		The campus performance objectives will support the needs of the district.	Documents :Agendas, Meeting Notes - 08/13: DAC agenda and minutes will indicate that performance objectives have been developed based on the Comprehensive Needs Assessment.

District Improvement Plan
Milford ISD 2013-2014

<p>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12 Data generated from the 2012-2013 STAAR tests will be analyzed to identify and define student success on the 2013-2014 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students and all groups of students; (c) emphasizing research based teaching methods.</p> <p> PK-12 Reduce number of students receiving special education services to have percentage closer to state standard of 8.5%.</p> <p> PK-12 Increase STAAR only participation rate of special education population.</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Basic Federal and State Mandated Testing Program - Milford ISD participates in the state-developed testing program that is consistent with the regulations of No Child Left Behind (NCLB). The program includes the administration of the State of Texas Assessments of Academic Readiness (STAAR).</p> <p>The STAAR Program will measure Math and Reading (grades 3 – 8), Writing (grades 4 and 7), Science (grades 5 and 8) and Social Studies (grade 8).</p> <p>The STAAR Program for high school will measure English Language Arts (ELA), Math, Science and Social Studies through the 5 End-Of-Course (EOC) assessments: English I, English II, Algebra I, Biology, and US History. The STAAR EOC assessments will be administered to students in grades 9 through 11.</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>	1/2014 - 6/2014	Principal - Marilee Byrne	<p>Local Funds - Assessment Instruments \$1,000.00</p> <p>Local Funds - Testing Supplies \$1,425.00</p>		Milford ISD meeting state accountability standards.	Criterion-Referenced Test :STAAR Tests - 05/14: 100% of students will pass appropriate grade-level and subject-area STAAR tests.

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<p>Strategy:</p> <p>Foundation Program [TI, A SW #1] - Teachers and staff implement scientifically research-based instructional strategies, activities and initiatives to increase the amount and quality of learning time, promote accelerated instruction and provide educational enrichment to all students. The educational system is grounded in the state's TEKS that ensures the curriculum vertically aligns and supports the state-adopted assessment program. This will provide opportunities for all students to meet the state's proficient and advanced levels of student performance.</p>	8/2013 - 5/2014	Superintendent - Don Clingenpeel	<p>Coordinated Funds - Time Contributions of Faculty and Staff</p> <p style="text-align: right;">\$844,985.30</p> <p>Local Funds - Instructional Resources in Core Subject Areas</p> <p style="text-align: right;">\$7,800.00</p>	<p>Informal Assessment :Classroom Assessments - 12/13: 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 academically successful as the educational system meets the needs of all.</p>	<p>Informal Assessment :Classroom Assessments - 05/14: 90% of students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - 05/14: 100% of students in grades 3 - 11 will pass appropriate grade-level and subject-area STAAR tests.</p> <p>Documents :Student Records- 05/14: 100% of students in grade 12 will receive on-time credit accrual.</p>

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Activity: TEKS-Based Curriculum - The Milford ISD curriculum for grades PK – 12 is TEKS based and vertically aligned through the TEKS, offering a scope and sequence continuum that lends itself to individualized instruction as students' strengths and deficiencies are identified through informal and formal assessments. Special supplemental programs and services can be prescribed for the deficiencies with Special Populations staff leveling the playing field for students experiencing difficulties. Vertical Teams will review, align and continuously evaluate the TEKS-based curriculum across content areas, designing a scope and sequence that addresses the needs of all students and all student groups. A TEKS/STAAR Calendar will be developed by each grade level to use as a guide to ensure that each TEKS and each STAAR objective has been taught, practiced and re-taught.	8/2013 - 5/2014	Superintendent - Don Clingenpeel	Local Funds - Textbooks <div style="text-align: right;">\$6,300.00</div> Local Funds - Instructional Resources <div style="text-align: right;">\$11,000.00</div>	Informal Assessment :Classroom Assessments - - 12/13: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	All students and all student groups are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standard that all students are expected to meet.	Informal Assessment :Classroom Assessments - - 05/14: 90% of students in grades K - 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - - 05/14: 100% of students in grades 3 - 11 will pass appropriate grade-level and subject-area STAAR tests. Documents :Student Records - - 05/14: 100% of students in grade 12 will receive on-time credit accrual.

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<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>	8/2013 - 5/2014	Principal - Marilee Byrne	Coordinated Funds - Time Contributions of Staff and Faculty	<p>Informal Assessment :Classroom Assessments - - 12/13: 80% of all students performing at 70% level of mastery of appropriate developmental skills, as indicated by teacher records.</p> <p>Informal Assessment :Classroom Assessments - - 12/13: 80% of students passing informal and formal assessment instruments, electronic assessments and TEKS-based tests.</p> <p>Informal Assessment :Report Card Grades - - 12/13: 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 - - 05/14: 90% of all PK students will master 70% of the State's Prekindergarten goals.</p> <p>Informal Assessment :Classroom Assessments - - 05/14: 90% of students passing informal and formal assessment instruments, electronic assessments and TEKS-based tests.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/14: 100% of students will pass appropriate grade-level and subject-area STAAR tests.</p> <p>Documents :Student Records - - 05/14: 100% of students in grade 12 will receive on-time credit accrual.</p>

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>based on individual student scheduled assignments.</p> <p>In grades 3 – 12, exams in Language Arts, Science, Math and Social Studies are given each six weeks to measure student progress towards acquisition of the TEKS. Study Island will also be used to for periodic assessments of students in grades four through eleven. Students scoring below 70% will be considered "at-risk".</p> <p>Activity: 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>	8/2013 - 5/2014	Library Aide - Phyllis Chambers	Local Funds - Time Contributions of Library Aide Local Funds - AR Resources \$2,000.00		Students with reading skills prerequisite for success in the upcoming school year. Lifelong reading enthusiasts.	Informal Assessment :Classroom Assessments - - 05/14: 90% of all students and all student groups will be reading at, or above grade level.

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<p>Activity:</p> <p>Evaluation of Foundation Program - Milford ISD faculty will receive training in disaggregating 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>	8/2013 - 5/2014	<p>Superintendent - Don Clingenpeel Principal - Marilee Byrne</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<p>Informal Assessment :Classroom Assessments - - 12/13: 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 - - 05/14: 90% of students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/14: 100% of students in grades 3 - 11 will pass appropriate grade-level and subject-area STAAR tests.</p> <p>Documents :Student Records - - 05/14: 100% of students in grade 12 will receive on-time credit accrual.</p>

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<p>Strategy:</p> <p>Early Intervention Program - A Prekindergarten Program will be conducted through the coordination of state and local funds. The program will be available to all students meeting the State criteria of being eligible for participation in the National Free and Reduced-priced School Lunch program, Limited English proficient, child of an active duty member of the military, is or ever has been in the conservatorship of the Department of Family and Protective Services (DFPS) and/or homeless.</p> <p>Eligible prekindergarten students participate in a full-day program, conducted by Highly Qualified PK teacher, with emphasis on language acquisition skills for special population groups.</p>	<p>8/2013 - 5/2014</p>	<p>PK Teacher - Winona Crumpton</p>	<p>State - State Compensatory Education (SCE) - Time Contributions of PK Teacher FTE: 0.50 \$23,514.41</p> <p>State - State Compensatory Education (SCE) - Time Contributions of PK Aide FTE: 1.00 \$19,603.94</p> <p>Local Funds - Time Contributions of PK Teacher FTE: 0.50 \$23,514.41</p> <p>State - PK Supplemental Funding - PK Expenses \$1,178.00</p>	<p>Documents :Teacher Records - 12/13: 80% of students performing at a 70% level of mastery of appropriate developmental skills, as indicated by teacher records.</p>	<p>Students with prerequisite early school readiness skills for success in Kindergarten.</p>	<p>Informal Assessment :Classroom Assessments - 05/14: 90% of all PK students will master 70% of the State's Prekindergarten goals.</p>

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<p>Activity:</p> <p>"Students at Risk of Dropping out of School" Assessment - Milford ISD follows the state mandated guidelines for identifying students at risk of dropping out of school. [TEC Sect. 29.081(d) – Revised 2013]</p> <p>For purposes of this section, "student at risk of dropping out of school" includes each student who is under 26 years of age and who:</p> <p>(1) was not advanced from one grade level to the next for one or more school years;</p> <p>(2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;</p> <p>(3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;</p> <p>(4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;</p>	8/2013 - 5/2014	Principal - Marilee Byrne	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - - 12/13: 80% of the students meeting the State-adopted "at-risk" criteria will demonstrate accelerated improvement, as reflected on appropriate mid-year test scores.	Increased academic performance by all students and all student groups.	Documents :Counseling Records - - 05/14: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.

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<p>(5) is pregnant or is a parent;</p> <p>(6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;</p> <p>(7) has been expelled in accordance with Section 37.007 during the preceding or current school year;</p> <p>(8) is currently on parole, probation, deferred prosecution, or other conditional release;</p> <p>(9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;</p> <p>(10) is a student of limited English proficiency, as defined by Section 29.052;</p> <p>(11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;</p> <p>(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or</p> <p>(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.</p>						

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<p>Activity:</p> <p>Tutorial Program - A Tutorial Program is available to students in grades K – 12 in core subject areas. Tutorials are available for 20 minutes during the school day and after school for students meeting the state-adopted "at-risk" criteria to increase academic achievement and reduce drop-out rates.</p>	8/2013 - 5/2014	Principal - Marilee Byrne	<p>State - State Compensatory Education (SCE) - Time Contributions of Tutorials Teachers FTE: 0.89 \$42,974.62</p> <p>State - State Compensatory Education (SCE) - Extra Duty Pay of Teachers for After School Tutorials \$3,060.00</p> <p>State - State Compensatory Education (SCE) - Instructional Resources for After School Tutorials \$2,000.00</p>	<p>Informal Assessment :Classroom Assessments - - 12/13: 80% of students will pass campus benchmark tests.</p>	<p>Students have every opportunity to meet their full educational potential.</p> <p>Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessments - - 05/14: 90% of students in grades K – 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/14: 100% of students in grades 3 – 11 will pass appropriate grade-level and subject-area STAAR tests.</p> <p>Documents :Student Records - - 05/14: 100% of students in grade 12 will receive on-time credit accrual.</p>
<p>Activity:</p> <p>Supplemental STAAR Classes - Students in grades 3 - 12 identified as meeting the State-adopted at-risk criteria, in particular, not meeting minimum expectations on STAAR tests will be required to attend Supplemental STAAR classes. These classes will have a pupil: teacher ratio to enable the teachers to address individual needs and promote small group and one-on-one instruction. Myriad re-teaching strategies, including a multi-sensory approach to enhance the regular program of instruction will be used.</p>	8/2013 - 5/2014	Principal - Marilee Byrne STAAR Coordinator - Alton Chambers	<p>State - State Compensatory Education (SCE) - Time Contributions of STAAR Coordinator \$2,077.80</p>	<p>Informal Assessment :Classroom Assessments - - 12/13: 80% of students will pass campus benchmark tests.</p>	<p>Students have every opportunity to meet their full educational potential.</p> <p>Increased student achievement.</p>	<p>Criterion-Referenced Test :STAAR Tests - - 05/14: 100% of students will pass appropriate grade-level and subject-area STAAR tests.</p> <p>Documents :Student Records - - 05/14: 100% of students in grade 12 will receive on-time credit accrual.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Supplemental Pullout Classes - Students in grades K - 6 who have not met the minimum expectations on the STAAR Math and/or Reading tests, or who have failed a Math and/or Reading class will be provided 30 minute daily supplemental pullout classes in Math and Reading. These sessions will have a low pupil:teacher ratio to enable the teachers to address individual needs and promote small group and one-on-one instruction. Myriad re-teaching strategies, including a multi-sensory approach to enhance the regular program of instruction will be used.	8/2013 - 5/2014	Principal - Marilee Byrne Pullout Teacher - Flossie Gowin	State - State Compensatory Education (SCE) - Time Contributions of Pullout Teacher FTE: 1.00 \$42,251.02	Informal Assessment :Classroom Assessments - - 12/12: 80% of students will pass Reading and Math benchmark tests with an 80, or above.	Students have every opportunity to meet their full educational potential. Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/13: 90% of students in grades K - 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - - 05/13: 90% of students in grades 3 - 6 will pass STAAR Reading and Math tests.
Activity: Class Size Reduction (CSR) Program - Two additional teachers will be available to lower the pupil:teacher ratios in Kindergarten and second grade classes, as research supports the contention that lower class sizes have a positive impact on student performance. A monthly review of pupil to teacher ratios in all foundation classes in grades PK - 4 are conducted to ensure that no classes exceed the mandated ceiling of 22:1.	8/2013 - 5/2014	Kindergarten Teacher - Delta Morgan Second Grade Teacher - Susan Jacinto	State - State Compensatory Education (SCE) - Time Contributions of CSR Teachers FTE: 2.00 \$95,047.72	Informal Assessment :Classroom Assessments - - 12/13: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/14: 100% of students will pass all appropriate grade-level and subject-area STAAR tests.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Supplemental Instructional Assistance - Instructional aides will provide small group and individualized assistance to students identified as being at-risk of dropping out of school in grades K - 12.	8/2013 - 5/2014	Principal - Marilee Byrne	State - State Compensatory Education (SCE) - Time Contributions of Aide FTE: 0.87 <p style="text-align: right;">\$17,463.97</p> Federal - Title I, Part A - Time Contributions of Aides FTE: 2.00 <p style="text-align: right;">\$39,550.99</p>	Informal Assessment :Classroom Assessments - - 12/13: 80% of all students will pass campus benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/14: 90% of students in grades K – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - - 05/14: 100% of students in grades 3 – 11 will pass appropriate grade-level and subject-area STAAR tests. Documents :Student Records - - 05/14: 100% of students in grade 12 will receive on-time credit accrual.
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.	June 2014	Principal - Marilee Byrne	State - State Compensatory Education (SCE) - Extra Duty Pay for Summer School Teachers <p style="text-align: right;">\$4,590.00</p>		Students have every opportunity to meet their full educational potential. Increased student achievement.	Informal Assessment :Classroom Assessments - - 06/14: 100% of students will receive on-time credit accrual and promoted to the next grade.
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).	8/2013 - 5/2014	Special Services Coordinator - Andrea Slaton Ellis County Special Education Coop Consultant - Gary Autry	State - State Special Education Block Grant - Special Education Co-Op <p style="text-align: right;">\$65,229.00</p>	Diagnostic Test :ARD Assessment - 12/13: 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.	Diagnostic Test :ARD Assessment - 05/14: 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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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Special Education Assessment - Full and Individual Initial Evaluation of Milford ISD students with disabilities will remain in compliance with federal regulations, as reflected in the "Commissioner's Rules Concerning Special Education Services" Section 89.1011: Referral for Full and Individual Initial Evaluation.</p> <p>1) A student will not be referred for a full and individual initial evaluation for Special Education services until there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. Response to Intervention (RtI) is in place with a tiered program consisting of whole class instruction and small group, individual tutoring (Tier I); Intervention programs in Reading and Math, small group instruction (Tier II) and IEP based one-on-one instruction (Tier III). If a student is Limited English Proficient (LEP), a member of the Language Proficiency Assessment Committee (LPAC) is present during a pre-referral.</p> <p>2) 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. The referral will be completed in accordance with Texas Education Code (TEC) Section 29.004, related to the 45 calendar day time line.</p> <p>3) To be eligible for Special Education services, a student</p>	8/2013 - 5/2014	Special Services Coordinator - Andrea Slaton	State - State Special Education Block Grant - Assessment Instruments	Documents :Counseling Records - - 12/13: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulations and Commissioner Rules.	Full and Individual Initial Evaluations and Reevaluations complete in a legal and timely manner so Special Education services are not delayed, once referral is deemed appropriate. Students' needs are accurately diagnosed; and special programs and modifications are reflective of the needs of individual students, as described in the students' IEPs.	Documents :Counseling Records - - 05/14: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulations and Commissioner Rules.

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<p>must be a "child with a disability," as defined in 34 Code of Federal Regulations (CFR), Section 300.7(a), subject to provisions of 34 CFR Section 300.7(c), the TEC Section 29.003, and Section 89.1040 of the Commissioner's Rules. The determination of whether a student is eligible for Special Education and related services will be made by the student's Admission, Review and Dismissal (ARD) Committee.</p> <p>4) Any evaluation and reevaluation of a student shall be conducted in accordance with 34 CFR Sections 300.530-300.536. The multidisciplinary team that collects or reviews evaluation data in connection with the determination of a student's eligibility will include at least a licensed specialist in School Psychology, an Educational Diagnostician or a licensed or certified professional for a specific eligibility category defined in Section 89.1040(c) of the Commissioner's Rules.</p> <p>5) Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status. The assessment tools used are determined by the needs of the individual student. Instruments include:</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 Edition (WJ III) 						

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<p>* UNIT — Universal Nonverbal Intelligence Test * WASI — Wechsler Abbreviated Scale of Intelligence * Wechsler Nonverbal Scale of Ability (WNV).</p> <p>6) Through the Special Education personnel and appropriate campus-level staff, students' needs will be consistently evaluated, using this data to refer students to appropriate services.</p> <p>7) Students receiving Special Education services will participate in the Texas Assessment program. The individual student's ARD Committee will determine which of the following assessments will be appropriate:</p> <p>a) STAAR, which will measure the State's curriculum - the TEKS;</p> <p>b) the STAAR Modified, which will evaluate progress of our students with disabilities receiving instruction in the TEKS, but for whom STAAR is not appropriate; or</p> <p>c) the STAAR Alternate, which is an alternate measurement for students with significant cognitive disabilities who meet participation requirements.</p> <p>* 8) The Special Education Director and Principal will ensure at each ARD when determining state testing participation that all individuals involved in the ARD decision-making process understand participation criteria for taking the modified STAAR tests and that all students meet the participation requirements for</p>						

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<p>taking the modified STAAR tests.</p> <p>* Addresses System Safeguards in alternative assessments</p> <p>9) The diagnostic staff will ensure that all assessments are linked to instruction within the appropriate timeline.</p> <p>10) The diagnostic staff will evaluate each student with a disability at least once every three years within the specified timeline for reevaluation, with more frequent assessments as needed.</p> <p>11) The Individual Education Program (IEP) developed by the ARD Committee for each student with a disability shall comply with the requirements of 34 Code of Federal Regulations (CFR) Sections 300.346 and 300.347, and Part 300, Appendix A and the Commissioner's Rules concerning Special Education Services - Chapter 89. Adaptations for Special Populations.</p> <p>The IEP will include a statement of any individual allowable accommodations in the administration of assessment instruments developed in accordance with TEC Section 39.033 (a)-(c), or districtwide assessments of student achievement that are needed in order for the student to participate in the assessment. If the ARD Committee determines that the student will not participate in an assessment, the IEP will include a statement of why that assessment is not appropriate for the child.</p>						

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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>	8/2013 - 5/2014	Special Services Coordinator - Andrea Slaton	<p>State - State Special Education Block Grant - Time Contributions of Special Education Staff \$106,590.00</p> <p>State - State Special Education Block Grant - Special Education Resources \$4,000.00</p> <p>State - State Special Education Block Grant - Special Education Travel Expenses \$300.00</p>	<p>Diagnostic Test :ARD Assessment - - 12/13: 100% of the students with disabilities will be meeting mastery percentages, as dictated by their IEPs.</p>	Students with disabilities have every opportunity to meet their full educational potential.	<p>Diagnostic Test :ARD Assessment - - 05/14: 100% of the students with disabilities will be meeting mastery percentages, as dictated by their IEPs.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>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>	8/2013 - 5/2014	Special Services Coordinator - Andrea Slaton	State - State Special Education Block Grant - Time Contributions of ARD Committee	Documents :Student Records - - 12/13: 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 - - 05/14: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.

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<p>Activity:</p> <p>Least Restrictive Environment - Milford ISD ensures that students with disabilities are educated with non-disabled peers in the least restrictive environment. Intervention strategies and activities for students not progressing as they should are prescribed, monitored and refined. Once an ARD is considered to be necessary, myriad issues are addressed:</p> <p>1) Supplementary aids and services are specified in each student's IEP, based on student need, consistently implemented and result in placement in less restrictive settings.</p> <p>2) Placement decisions are driven by student need and LRE considerations.</p> <p>3) The ARD committee annually considers the general education setting and/or curriculum first when placement decisions are made.</p>	8/2013 - 5/2014	Special Services Coordinator - Andrea Slaton	State - State Special Education Block Grant - Time Contributions of Staff and Faculty	Diagnostic Test :ARD Assessment - - 12/13: 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.	Diagnostic Test :ARD Assessment - - 05/13: 100% of 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>Child Find Effort - Child Find Activities are primarily implemented at the district level, but all staff is involved in the effort. Milford ISD puts forth a comprehensive and proactive effort to find anyone needing Special Education services. Activities for Child Find include:</p> <p>* regional television commercial;</p> <p>* contacting each school district in the county and talking with each contact person and</p> <p>* developing a comprehensive Child Find Calendar to ensure all contacts are made, i.e., nursing homes, home schools, private schools; and activities are conducted, i.e., training surrogate parents, notifying doctors' offices, hanging Child Find Posters.</p>	8/2013 - 5/2014	Special Services Coordinator - Andrea Slaton	State - State Special Education Block Grant - Child Find Resources	<p>Documents :School Records - - 12/13: 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 - - 05/14: 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>	8/2013 - 5/2014	Special Services Coordinator - Andrea Slaton	State - State Special Education Block Grant - Time Contributions of Special Education Staff		Students with disabilities receive the transition services required for success in and out of school, within school and within the world of work.	Documents :Student Records - - 05/14: Transition activities are 100% in line with students' IEPs.

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<p>Strategy:</p> <p>English as a Second Language (ESL) Program - Milford ISD offers a ESL Program whose goal is to enable limited English proficient students to become competent in the comprehension, speaking, reading and composition of the English language through the integrated use of second language methods. The ESL Program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient (LEP) students to participate equitably in school.</p> <p>Milford ISD will provide services for LEP students and their families through a Shared Service Arrangement (SSA) with Region X Educational Service Center (ESC).</p>	5/2013 - 6/2014	ESL Coordinator - John Mensik	<p>State - Bilingual Supplement Block Grant - Bilingual Education Allotment</p> <p style="text-align: right;">\$14,306.00</p> <p>Federal - Title III, Part A - LEP - Region X SSA</p> <p style="text-align: right;">\$2,187.00</p>	See Activities below.	<p>Students existing LEP designation by LPAC.</p> <p>Narrowing the achievement gap between LEP students and non-LEP students.</p>	See Activities below.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Limited English Proficient (LEP) Assessment - 1. Within four weeks of a student's enrollment, a Home Language Survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder.</p> <p>2. The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to LEP students in grades K - 12. This is a multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments based on classroom observations. TELPAS is also administered to monitor the extent to which English Language Learners (ELLs) are acquiring the social skills and academic English language proficiency necessary to support their academic success. There are four proficiency levels in each domain: B = Beginning I = Intermediate A = Advanced H = Advanced High</p> <p>3. The Language Proficiency Assessment Committee (LPAC)—comprised of a professional bilingual educator, a professional transitional language educator, a parent of a limited English proficiency (LEP) student who is not employed by the district, and a campus administrator (TEC 29.063)—prescribes the academic achievement test that will be administered to each LEP student, based on the student's TELPAS Proficiency Level(s):</p>	8/2013 - 5/2014	ESL Coordinator - John Mensik	State - Bilingual Supplement Block Grant - Assessment Instruments \$360.00	Documents :Counseling Records - - 12/13: 100% of LEP students are identified in a legal and timely manner and are appropriately placed in the ESL program by the LPAC.	Significant increase in LEP students' oral, verbal and written language proficiency, as assessment results help LPAC determine appropriate Bilingual/ESL placement.	Criterion-Referenced Test :STAAR Tests - - 05/14: 100% of ESL students will pass the STAAR Reading tests in English and/or Spanish.

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

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Programs and Services for LEP Students - Based on LPAC prescription, LEP students participate in a Content-Based ESL program. The program provides a full-time certified teacher to provide supplementary instruction for all content area instruction. ESL instruction is integrated with subject matter instruction which focuses not only on learning a second language, but on using that language as a medium to learn math, science, social studies or other academic subjects.</p> <p>All LEP students are provided a balanced curriculum with the TEKS representing the core knowledge, skills and competencies all students should learn. LEP students are instructed in these areas in a manner appropriate to their needs and English proficiency using state-adopted textbooks for ESL. Student's progress through levels is based on performance and placement criteria, not on class hours of instruction.</p> <p>The ESL Teacher and classroom teachers collaborate regarding appropriate instruction for the LEP students, including modification methods and strategies for instruction of the core curriculum.</p> <p>The LPAC reviews each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement.</p> <p>Exiting to an all-English program of instruction will occur not earlier than the end of first grade, or if the</p>	<p>8/2013 - 5/2014</p>	<p>ESL Coordinator - John Mensik</p>	<p>State - Bilingual Supplement Block Grant - Time Contributions of ESL Staff \$1,012.00</p> <p>State - Bilingual Supplement Block Grant - ESL Resources \$5,460.00</p>	<p>Informal Assessment :Classroom Assessments - - 12/13: ESL students are progressing at the rate set by the LPAC.</p>	<p>Narrowing the achievement gap between LEP students and non-LEP students.</p>	<p>Informal Assessment :Classroom Assessments - - 05/14: Individual students meeting LPAC's expectations based on results of an oral language proficiency test.</p> <p>Informal Assessment :Classroom Assessments - - 05/14: 90% of LEP students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/14: 100% of students in grades 3 - 11 will pass appropriate grade-level and subject-area STAAR tests.</p> <p>Documents :Student Records - - 05/14: 100% of LEP students in grade 12 will receive on-time credit accrual.</p>

<p>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12 Data generated from the 2012-2013 STAAR tests will be analyzed to identify and define student success on the 2013-2014 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students and all groups of students; (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>student enrolls in school during or after the first grade, the student will remain in the program for a minimum of two to five years before being eligible to exit the ESL program.</p>						

<p>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12 Data generated from the 2012-2013 STAAR tests will be analyzed to identify and define student success on the 2013-2014 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students and all groups of students; (c) emphasizing research based teaching methods.</p> <p>PK-12 Reduce number of students receiving special education services to have percentage closer to state standard of 8.5%.</p> <p>PK-12 Increase STAAR only participation rate of special education population.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>LEP Exit Criteria - Students in grades Prekindergarten and Kindergarten cannot be exited from a Bilingual Education Program. An annual review is still conducted by LPAC, but LEP students cannot be reclassified as English proficient in these grade levels (TAC 89.1225(i)). Exit criteria are applicable to students in grades 1 - 11 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>To exit from an ESL program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program. This determination shall be based upon all of the following:</p> <ul style="list-style-type: none"> * a "passing" score on the STAAR Writing English Language criterion referenced tests * a rating of Advanced High on TELPAS Writing. * a rating of Advanced High on TELPAS Reading * a score of Developed on the TPRI (grades K-3) * score at the 40th percentile on the ITBS (grades K-3) <p>For determining whether a student who has been exited from a bilingual education or English as a second language program is</p>	8/2013 - 5/2014	ESL Coordinator - John Mensik	State - State and Local Funds - Time Contributions of ESL Staff and LPAC	<p>Informal Assessment</p> <p>:Classroom Assessments - - 12/13: 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 LEP designation by LPAC.</p> <p>Increase in number of students eligible to exit the ESL Program.</p>	<p>Informal Assessment</p> <p>:Classroom Assessments - - 05/14: 90% of students in grades K – 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test</p> <p>:STAAR Tests - - 05/14: 100% of students in grades 3 - 11 will pass appropriate grade-level STAAR Reading or English tests in English and/or Spanish.</p>

<p>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12 Data generated from the 2012-2013 STAAR tests will be analyzed to identify and define student success on the 2013-2014 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students and all groups of students; (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>academically successful, the following criteria shall be used at the end of the school year:</p> <p>(1) the student meets state performance standards in English on the criterion-referenced assessment instrument required in the TEC, §39.023, for the grade level as applicable; and</p> <p>(2) the student has passing grades in all subjects and courses taken.</p> <p>The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two year monitoring period, the student will be readmitted to the ESL program as prescribed by the LPAC.</p>						

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]						
Objective(s): PK-12 Data generated from the 2012-2013 STAAR tests will be analyzed to identify and define student success on the 2013-2014 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students and all groups of students; (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.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Migrant Education Program - The Migrant Education 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 information and services to students who qualify as Migrant students. Currently, there are no migrant students in Milford ISD.</p>	8/2013 - 5/2014	Principal - Marilee Byrne	Local Funds - Time Contributions of Faculty and Staff		Increased student achievement.	<p>Informal Assessment :Classroom Assessments - 05/14: 90% of students in grades K – 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - 05/14: 100% of students in grades 3 – 11 will pass appropriate grade-level and subject-area STAAR tests.</p>
<p>Strategy:</p> <p>Dyslexia Program - Milford ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write or spell, despite conventional instruction, adequate intelligence and sociocultural opportunity.</p> <p>(2) "Related disorders" include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia and developmental spelling disability.</p>	8/2013 - 5/2014	Special Services Coordinator - Andrea Slaton	Local Funds - Scottish Rite Dyslexic Program	See Activities below.	Students participating in the Dyslexia Program will be performing equally with their non-Dyslexic peers.	See Activities below.

<p>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12 Data generated from the 2012-2013 STAAR tests will be analyzed to identify and define student success on the 2013-2014 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students and all groups of students; (c) emphasizing research based teaching methods.</p> <p> PK-12 Reduce number of students receiving special education services to have percentage closer to state standard of 8.5%.</p> <p> PK-12 Increase STAAR only participation rate of special education population.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>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>	8/2013 - 5/2014	Special Services Coordinator - Andrea Slaton	Local Funds - Assessment Instruments		Dyslexia services to students are not delayed; the students' needs are accurately diagnosed and special programs and modifications are reflective of the needs of each student.	Documents :Counseling Records - - 05/14: 100% of the students identified have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

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. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12 Data generated from the 2012-2013 STAAR tests will be analyzed to identify and define student success on the 2013-2014 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students and all groups of students; (c) emphasizing research based teaching methods.</p> <p>PK-12 Reduce number of students receiving special education services to have percentage closer to state standard of 8.5%.</p> <p>PK-12 Increase STAAR only participation rate of special education population.</p> <p>Activity:</p> <p>Programs and Services for Students with Dyslexia and Related Disorders - The Dyslexia program serves students in all grades at Milford ISD through the Scottish Rite Dyslexic Program. Students are provided a 45 minute daily pull-out program.</p> <p>Interventions focus on phonemic awareness, instant letter recognition, explicit instruction in decoding, extended reading in connected text (helps to gain fluency), explicit instruction of spelling, extended writing, oral language development and listening/reading development.</p> <p>Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary, a more intensive specialized program will be prescribed.</p> <p>Students who have exited the Dyslexia program are monitored for up to two years by the appropriate Campus Assessment Team to ensure students no longer exhibit Dyslexia characteristics, or have learned to compensate for same.</p> <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>8/2013 - 5/2014</p>	<p>Special Services Coordinator - Andrea Slaton</p>	<p>Local Funds - Time Contributions of Dyslexia Staff</p> <p>Local Funds - Dyslexia Resources</p> <p style="text-align: right;">\$100.00</p>	<p>Informal Assessment :Classroom Assessments - - 12/13: 100% of all students will improve their reading skills and comprehension rates at least one grade level from their starting level.</p>	<p>Students participating in the Dyslexia Program will be performing equally with their non-Dyslexic peers.</p>	<p>Informal Assessment :Classroom Assessments - - 05/14: 80% of students in the Dyslexia Program will attain an age-appropriate score on the TPR1.</p> <p>Informal Assessment :Classroom Assessments - - 05/14: 90% of students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/14: 100% of students in grades 3 – 11 will pass appropriate grade-level STAAR Reading or English tests.</p> <p>Documents :Student Records - - 05/14: 100% of students in grade 12 will receive on-time credit accrual.</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>8/2013 - 5/2014</p>	<p>Special Services Coordinator - Andrea Slaton</p>	<p>Local Funds - Time Contribution of Faculty and Staff</p>		<p>504 students receiving an equitable education compared to their non-504 peers.</p>	<p>Documents :Counseling Records - 05/14: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.</p>

<p>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12 Data generated from the 2012-2013 STAAR tests will be analyzed to identify and define student success on the 2013-2014 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students and all groups of students; (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>504 Students Assessment - Students classified as 504 are referred for assessment if demonstrating chronic difficulties unresponsive to intervention strategies. Assessments are administered to determine need for ARD or 504 determinations. (TI, A SW #9)</p> <p>For students not ARDed into Special Education, teachers are given prescribed modifications in an Individual Education Program (IEP) for 504 students. The "504" students' progress is monitored by the Counselor to ensure that their individual needs have been diagnosed accurately and services are appropriate.</p>	8/2013 - 5/2014	Special Services Coordinator - Andrea Slaton	Local Funds - Assessment Instruments		504 students receiving an equitable education compared to their non-504 peers.	Documents :Counseling Records - - 05/14: 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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<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>Program Accommodations for 504 Students - The educational programs for Section 504 students will be accommodated to meet the individual needs as identified by assessment data and outlined in an educational plan. Plans will be disseminated to all teachers of the student.</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"> * Change student seating as needed for the situation * Adapt 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> <p>The 504 students' progress is monitored by the Counselor to ensure their individual needs have been diagnosed appropriately and that they are receiving timely and appropriate assistance.</p>	8/2013 - 5/2014	Special Services Coordinator - Andrea Slaton	Local Funds - Time Contributions of 504 Committee	Informal Assessment :Classroom Assessments - - 12/13: 80% of students will pass campus TEKS-based benchmark tests.	504 students will be given the supplemental assistance required for them to progress along with their non-504 peers.	<p>Informal Assessment :Classroom Assessments - - 05/14: 90% of all students will attain an age-appropriate score on the TPRI.</p> <p>Informal Assessment :Classroom Assessments - - 05/14: 90% of students in grades K – 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/14: 100% of students in grades K – 11 will pass appropriate grade-level and subject-area STAAR tests.</p>

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]						
Objective(s): PK-12 Data generated from the 2012-2013 STAAR tests will be analyzed to identify and define student success on the 2013-2014 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students and all groups of students; (c) emphasizing research based teaching methods. PK-12 Reduce number of students receiving special education services to have percentage closer to state standard of 8.5%. PK-12 Increase STAAR only participation rate of special education population.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: 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.	8/2013 - 5/2014	Special Services Coordinator - Andrea Slaton	State - State Gifted and Talented Block Grant - G/T Adjusted Allotment <div style="text-align: right;">\$6,833.00</div> State - State Gifted and Talented Block Grant - Region X G/T Contracted Services <div style="text-align: right;">\$600.00</div>	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.
Activity: G/T Assessment - All students are eligible to participate in the G/T program of Milford ISD. 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). Criteria for identifying students includes: * Teacher recommendation * Parent Nomination * Scales for Identifying Gifted Students (SIGS) * Kaufman Brief Intelligence Test, Second Edition (KBIT-II)	8/2013 - 5/2014	Special Services Coordinator - Andrea Slaton	State - State Gifted and Talented Block Grant - Assessment Instruments	G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Documents :Counseling Records - - 05/14: 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.

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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>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 Odesseyware for accelerated instruction.</p>	8/2013 - 5/2014	Special Services Coordinator - Andrea Slaton	<p>State - State Gifted and Talented Block Grant - G/T Resources \$2,300.00</p> <p>State - State Gifted and Talented Block Grant - G/T Travel Expenses \$250.00</p>	<p>Documents :Counseling Records - - 12/13: 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>	The educational needs of the G/T students will have been met.	Criterion-Referenced Test :STAAR Tests - - 05/14: 100% of G/T students will pass appropriate grade-level and subject-area STAAR tests.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12 Data generated from the 2012-2013 STAAR tests will be analyzed to identify and define student success on the 2013-2014 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students and all groups of students; (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>Strategy:</p> <p>Career and Technology Education (CTE) [TI, A SW #10] - While age-appropriate career guidance activities are implemented at all grade levels, the Milford ISD primary focus for Career and Technology is at the 9th – 12th grade level where structured programs and activities are conducted.</p> <p>All students participate in Career Day, where speakers of myriad occupations, including nontraditional occupations, are invited to speak to and with our students.</p> <p>CTE courses: Each student has an equal opportunity to participate in the CTE courses that are available that support their career aspirations or as an exploration effort to determine a future career pathway. As part of the Navarro College Dual Credit Consortium, students may receive dual credit for BCIS I and BCIS II.</p> <p>A. Extent of Integration: CTE teachers integrate English, Math, Science and Social Studies TEKS into the Career and Technology Education courses as there is a natural correlation of subject areas and students that are more vocational and technology oriented often learn core subject area curriculum in an application, real-world experience format.</p> <p>B. Methods of Integration:</p> <p>* Academic competencies in basic and higher-order skills are identified by CTE teachers and incorporated into the curriculum, including instructional activities that lead students from theory to application.</p> <p>* Academic and CTE teachers</p>	<p>8/2013 - 5/2014</p>	<p>Principal - Marilee Byrne</p>	<p>Federal - Carl D. Perkins Vocational and Applied Technology - Region X ESC CTE Consortium \$2,011.00</p> <p>State - State Career and Technology Education Block Grant - Time Contributions of CTE Staff \$52,742.00</p> <p>State - State Career and Technology Education Block Grant - CTE Resources \$4,000.00</p> <p>State - State Career and Technology Education Block Grant - CTE Travel Expenses \$2,000.00</p> <p>State - State Career and Technology Education Block Grant - CTE Fees \$400.00</p>		<p>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.</p>	<p>Informal Assessment :Report Card Grades - 05/14: High school students will meet minimum expectations in CTE classes as reflected on end of semester report card grades.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>participate in jointly planned staff development activities.</p> <p>* Academic competencies are incorporated into CTE courses either through administrative directives to teachers, the adoption of new curriculum materials, or the development of model curricula.</p> <p>* The academic curriculum has been modified to incorporate CTE applications and examples so the curriculum is more relevant to students.</p> <p>C. Staff Development: CTE teachers receive staff development for the development and implementation of Coherent Sequence of Courses, Integration of Academic and CTE Courses and Curriculum, Instructional Modifications for Special Populations Students, Individual Student Learning Styles, and Technology.</p> <p>D. Nontraditional Activities: The following activities are utilized to encourage students to pursue nontraditional occupations:</p> <ul style="list-style-type: none"> * Provide materials * Presentations by School Guidance Counselor * Presentations by individuals in nontraditional occupations <p>E. Career Considerations: 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 - Agricultural Mechanics - Agricultural Resources - Agricultural Power 						

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]						
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* Family and Consumer Sciences - Food Science and Technology - Personal Family Development - Nutrition and Family Development * Technology/Business Education - Communication Applications - Business/Computer Applications - Keyboarding Strategy: Ancillary Services [TI, A SW #2(c)(1) (2)] - Milford ISD provides Ancillary Services or related services to students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.	8/2013 - 5/2014	Superintendent - Don Clingenpeel Principal - Marilee Byrne	Coordinated Funds - Time Contributions of Ancillary Staff	Documents :School Records - 12/13: 70% of students referred for Ancillary Services will have been served as indicated in school records.	All students and all student groups are involved in an equitable education, with Ancillary Services available to help level the playing field.	Informal Assessment :Classroom Assessments - 05/14: 90% of students in grades K – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - 05/14: 100% of students in grades 3 – 11 will pass appropriate grade-level and subject-area STAAR tests. Documents :Student Records- 05/14: 100% of students in grade 12 will receive on-time credit accrual.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]						
Objective(s): PK-12 Data generated from the 2012-2013 STAAR tests will be analyzed to identify and define student success on the 2013-2014 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students and all groups of students; (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.						
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<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. 	8/2013 - 5/2014	Counselor - Alton Chambers	Local Funds - Time Contributions of Counselor <div style="text-align: right;">\$2,736.00</div> Local Funds - Counselor Resources <div style="text-align: right;">\$100.00</div> Local Funds - Counseling Travel Expenses <div style="text-align: right;">\$100.00</div> State - State Compensatory Education (SCE) - Counseling Travel Expenses <div style="text-align: right;">\$100.00</div>	Documents :Counseling Records - - 12/13: 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.	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.	Informal Assessment :Classroom Assessments - - 05/14: 90% of students in grades K – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - - 05/14: 100% of students in grades 3 – 11 will pass appropriate grade-level and subject-area STAAR tests. Documents :School Records - - 05/14: 100% of students in grade 12 will receive on-time credit accrual.

District Improvement Plan
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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Library and Media Services - A Library Aide 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 Library Aide'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 Library Aide will collaborate with teachers and students to demonstrate the ways in which research and technology skills support student success.</p>	<p>8/2013 - 5/2014</p>	<p>Library Aide - Phyllis Chambers</p>	<p>Local Funds - Time Contributions of Library Aide \$16,891.00</p> <p>Local Funds - Library Resources \$5,900.00</p>	<p>Documents :Teacher Lesson Plans - - 12/13: All Milford ISD students have access to the library on a regularly scheduled basis.</p> <p>Documents :Teacher Records - - 12/13: 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 - - 05/14: 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. (TI, A SW #1, #2, #7, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12 Data generated from the 2012-2013 STAAR tests will be analyzed to identify and define student success on the 2013-2014 STAAR tests by: (a) emphasizing student academic progress and academic achievement; (b) emphasizing stronger accountability for teachers, students and all groups of students; (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>	8/2013 - 5/2014	Homeless Liaison - Marilee Byrne	Local Funds - Homeless Resources	<p>Documents :Agendas, Meeting Notes - - 12/13:</p> <p>The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.</p>	<p>No student will suffer an interruption in his/her education because of homelessness.</p> <p>Homeless students are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.</p>	<p>Informal Assessment :Report Card Grades - - 05/14:</p> <p>100% of the homeless students identified were promoted to the next grade or achieve on-time credit accrual.</p>

District Improvement Plan
Milford ISD 2013-2014

<p>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2) [TEC §4.001 (b)(3)]</p>						
<p>Objective(s): PK-12 Student attendance will continue to exceed the 95% state standard for attendance. PK-12 The district dropout rate will continue to meet the state standard of 1% or less in 2013-2014. PK-12 The district dropout rate will remain at 0% for the 2013-2014.</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>	8/2013 - 5/2014	PEIMS Coordinator - Jamie Johnson	Coordinated Funds - Time Contributions of Faculty and Staff	<p>Documents :Parent Contact Agendas and Logs - 08/13: 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 - 12/13: 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 - 05/14: Attendance records will indicate that all students and all student groups have an attendance rate of not less than 96%.</p> <p>Student groups whose attendance rates have been higher will meet or exceed those rates.</p> <p>Documents :Parent Contact Agendas and Logs - 05/14: Contact with 100% of parents/guardians of students who have excessive absences.</p>

District Improvement Plan
Milford ISD 2013-2014

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Athletic Program - A comprehensive Athletic program is available at Milford ISD, ensuring that each student has an opportunity to pursue the sport(s) in which they are most talented and/or interested—young men and women alike. Students are encouraged to participate in UIL athletic competitions. Sports available include: * Varsity and Junior Varsity Football * Varsity and Junior Varsity Boys and Girls Basketball * Varsity and Junior Varsity Volleyball * Boys and Girls Track/Field * Tennis * Powerlifting	8/2013 - 5/2014	Athletic Director/Coach - Otis Carter Athletic Director/Coach - Ronny Crumpton	Local Funds - Time Contributions of Coaches \$29,203.00	Informal Assessment :Report Card Grades - - 12/13: 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 - - 05/14: 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.	8/2013 - 5/2014	Band/Music Director - Mark Lucas	Local Funds - Time Contributions of Band Director \$4,284.00 Local Funds - Band Travel Expenses \$1,250.00 Local Funds - Band Uniforms and Resources \$3,500.00		Students will become more diversified, goal-oriented and well-rounded individuals.	Documents :School Records - - 05/14: Increase in the number of participants in music programs from the prior year.

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Milford ISD 2013-2014

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2) [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 2013-2014. PK-12 The district dropout rate will remain at 0% for the 2013-2014.						
<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: UIL Competitions - Each year, the University Interscholastic League (UIL) of Texas conducts academic contests for Texas Elementary, Junior High, and High School students. These contests consist of various tests in Language Arts, Mathematics, History, Science, Speech, drama and stage and technology. A student participating in these contests must show an aptitude for the subject, be motivated to learn - above and beyond - the normal classroom, and a desire to represent our school. This competition allows students to interact with other participants and develop skills that students will use in the classroom and society.	8/2013 - 5/2014	UIL Coordinator - Khristy Strange	Local Funds - Time Contributions of UIL Staff <p style="text-align: right;">\$6,110.00</p> Local Funds - UIL Resources <p style="text-align: right;">\$600.00</p> Local Funds - Awards <p style="text-align: right;">\$700.00</p>		Students will become more diversified, goal-oriented and well-rounded individuals.	Documents :School Records - - 05/14: Increase in the number of UIL participants from the prior year.
Activity: Clubs and Organizations - Milford ISD students have a variety of clubs and organizations available to them to ensure they develop into goal-oriented and well rounded individuals, and develop social skills and leadership skills. These include the National Honor Society (NHS), Future Farmers of America (FFA), and One Act Play.	8/2013 - 5/2014	FFA Advisor - Mark Jackson	Local Funds - Time Contributions of Sponsors		Students will become more diversified, goal-oriented and well-rounded individuals.	Documents :School Records - - 05/14: Increase in the number of participants in clubs and organizations from the prior year.

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

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

<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: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW #10) [TEC §4.001 (b)(5)]						
Objective(s): PK-12 The district will increase the percent of students taking the SAT/ACT from 48% to 70%. PK-12 The district will increase the percent of students scoring above the criterion to 50%.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Career Guidance and Counseling [TI, A SW #10] - The counselor will assist students in monitoring and understanding their own development. Areas addressed include: * Education: Acquisition of study skills and choosing appropriate programs and services; * Career: Need for positive work habits, career awareness and investigations of opportunities and *Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior. The Counselor will be responsible for disseminating the following information to students, students' teachers and students' parents: 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). 2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56. 3) The need for students to make informed curriculum choices to be prepared for success beyond high school. 4) Source of information on higher education. 5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits.	8/2013 - 5/2014	Counselor - Alton Chambers	Coordinated Funds - Time Contributions of Counselor Local Funds - College Testing <p style="text-align: right;">\$1,125.00</p>		Milford ISD will meet the state standard for SAT/ACT testing. All students motivated to enter a field of work to their liking. Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.	Documents :School Records - 05/14: College admission records will show an increased number of students enrolling in higher education and receiving financial aid as compared to the previous year. Documents :School Records - 05/14: The percent of students scoring above the criterion of 50% will increase as compared to the previous year.

<p>Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW #10) [TEC §4.001 (b)(5)]</p> <p>Objective(s): PK-12 The district will increase the percent of students taking the SAT/ACT from 48% to 70%. PK-12 The district will increase the percent of students scoring above the criterion to 50%.</p>						
<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>The counselor will also provide students with ACT software practice and administer the PLAN for 10th graders and the PSAT for 11th graders. In addition, Milford ISD will pay for the first administration of the ACT test for students.</p> <p>In accordance with TEC 51.803, the counselor will provide written notification to each eligible student regarding automatic admission to state colleges and universities.</p> <p>Strategy: College Preparation [TI, A SW #10] - Students in grades 11 and 12 have the opportunities to earn college credit through enrollment in a Dual Credit Course offered by a public junior college.</p>	8/2013 - 5/2014	Counselor - Alton Chambers Principal - Marilee Byrne	Local Funds - Time Contributions of Faculty and Staff		Students exhibiting college readiness and earning both high school and college credit.	Documents :School Records - 05/14: All students participating in concurrent and dual credit courses will earn high school and college credits.

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

<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>Professional Development and Appraisal System (PDAS) - As required by TEC 21.351, Milford ISD utilizes the PDAS which has fifty-one criteria, organized into eight Domains, for evaluating (1) each teacher's implementation of discipline management procedures and (2) the performance of each teacher's students.</p> <p>The eight Domains are: Domain I: Teachers are evaluated on their students' active and successful participation in the learning process. Domain II: Teachers are evaluated on their learner-centered instruction. Domain III: Teachers are evaluated on evaluation and feedback on student progress. Domain IV: Teachers are evaluated on the management of student discipline, instructional strategies, time and materials. Domain V: Teachers are evaluated on their professional communication abilities. Domain VI: Teachers are evaluated on their participation on quality, intense and sustained professional development. Domain VII: Teachers are evaluated on their compliance with policies, operating procedures and requirements. Domain VIII: Teachers are evaluated on the improvement of academic performance of all students on the campus, based on indicators included in the Texas Academic Performance Reports (TAPR).</p>	<p>9/2013 - 6/2014</p>	<p>Superintendent - Don Clingenpeel Principal - Marilee Byrne</p>	<p>Local Funds - Time Contributions of the Principal and PDAS Certified Faculty</p>	<p>Documents :Principal Observation Report, Teacher Self-Report, Other Documentation - 12/13: Documentation has been completed within the required guidelines.</p> <p>Documents :Principal Observation Report, Teacher Self-Report, Other Documentation - 12/13: 90% of the teachers will have achieved a score of "Proficient" on each of the eight Domains.</p> <p>Documents :Professional Growth Plan - 12/13: 100% of the teachers with a below expectations, or unsatisfactory, score in a Domain will have their Professional Growth Plan updated and Professional Development in their deficiencies scheduled.</p>	<p>95% renewable faculty.</p>	<p>Documents :Principal Observation Report, Teacher Self-Report, Other Documentation - 05/14: Documentation has been completed within the required guidelines.</p> <p>Documents :Principal Observation Report, Teacher Self-Report, Other Documentation - 05/14: 90% of the teachers will have achieved a score of "Proficient" on each of the eight Domains.</p> <p>Documents :Professional Growth Plan - 05/14: 100% of the teachers with a below expectations, or unsatisfactory, score in a Domain will have their Professional Growth Plan updated and Professional Development in their deficiencies scheduled.</p>

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Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Professional Development Program [TI, A SW #3, #4, #5] - The Milford ISD Professional Development (PD) Coordinator, Superintendent, Principal and DAC design and support professional development programs and activities that:</p> <ul style="list-style-type: none"> * 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. <p>Annual needs assessment results indicate a need for:</p> <ul style="list-style-type: none"> * Training and mentorship for new teachers; * Professional development in specialized areas, i.e., teaching LEP students, G/T students, students meeting the state-adopted "at-risk" criteria and students with disabilities * Professional development in technology and core subject areas such as reading, math and writing; * Math and Science initiatives; * Discipline strategies; * Accelerated education; * Training in the interpretation and 	<p>8/2013 - 5/2014</p>	<p>Superintendent - Don Clingenpeel Principal - Marilee Byrne</p>	<p>Local Funds - Contracted PD Services \$500.00</p>	<p>Documents :Agendas, Meeting Notes - 12/13: A professional development program will have been designed that meets the needs of Milford ISD.</p>	<p>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.</p>	<p>Documents :Agendas, Meeting Notes - 05/14: 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.</p>

District Improvement Plan
Milford ISD 2013-2014

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

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<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>Sufficient Intensity and Duration - Professional Development activities will be of sufficient intensity and duration to ensure that teachers and support staff develop the prerequisite skills required of their position. Participants will attend follow-up activities and will be evaluated on their gained expertise.</p>	<p>8/2013 - 5/2014</p>	<p>Principal - Marilee Byrne</p>	<p>Coordinated Funds - PD Contracted Services, Travel and Registration</p> <p>Federal - Title II, Part A - TPTR - Professional Development Travel and Registration</p> <p style="text-align: right;">\$930.20</p>	<p>Documents :PD Records - - 12/13: Professional Development (PD) Participation Documents cross-referenced to faculty and staff PD Plans, indicate that 100% of the faculty and staff have completed scheduled Fall 2013 activities.</p> <p>Informal Assessment :Other - - 12/13: Unannounced walk-throughs will help to determine if the skills developed are successfully being implemented in the classroom.</p>	<p>A professional development program that ensures the development of successful teachers and support staff and by extension ensures academic success for all students.</p>	<p>Documents :Principal Observation Report, Teacher Self-Report, Other Documentation - - 05/14: Documents indicate that 100% of faculty has been observed utilizing new models, strategies and activities successfully in their classes.</p>

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Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<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> <ul style="list-style-type: none"> * Class Management and Best Practices; * Teaching Strategies in ELA, Math, Science and Social Studies and * Critical Thinking Skills. 	8/2013 - 5/2014	Principal - Marilee Byrne	<p>Federal - Title II, Part A - TPTR - Region X Contracted PD \$2,507.00</p> <p>State - State Compensatory Education (SCE) - PD Travel and Registration for PK Staff \$100.00</p>	<p>Informal Assessment :Classroom Assessments - - 12/13: 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 - - 05/14: 90% of students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/14: 100% of students in grades 3 - 11 will pass appropriate grade-level and subject-area STAAR tests.</p> <p>Documents :Student Records - - 05/14: 100% of students in grade 12 will receive on-time credit accrual.</p>

Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Curriculum Alignment and Development - The Superintendent provides and/or arranges training for the faculty to ensure the quality of the vertical alignment and the quality of the instruction. In addition to continued vertical alignment training and curriculum training in vertical teaming, faculty members receive training in developing, differentiating and modifying curriculum for special populations students. Through participation in the Region X ESC contract for professional development, the faculty of Milford ISD is trained in the following: * Instructional activities tied to the TEKS and STAAR * Math and Science Academies and Developmentally Appropriate Curriculum * Differentiating instruction, incorporating Science and Social Studies curriculum and TEKS into Reading/Language Arts and Math * Differentiating instruction for G/T students * Modification implementation for students with disabilities and 504 students.	8/2013 - 5/2014	Principal - Marilee Byrne	Coordinated Funds - Time Contributions of Faculty and Staff Local Funds - Region X Contracted PD \$1,100.00	Informal Assessment :Classroom Assessments - - 12/13: 80% of students will receive passing scores on class assignments, unit and six week tests and TEKS-based tests.	All teachers are teaching TEKS on grade level so all students are successful on STAAR tests. Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/14: 90% of students in grades K - 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - - 05/14: 100% of students in grades 3 - 11 will pass appropriate grade-level and subject-area STAAR tests. Documents :Student Records - - 05/14: 100% of students in grade 12 will receive on-time credit accrual.

Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Highly Qualified Staff - Human Resources and the DAC analyze data from all teachers' certifications, testing, staff development history and service records to ensure that all meet the NCLB highly qualified status. Professional Development opportunities will be provided for maintaining highly qualified instruction in the classroom. Based on identified needs, PD programs and activities are available to both professionals and paraprofessionals. Deficiency Plans are completed for Summer fulfillment of certification needs.	8/2013 - 5/2014	Principal - Marilee Byrne	Local Funds - HQ PD Contracted Services, Resources and Travel	Documents :HR Records - - 08/13: 100% Highly Qualified faculty and staff for the beginning of school.	All teachers in core subject areas will meet the qualifications for Highly Qualified under NCLB.	Documents :HR Records - - 05/14: 100% Highly Qualified faculty and staff for the current school year.
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 2014	Superintendent - Don Clingenpeel	Local Funds - Time Contributions of Faculty and Staff		Increased student achievement.	Documents :School Records - 05/14: The PD Program will establish a direct correlation between increased student achievement and professional development training.

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

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Recruitment and Retention Initiatives [TI, A SW #3, #5] - The DAC will be involved in the process of developing recruitment and retention initiatives and strategies. Teachers are recruited through Job Fairs, Online job postings and contact with surrounding school districts. Recruiting activities will ensure that Milford ISD has 100% highly qualified faculty in each teaching position, as defined by NCLB.</p> <p>Milford ISD ensures professional development opportunities are available for staff to be able to maintain and enhance their highly qualified status.</p> <p>Teacher Certification fees are paid if necessary. Milford ISD offers retention incentives and stipends in high need areas such as Math and Science.</p>	<p>8/2013 - 5/2014</p>	<p>Superintendent - Don Clingenpeel</p>	<p>Federal - Title II, Part A - TPTR - Retention Incentives for Teachers \$5,152.50</p> <p>Federal - Title II, Part A - TPTR - Math and Science Stipend \$2,066.80</p> <p>Federal - Title II, Part A - Extra Duty Pay for Mentors \$620.04</p>		<p>100% of the Milford ISD faculty will be Highly Qualified under NCLB regulations.</p>	<p>Documents :Agendas, Meeting Notes - 05/14: Recruitment strategies and activities have resulted in the employment of additional certified professionals, minority professionals and trained paraprofessionals.</p>

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (TI, A SW #1, #4) [TEC §4.001 (b)(10)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Technology Needs Assessment [TI, A SW #1] - As part of the Comprehensive Needs Assessment, Milford ISD reviews the following areas:</p> <ul style="list-style-type: none"> - the amount, quality and availability of equipment, - the types of computer systems available, - how current the hardware and software systems being used are, - any barriers that exist that are preventing the effective use of technology and - technology professional development opportunities. <p>Milford ISD has computers available in the classrooms and in the computer lab. Priority needs in technology include the need to expand the use of the internet and instructional software, update software and hardware, and increase professional development opportunities in using technological tools.</p> <p>The district will address these needs in different ways:</p> <ul style="list-style-type: none"> * Provide extended learning time and computer assisted learning. * Fund a wide variety of professional development activities. * Fund up-to-date software and hardware. 	August 2013	Principal - Marilee Byrne Technology Coordinator - Kirk Price	State - State Technology Block Grant - Extra Duty for Webmaster \$300.00		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 - 08/13: 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. (TI, A SW #1, #4)

[TEC §4.001 (b)(10)]

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Technology Integrated Curriculum - 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 and Odysseyware 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</p>	<p>8/2013 - 5/2014</p>	<p>Principal - Marilee Byrne Technology Coordinator - Kirk Price</p>	<p>Federal - Title I, Part A - Aware Site License \$1,650.00</p> <p>Federal - Title I, Part A - I Station Site License \$794.00</p> <p>Federal - Title I, Part A - DMR United Streaming \$1,000.00</p> <p>State - State Compensatory Education (SCE) - Odysseyware Site License \$6,000.00</p> <p>Federal - Title I, Part A - Wireless Generation \$750.00</p>	<p>Documents :Teacher Lesson Plans - - 12/13: 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 - - 05/14: 90% of students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/14: 100% of students in grades 3 - 11 will pass appropriate grade-level and subject-area STAAR tests.</p> <p>Documents :Student Records - - 05/14: 100% of students in grade 12 will receive on-time credit accrual.</p>

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (TI, A SW #1, #4) [TEC §4.001 (b)(10)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>the G/T 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>	8/2013 - 5/2014	Principal - Marilee Byrne	Local Funds - Local Technology Policies	Documents :School Records - 08/13: 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 - 06/14: No incidents of students breaking the Acceptable Use Policy.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Professional Development in Technology [TI, A SW #4] - The staff of Milford ISD will be provided assistance in integrating technology TEKS into the curriculum, Internet and e-mail usage, word and spreadsheet processing and other technological areas as needed. Staff may attend basic technology training or participate in more advanced-continuing education type classes.	7/2013 - 6/2014	Principal - Marilee Byrne	Local Funds - Technology PD Contracted Services, Resources and Travel	Documents :Principal Observation Report, Teacher Self-Report, Other Documentation - 12/13: 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 - 05/14: 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 - Don Clingenpeel Principal - Marilee Byrne 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 - 05/14: Principal's classroom observations indicate that 80% of all classroom teachers are integrating technology into weekly instructions and are enriching instruction with technology.

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

Objective(s): PK-12 Tobacco, alcohol and drug (TAOD) offenses will be reduced to 0%.
PK-12 Incidents of violence (including teen dating violence) will remain at zero (0) for the year 2013-2014.

<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>Safe School Initiatives - The health and safety of Milford ISD's students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus.</p> <p>In an effort to promote "Safe Schools", Milford ISD will promote special initiatives and activities that support the Safe School environment. Activities include:</p> <ul style="list-style-type: none"> * Campus Safety Rules * Campus Dress and Discipline Codes * Child Sexual Abuse and Other Maltreatment of Children Policy * Regularly scheduled fire and tornado drills * Fire Prevention Week * Security Cameras 	8/2013 - 5/2014	Principal - Marilee Byrne	Local Funds - Security Maintenance and Alarms \$5,500.00	Documents :School Records - 12/13: 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 - 05/14: Implementation records will indicate positive feedback from presenters and students regarding the effectiveness of the initiative.

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<p>Activity:</p> <p>Discipline Alternative Education Program (DAEP) - The Student Code of Conduct outlines strict student responsibilities for maintaining a Drug Free/Gun Free School, and the consequences for not maintaining same. The Code of Conduct will be sent home to parents, reviewed with students and enforced. Classroom rules will be posted and behavior plan will be drafted and implemented as needed.</p> <p>Milford ISD students who have violated the district code of conduct will be placed in the DAEP. Dual Credit through 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>	8/2013 - 5/2014	Principal - Marilee Byrne Assistant Principal - Khristy Strange	State - State Compensatory Education (SCE) - Alternative Education Set Aside for Ellis County Co-Op \$7,375.00	Documents :Principal's Records - - 12/13: 50% reduction in infractions of the Milford ISD Student Code of Conduct, as reflected on the Principal's Records.	Reduction in discipline referrals to the DAEP. Increased number of students remaining in school and staying on track to graduate in lieu of expulsion.	Documents :Principal's Records - - 05/14: 75% reductions in infractions of the Milford ISD Student Code of Conduct, as reflected on the Principal's Records. Documents :Disciplinary Records - - 05/14: The percentage of students with disciplinary placements will not exceed the current 0%, as indicated by Disciplinary Placement Records.
<p>Activity:</p> <p>Crisis Management Plan - A Crisis Management Plan (CMP) is in place, supported by the district's Student Code of Conduct, discipline management techniques and necessary safety equipment.</p>	8/2013 - 7/2014	Principal - Marilee Byrne	Local Funds - Crisis Management Plan	Documents :Disciplinary Records - - 12/13: Decrease in infractions of the Student Code of Conduct.	A district that is taking a proactive step in the prevention and intervention of serious behavior problems.	Documents :Disciplinary Records - - 05/14: Improved discipline in the classroom and reduced number of referrals per year.

District Improvement Plan
Milford ISD 2013-2014

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

Objective(s): PK-12 Tobacco, alcohol and drug (TAOD) offenses will be reduced to 0%.
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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: 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>8/2013 - 5/2014</p>	<p>Principal - Marilee Byrne</p>	<p>Local Funds - Emergency Action Plan</p>	<p>Documents :School Records - - 08/13: 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 - - 05/14: A log for emergency drills has been established and updated on a regular basis, indicating proper execution of emergency procedures.</p>

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<p>Activity: Drug Use, Violence Prevention and/or Intervention Programs and Activities [TI, A SW #10] - The staff of Milford ISD recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the Counselor and the Principal, using the data to plan specific programs and activities. Programs include:</p> <ul style="list-style-type: none"> * National Red Ribbon Week * Character Pillars * Student Assemblies to enhance Drug/Alcohol Awareness * Drug Dogs * Professional Development for Staff - Crisis Prevention/Intervention, which provides training on how to safely manage disruptive and assaultive behavior. 	8/2013 - 5/2014	Principal - Marilee Byrne	Local Funds - Time Contributions of Faculty and Staff	<p>Documents :Agendas, Meeting Notes - - 08/13: Appropriate campus stakeholders will have held meetings to plan the programs and services for the current school year.</p> <p>Documents :Counseling Records - - 12/13: 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 - - 05/14: School Records indicate zero offenses of substance abuse have been reported.</p> <p>Documents :Counseling Records - - 05/14: Counselor's Summary Report will indicate that 100% of students have a heightened awareness of the dangers of substance use and abuse.</p>

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<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>	<p>8/2013 - 5/2014</p>	<p>Superintendent - Don Clingenpeel</p>	<p>Coordinated Funds - Time Contributions of Staff</p>	<p>Documents :School Records - - 08/13: Sexual Abuse policy has been distributed to staff, parents and students.</p>	<p>Staff, parents and students have an increased awareness of issues regarding the sexual abuse and other maltreatment of children.</p>	<p>Documents :School Records - - 05/14: Sexual Abuse policy will have been implemented.</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>Counseling Responsive Services [TI, A SW #10] - The Counselor is available to speak with students, parents, staff and community members in both individual and group settings. The counselor provides the following activities and services and any other issues impacting students' physical, mental, social and emotional well-being:</p> <ul style="list-style-type: none"> * Academic concerns; * School-related concerns such as misbehavior, excessive absences and tardiness; * Dropout prevention; * Physical, sexual or emotional abuse; * Coping with stress; * Discipline management; * Health and wellness; * Drug and Alcohol abuse prevention; * Bullying and Cyber Bullying; * Suicide prevention; * Conflict resolution; * Violence prevention and intervention—Too Good for Violence; * Parent education; * Teacher/Administrator consultation; * Staff development and * School improvement planning for special populations students. 	<p>8/2013 - 7/2014</p>	<p>Counselor - Alton Chambers</p>	<p>Local Funds - Time Contributions of Counselor</p>	<p>Documents :Counseling Records - 12/13: 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 - 05/14: Referrals to counselor have decreased as compared to the previous year.</p>

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<p>Strategy:</p> <p>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>	8/2013 - 5/2014	<p>Nurse Aide - Phyllis Chambers Nurse Aide - Jo Ann Dahl Nurse Aide - Martha Owens</p>	<p>Local Funds - Time Contributions of Nurse Aides</p> <p>Local Funds - Contracted Nursing Services \$1,530.00</p> <p>Local Funds - Nursing Resources \$600.00</p>		<p>Health and medical issues will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the dropout rate for all students and all student groups.</p>	<p>Documents :School Records - 05/14: 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>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 	<p>8/2013 - 5/2014</p>	<p>Superintendent - Don Clingenpeel</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<p>Documents :School Records - - 12/13: 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 - - 05/14: 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>that integrates mental and physical learning experiences to promote 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: Nutrition Program [TI, A SW #10] - Milford ISD follows nutrition guidelines that advance student health, reduce childhood obesity and promote the general wellness of all students through nutrition education, physical activity, and other school-based activities.</p> <p>Milford ISD abides by the nutrition guidelines and wellness goals developed by the District in consultation with the local school health advisory council (SHAC) and with involvement from representatives of the student body, school food service, school administration, the Board, parents and the public.</p> <p>Milford ISD ensures that nutrition guidelines for reimbursable school meals are at least as restrictive as federal regulations and guidance and that all foods available on each campus are in accordance with the Texas Public School Nutrition Policy.</p>	8/2013 - 5/2014	Food Services - Robbie Pollard	Local Funds - Time Contributions of Food Services Staff		Students develop life long healthy eating habits and exercise habits to prevent overweight conditions that can lead to health problems.	Documents :School Records - - 05/14: School records will reflect that the activity has been implemented as prescribed.

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<p>Activity:</p> <p>School Health Advisory Council (SHAC) [TI, A SW #6] - The Board has established a local school health advisory council to assist the District in ensuring that local community values are reflected in the District's health education instruction. The SHAC will meet monthly in which the council's duties include recommending the following:</p> <ol style="list-style-type: none"> 1. The number of hours of instruction to be provided in health education; 2. Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease and type 2 diabetes through coordination of health education, physical education and physical activity, nutrition services, parental involvement, and instruction to prevent the use of tobacco; 3. Appropriate grade levels and methods of instruction for human sexuality instruction and 4. Strategies for integrating the curriculum components specified by item 2, above, with the following elements in a coordinated school health program: <ul style="list-style-type: none"> * School health services; * Counseling and guidance services; * A safe and healthy school environment; and * School employee wellness. (Local Policy EHAA, TEC 28.004(c)) 	<p>8/2013 - 5/2014</p>	<p>Superintendent - Don Clingenpeel</p>	<p>Local Funds - Time Contributions of SHAC</p>		<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documents :Agendas, Meeting Notes - - Monthly: SHAC minutes will reflect that the activity has been implemented as prescribed.</p>

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<p>Activity: Health Education - Milford ISD offers a health education curriculum that addresses the physical, mental, emotional and social aspects of health to motivate students to maintain and improve their health, prevent disease and reduce health-related risk behaviors. Qualified teachers will provide health education that addresses topics such as personal health, family health, community health, consumer health, mental and emotional health, injury prevention and safety, nutrition, prevention and control of disease and substance use and abuse.</p> <p>Milford ISD ensures that:</p> <ul style="list-style-type: none"> * Health curriculum is integrated into Physical Education, Science, Social Studies, Music, Art, Language Arts and Reading; * Health curriculum builds sequentially throughout grades; * Health education develops communication skills, good decision making skills, and coping mechanisms to be used as life long skills; * Health TEKS are documented in Scope and Sequence and * Appropriate staff receives health education professional development. 	8/2013 - 5/2014	Health Teacher - Otis Carter	Local Funds - Time Contributions of Health Teacher	Informal Assessment :Health and Fitness Assessments - - 12/13: 80% of students passing all health-related assessments.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Informal Assessment :Health and Fitness Assessments - - 05/14: 90% of students passing all health-related end of year assessments.

District Improvement Plan
Milford ISD 2013-2014

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<p>Activity:</p> <p>Pregnancy, Education, and Parenting (PEP) Services [TI, A SW #2(b)(3)] - PEP is an alternative education program for students at Milford ISD who are pregnant or who are parents. This program offers basic courses in language arts, mathematics, social studies and GED-Prep.</p> <p>Pregnancy Related Services (PRS) is a support service provided to students during the prenatal and postpartum periods of pregnancy. The intended purpose of the service is to provide academic, mental and physical support and encouragement so that students will remain in school until they earn a diploma. A student is eligible for PRS if:</p> <ul style="list-style-type: none"> * the student is pregnant and attending classes on a district campus; * the pregnancy prenatal period prevents the student from attending classes on a district campus and * the pregnancy postpartum period prevents the student from attending classes on a district campus. <p>Any student who is eligible to receive PRS as verified by a responsible campus official (administrator, nurse or counselor); a physician or nurse midwife licensed to practice in the U.S. or a nurse practitioner. Milford ISD will continue to identify and collect documentation on pregnant students. Documentation will include</p>	<p>8/2013 - 7/2014</p>	<p>Principal - Marilee Byrne CEHI Teacher - Mark Jackson</p>	<p>State - State Compensatory Education (SCE) - Extra Duty Pay for CEHI Teacher \$510.00</p> <p>State - State Compensatory Education (SCE) - School Age Parenting Co-Op \$850.00</p>	<p>Documents :School Records - - 12/13: 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 - - 05/14: School Records indicate all students graduate from school.</p> <p>Documents :Attendance Records - - 05/14: Attendance rates will meet or exceed 95%.</p>

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<p>verification of pregnancy; copies of ARDs and IEPs, if applicable; PRS entry date; date of delivery and PRS exit date.</p> <p>The district will also provide compensatory education home instruction (CEHI) for any identified pregnant students, as needed; and provide counseling services for the students, staff and parents. Counseling services include, but are not limited to, the development of career awareness and tracking, individual counseling, small support groups, child development instruction along with family responsibilities and coping skills.</p> <p>Activity: School Based Medicaid - Through the School Health and Related Services Program (SHARS), Milford ISD may obtain Medicaid reimbursements for specified health services for students in Special Education. These services include: assessment, audiology, counseling, school health services, medical services, occupational therapy, physical therapy, psychological services, speech therapy, personal care services and special transportation. In order to be eligible, students must meet the following requirements:</p> <ul style="list-style-type: none"> * be Medicaid eligible; * be under 21 years of age; * meet eligibility requirements for Special Education described in IDEA and * have IEPs that prescribe the needed services. 	<p>8/2013 - 5/2014</p>	<p>Nurse Aide - Phyllis Chambers Nurse Aide - Jo Ann Dahl Nurse Aide - Martha Owens</p>	<p>Local Funds - Time Contributions of Nurse Aides</p>		<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documents :School Records -- 05/14: 100% of eligible students will have access to health-related services and health-related information regarding Medicaid.</p>

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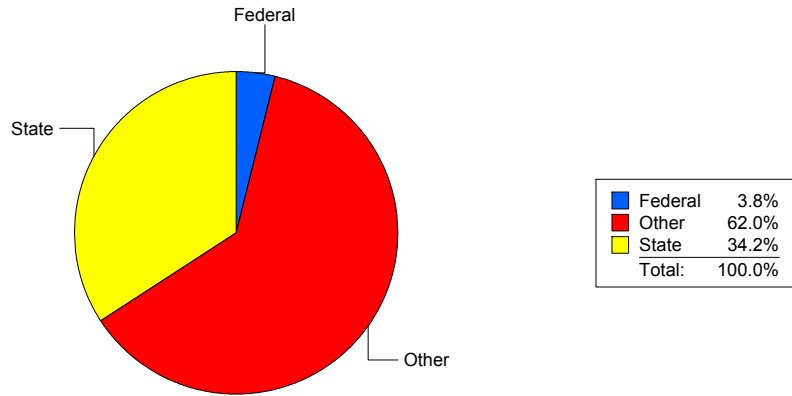
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<p>Strategy:</p> <p>Physical Education - Milford ISD provides a Physical Education curriculum that is sequential, developmentally appropriate, and designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life.</p> <p>The district ensures that all students participate in at least the required amount of physical activity for all grades. Students in grades PK – 8 must participate in at least 30 minutes of physical activity daily during physical education classes and/or structured recess time. Students in grades 9 – 12 must earn one credit in physical education in order to graduate.</p>	<p>8/2013 - 5/2014</p>	<p>Athletic Director/Coach - Otis Carter Athletic Director/Coach - Ronny Crumpton PE Teacher - Carole Cooper</p>	<p>Local Funds - Time Contributions of Coaches</p>	<p>Informal Assessment :Health and Fitness Assessments - 12/13: 80% of students passing all health-related assessments.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Informal Assessment :Health and Fitness Assessments - 05/14: 90% of students passing all health-related end of year assessments.</p>

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<p>Activity: Fitnessgram Assessment - As mandated by the Physical Fitness Assessment Initiative (PFAI) and TEC §38.101, students' levels of physical fitness are annually assessed to determine if any correlation exists between academic achievement, attendance, obesity, disciplinary problems and school meal programs. The Fitnessgram assessment includes various measures of aerobic capacity, muscular strength, muscular endurance, flexibility and body composition. There are five tests that include Sit and Reach, Pushups, Pacer test, Trunk Lift and Curl-ups. Scores are compared to criterion-referenced Healthy Fitness Zone standards, which are based on the level of fitness needed to maintain or acquire good health. Instructional modifications can be made to accommodate Special Population students or address areas of weakness as necessary based on the results.</p>	<p>8/2013 - 5/2014</p>	<p>Athletic Director/Coach - Otis Carter Athletic Director/Coach - Ronny Crumpton PE Teacher - Carole Cooper</p>	<p>Local Funds - Time Contributions of Coaches</p>		<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Informal Assessment :Fitnessgram Assessment - - 05/14: 100% of students achieving the Healthy Fitness Zone on all of the Fitnessgram Assessments.</p>

Funding Values By Program



District Improvement Plan
Milford ISD 2013-2014

Funding Values By Program

	<u>FTE</u>	<u>DollarValue</u>
Federal		
Carl D. Perkins		
Vocational and Applied		
Technology		
Region X ESC CTE Consortium	0.00	\$2011.00
Title I, Part A		
School Reach License	0.00	\$650.00
Supplemental Instructional Resources	0.00	\$0.00
Time Contributions of Aides	2.00	\$39550.99
Aware Site License	0.00	\$1650.00
I Station Site License	0.00	\$794.00
DMR United Streaming	0.00	\$1000.00
Wireless Generation	0.00	\$750.00
Title II, Part A		
Extra Duty Pay for Mentors	0.00	\$620.04

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Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title II, Part A - TPTR		
Retention Incentives for Teachers	0.00	\$5152.50
Math and Science Stipend	0.00	\$2066.80
Professional Development Travel and Registration	0.00	\$930.20
Region X Contracted PD	0.00	\$2507.00
Title III, Part A - LEP		
Region X SSA	0.00	\$2187.00
		\$59,869.53
Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds		
Time Contributions of Parents, Community Members and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$844985.30
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of 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 Staff and Faculty	0.00	\$0.00
Time Contributions of PK Staff	2.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
PD Contracted Services, Travel and Registration	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Local Funds		
Time Contributions of Nurse Aides	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Coaches	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
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Food Services Staff	0.00	\$0.00
Time Contributions of SHAC	0.00	\$0.00
Time Contributions of Health Teacher	0.00	\$0.00
Region X Contracted PD	0.00	\$1100.00
HQ PD Contracted Services, Resources and Travel	0.00	\$0.00
Time Contributions of Library Aide	0.00	\$16891.00
Library Resources	0.00	\$5900.00
Homeless Resources	0.00	\$0.00
Time Contributions of Coaches	0.00	\$29203.00
Time Contributions of Band Director	0.00	\$4284.00
Band Travel Expenses	0.00	\$1250.00
Band Uniforms and Resources	0.00	\$3500.00
Time Contributions of UIL Staff	0.00	\$6110.00
UIL Resources	0.00	\$600.00
Awards	0.00	\$700.00
Time Contributions of Sponsors	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Dyslexia Staff	0.00	\$0.00
Dyslexia Resources	0.00	\$100.00
Assessment Instruments	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of 504 Committee	0.00	\$0.00
Time Contributions of Counselor	0.00	\$2736.00
Counselor Resources	0.00	\$100.00
Counseling Travel Expenses	0.00	\$100.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Library Aide	0.00	\$0.00
AR Resources	0.00	\$2000.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Security Maintenance and Alarms	0.00	\$5500.00
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Nurse Aides	0.00	\$0.00
Contracted Nursing Services	0.00	\$1530.00
Nursing Resources	0.00	\$600.00
Time Contributions of Coaches	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 Parents, Faculty and Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Parent Notification Resources	0.00	\$0.00
Textbooks	0.00	\$6300.00
Instructional Resources	0.00	\$11000.00
Time Contributions of Extracurricular Staff	0.00	\$0.00
College Testing	0.00	\$1125.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of the Principal and PDAS Certified Faculty	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Contracted PD Services	0.00	\$500.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Instructional Resources in Core Subject Areas	0.00	\$7800.00
Time Contributions of Parents, Staff and Community Members	0.00	\$0.00
Time Contributions of DAC	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Assessment Instruments	0.00	\$1000.00
Testing Supplies	0.00	\$1425.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Scottish Rite Dyslexic Program	0.00	\$0.00
Time Contribution of Faculty and Staff	0.00	\$0.00
Communication Vehicles	0.00	\$0.00
Time Contributions of PK Teacher	0.50	\$23514.41
		\$979,853.71
State	<u>FTE</u>	<u>DollarValue</u>
Bilingual Supplement Block Grant		
Bilingual Education Allotment	0.00	\$14306.00
Assessment Instruments	0.00	\$360.00
Time Contributions of ESL Staff	0.00	\$1012.00
ESL Resources	0.00	\$5460.00
PK Supplemental Funding		
PK Expenses	0.00	\$1178.00
State and Local Funds		

Funding Values By Program

State	FTE	DollarValue
State and Local Funds		
Time Contributions of ESL Staff and LPAC	0.00	\$0.00
State Career and Technology Education Block Grant		
Time Contributions of CTE Staff	0.00	\$52742.00
CTE Resources	0.00	\$4000.00
CTE Travel Expenses	0.00	\$2000.00
CTE Fees	0.00	\$400.00
State Compensatory Education (SCE)		
Supplemental Instructional Resources	0.00	\$4500.00
Time Contributions of PK Teacher	0.50	\$23514.41
Time Contributions of PK Aide	1.00	\$19603.94
SECCA, Inc. Consulting Services (DIP Updates)	0.00	\$900.00
Time Contributions of Tutorials Teachers	0.89	\$42974.62
Extra Duty Pay of Teachers for After School Tutorials	0.00	\$3060.00
Instructional Resources for After School Tutorials	0.00	\$2000.00
Time Contributions of STAAR Coordinator	0.00	\$2077.80
Time Contributions of Aide	0.87	\$17463.97
Extra Duty Pay for Summer School Teachers	0.00	\$4590.00
Time Contributions of Pullout Teacher	1.00	\$42251.02
Counseling Travel Expenses	0.00	\$100.00
PD Travel and Registration for PK Staff	0.00	\$100.00
Odysseyware Site License	0.00	\$6000.00
Extra Duty Pay for CEHI Teacher	0.00	\$510.00
School Age Parenting Co-Op	0.00	\$850.00

Funding Values By Program

State	FTE	DollarValue
State Compensatory Education (SCE)		
Time Contributions of CSR Teachers	2.00	\$95047.72
Alternative Education Set Aside for Ellis County Co-Op	0.00	\$7375.00
State Gifted and Talented Block Grant		
Assessment Instruments	0.00	\$0.00
G/T Resources	0.00	\$2300.00
G/T Travel Expenses	0.00	\$250.00
G/T Adjusted Allotment	0.00	\$6833.00
Region X G/T Contracted Services	0.00	\$600.00
State Special Education Block Grant		
Special Education Co-Op	0.00	\$65229.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Special Education Staff	0.00	\$106590.00
Special Education Resources	0.00	\$4000.00
Special Education Travel Expenses	0.00	\$300.00
Time Contributions of ARD Committee	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Child Find Resources	0.00	\$0.00
Time Contributions of Special Education Staff	0.00	\$0.00
State Technology Block Grant		
Extra Duty for Webmaster	0.00	\$300.00
		\$540,778.48
Grand Total:		\$1,580,501.72