



Era Independent School District
District Improvement Plan

November 18, 2019

TABLE OF CONTENTS

3	Site-Based Decision Making Committee
4	Board Goals/District Mission Statement
5-6	Board Focus Goals
7	Elementary Campus Focus Goals
8-9	Secondary Campus Focus Goals
10	Comprehensive Needs Assessment Summary (18/19)
11	Demographics
12-13	Student Performance
14-15	2018-19TEA Accountability Summary
16	Student Achievement
17-18	Federal Programs
19	At-Risk / Compensatory Education
20	Advanced Academics/Gifted & Talented
21	Career & Technology Education
22	Special Education
23	Limited English Proficient (LEP)/ Dyslexia
24	School Culture & Climate
25-26	Staff Quality/ Professional Development
27	Curriculum, Instruction, & Assessment
28	Family & Community Involvement
29	Technology
30	ESSA Program Descriptions/Title I Description
31	Title I
32-35	Components of a Title I Schoolwide Program
36	Signature Page

Membership Composition of the Site-Based Decision Making Committee			
Era ISD SBDM Members		Era Parents & Community	
Ken Coleman (Chair) colemank@eraisd.net	JH Science	Julie Lundberg julie.lundberg@yahoo.com	Community Member
John Dunlap dunlapt@eraisd.net	Vocational Agriculture	Autry Hardy autryhardy@gmail.com	Community Member
Vickie Beckham beckhamv@eraisd.net	Special Education	Gretchen Reiter gretchen.reiter@cki.org	Business Member (Reiter Farms)
Shelby Huddleston huddlestons@eraisd.net	2nd Grade Teacher	Shane Riley shane@willsteedhomes.com	Business Member (Will Steed Homes)
Lisa Jones jonesl@eraisd.net	District ESL & Dyslexia / Elementary At-Risk	Shawna Ayers ayers.shawna@gmail.com	Parent
John Erwin erwinj@eraisd.net	District Counselor / Assessment Coordinator	James Bateman jwb071000@gmail.com	Parent
Samantha Gerngross gerngrosss@eraisd.net	District Nurse	Kara Chisum chisum413@yahoo.com	Parent
Michael Parkhill parkhillm@eraisd.net	District Technology Director	Candra Cudd candra@cuddrealty.net	Parent
Leann Spears spearsl@eraisd.net	District Librarian / Gifted & Talented Coordinator	Lori Davies ldavies103@aol.com	Parent
Kylie Bowles bowlesk@eraisd.net	HS Math	Bryan Garrett bryanagarrett82@yahoo.com	Parent
		Krystle Greer krystlegg@gmail.com	Parent
		Shannon Hollis shannon3033@yahoo.com	Parent
		Robin Kime robinkime@ymail.com	Parent
		Carla Marple cgjones831@gmail.com	Parent
		Cheryl Spann spanncan5@gmail.com	Parent
		Suzanne Wheeler suzannewheeler@rocketmail.com	Parent

Board Goals

1	The District will implement a well-balanced and comprehensive educational program, and will provide the resources necessary for all students to pass their academic courses and state-mandated exams at the highest standards merited by their individual educational potential. The District will monitor students who struggle in academic areas and will provide appropriate assistance to them as needed.
2	The District will provide the resources necessary to create and maintain a physically and emotionally safe and drug-free educational environment with high academic and attendance standards that is highly conducive to academic and extracurricular success, and that reflects the District's continued commitment to excellence in all endeavors.
3	The District will continually encourage and model the use of appropriate technology in the academic environment, and will make every effort to prepare students to be successful in the current post-secondary education and job markets.
4	The District will strive to encourage and provide opportunities for Era ISD parents and community members to be fully-involved partners in the education of their students, and to consistently maintain the trust of all district stakeholders through regular and transparent communication.
5	The District will exhibit fiscal responsibility so as to always be good stewards of school funds, and will make every effort to recruit, develop, recognize, and retain highly qualified personnel in every District position.

Era Independent School District's Mission Statement

The Era Independent School District exists because of the students, and therefore, our thoughts, our activities, and our endeavors are centered toward the general welfare of the child. The policy of this school is to develop the youth of this school district physically, mentally, morally, and emotionally to meet the needs of a dynamic, changing world. The curriculum provides for opportunities for the development of understanding, skills, and attitudes. The administration and faculty believe that all students enrolled in the Era Independent School District can and will learn, and that school does make a difference in each child's life.

BOARD FOCUS GOALS

1. Academic Goal

The District will monitor students who struggle in academic areas and will provide appropriate assistance to them as needed.

Performance Objectives		Evidence of Progress	
		Formative	Summative
1.1	Identify students who are struggling academically in a timely manner.	DBAs and/or Fall/Spring Benchmarks each six weeks; progress reports and report card grades	STAAR/EOC; final graduation rates and passing rates
1.2	Monitor student academic growth and progress in reading and math grades PK-3	Reading/Math levels at the beginning, middle, and end of the school year (iStation, CEI Lab)	iStation/CEI Lab reading/math levels at the end of school year
1.3	Provide additional academic supports for students who previously did not meet passing standards on STAAR/EOC's.	Summer remediation programs; E-Lab usage; after-school tutorials; study hall and STAAR-prep courses	STAAR/EOC results
1.4	Increase the cumulative assessment performance for 8th grade Social Studies by 10 percentage points.	8th grade curriculum assessment; Fall/Spring benchmarks	8th grade Social Studies STAAR results
1.5	Increase the College Career Military Readiness (CCMR) rate by 5 percentage points.	- Increase opportunities to participate in TSIA and SAT - Increase participation in TSIA, SAT, ACT, CTE Certificates, AP test, IB test	CCMR Rate -TSIA, AP, IB, CTE Certificates, Documented Military Enlistment

2. Workforce Goal

The District...will make every effort to prepare students to be successful in the current post-secondary education and job markets.

Performance Objectives		Evidence of Progress	
		Formative	Summative
2.1	The District will expose students to career, college, and military opportunities to the greatest extent possible.	The Scholastic Network; Cooke County Manufacturing Consortium; curriculum realignment (medical/education); Naviance?; greater certification offerings	

3. Culture/Climate Goal

The District...will make every effort to recruit, develop, recognize, and retain highly qualified personnel in every District position

Performance Objectives		Evidence of Progress	
		Formative	Summative
3.1	Organize and support a salary study to gather information to compare Era ISD with other school districts in the area market.	Use Forecast5 data to provide summary overview of salary info from peer districts.	Baseline data will be analyzed to determine how to achieve a comparable and competitive salary for employees; Percentage of teacher/staff salary/wage increases for 19-20
3.2	Create and implement meaningful career advancement pathways for Era ISD teachers to allow for professional and compensation growth for teachers in district classrooms	Administrative cabinet will create a variety of possible advancement opportunities for teachers, with accompanying titles and stipends, if applicable.	District Stipend Schedule; District Organizational Chart
3.3	Develop and conduct employee surveys to get accurate data for why employees stay in Era ISD and what supports employees need.	Research project with four doctoral students from Lamar University to study teacher recruitment and retention data for Era ISD, and establish a teacher profile for the district.	Summary data compiled from dissertation research.
3.4	Teacher retention will increase over the prior year.	Exit survey data and employee survey data will be compiled and analyzed.	Monitor data with goal of achieving lower teacher turnover rate compared to the the 2017-18 school year (and years to follow).

4. Extracurricular Goal

The District...will be committed to providing and maintaining high quality and dynamic extracurricular student activities that will enable them to experience social, athletic, and academic growth.

Performance Objectives		Evidence of Progress	
		Formative	Summative
4.1	Monitor participation, academic performance, and success of extracurricular activities for students in all existing extracurricular programs.	% of students participating in extracurriculars at the elementary, middle school, and high school levels	Comprehensive Needs Assessment; end-of-year staff evaluations; awards earned or achieved in each program
4.2	Monitor number of extracurricular programs offered; consider adding new programs that have a high Staff and Student interest		Comprehensive Needs Assessment; end-of-year student and parent surveys
4.3	Evaluate resources or financial obligations required to maintain high quality extracurricular activities in the District	Budget monitoring throughout the year.	Final budget analysis at the end of the year. Formal evaluations of need for new budget year with each program sponsor/coach.

CAMPUS FOCUS GOALS- ELEMENTARY

1. Academic Goal

Era Elementary will monitor students who struggle in academic areas and will provide appropriate assistance to them as needed.

Performance Objectives		Evidence of Progress	
		Formative	Summative
1.1	Identify students who are struggling academically in a timely manner.	RTI Meetings each six weeks to identify students in need of intervention.	90% of students on Tier One in Math and Reading as determined by End of Year iStation Assessments.
1.2	Monitor student academic growth and progress in reading and math grades PK-3	Increase progress monitoring in reading and math to monthly assessments utilizing iStation Assessments in grades K-2.	90% of students on Tier One in Math and Reading as determined by End of Year iStation Assessments.
1.3	Implement workshop model to allow teachers to differentiate and meet the needs of all their students in all ELA classes	Participation in the Literacy Coalition with ESCXI. 2 day workshop in August, follow up training throughout the year	Students improved reading comprehension on STAAR Assessments and iStation End of Year Assessments.
1.4	Encouraging the use of effective teaching using differentiation and small group instruction in math.	Opportunities for professional development and peer collaboration.	Students improved math on STAAR Assessments and iStation End of Year Assessments.
1.5	Work to align vertically across campus in math and reading	Provide opportunities for teachers to work across grade levels on teacher work days	Improved alignment vertically in math and reading

2. Technology Goal

Improved competency amongst staff to educate students in a digital world and prepare them for a future that doesn't yet exist.

Performance Objectives		Evidence of Progress	
		Formative	Summative
2.1	Encourage staff to support one another in technological growth, development and implementation.	Add technology factor to current monthly staff meeting share, Create Discussion Boards in Google Classroom (Brag Board, Teachers Observing Teachers, Help?)	Increased effective technology use in instruction.
2.2	Deployment of Chromebooks in K-2	Implement chromebooks and web based curriculum in station rotation model during workshop	Students will be better prepared for student driven learning in upper elementary grades.

3. Culture/Climate Goal

Era Elementary will work to foster an environment of positive collaboration and growth mindset among staff, students, and parents.

Performance Objectives		Evidence of Progress	
		Formative	Summative
3.1	Implement new Mental Health First Aid training "Positive Action"	Incorporate Positive Actions Character Lessons into daily announcements and morning meetings	Improved student character as evidenced by Survey results, Hornet Hero Nomination Forms, and Anecdotal Feedback.
3.2	Provide Parent Education to support raising a child in a digital world.	Host a parent information night	Improved school to home support and education.
3.3	Continue to foster a growth mindset in students	Guidance lessons each six weeks, Morning Meetings, Daily Announcements communicate digitally about our efforts	Improved student character as evidenced by Survey results, Hornet Hero Nomination Forms, and Anecdotal Feedback.

Campus Focus Goals - Secondary

1. Academic Goal

The District will monitor students who struggle in academic areas and will provide appropriate assistance to them as needed.

Performance Objectives		Evidence of Progress	
		Formative	Summative
1.1	Continue the implementation of Fundamental Five practices for instructional effectiveness.	Prepare staff for expectations of fundamental five practices. Review how fundamental five practices are observed through walkthroughs and engage staff in PD related to Fundamental Five. Scheduled Peer to Peer review of Fundamental Five Practices.	Review of data collected, evidence from classwalks, teacher discussions, and instructional moments observed in the classroom. Feedback from teachers about how Fundamental Five practices work for them.
1.2	Response to Intervention Implementation and Improvement	Better identify students at the secondary level who are in need of Rti services. Prepare procedures to record data for Rti student interventions provided, Develop plans to provide supports for Rti students identified.	Review documentation of Rti reports from teachers. Progress monitoring of students. Evaluation of interventions provided. Results from testing of students identified as Rti.
1.3	Provided focused benchmark in the spring for core subject areas to review performance. Benchmarks provided in the Fall and Spring for Social Studies	8th grade curriculum assessment; Fall/Spring benchmarks in 8th Grade Social Studies Spring benchmarks for other tested areas.	8th grade Social Studies STAAR results, All tests STAAR results
1.4	Work to align vertically across campus in Math, ELA, Social Studies, and Science	Provide opportunities for teachers to work across grade levels on teacher work days	Improved alignment vertically in math and reading
1.5	Review of newly implemented programs of HST, Spanish 3, Drone Programs, and the removal of study halls.	Implement class programming with staff and student input. Discuss needs of programs and the effect the removal of programs may have on student success.	Establish surveys sent to parents and students about input into course offerings. Review feedback from both teachers and students about the implemented course offerings through survey. Review potential programming for future discussion at Era High School.

2. Workforce Goal

The District...will make every effort to prepare students to be successful in the current post-secondary education and job markets.

Performance Objectives		Evidence of Progress	
		Formative	Summative
2.1	Focus on engaging students in career, college, and military opportunities to the greatest extent possible.	The Scholastic Network, Naviance consideration, Drone Classes, Nursing classes, potential future offerings. Career Exploration activities for both junior high and high school students.	Student survey of classes and content, participation in career events offered, review of in district and out of district career curriculum and events.
2.2	Create partnerships with local industry and businesses to develop career pathways for students. Focus on the development of work program course offerings through these partnerships	*Increase connections to local businesses that will work with high school students to prepare them for jobs. Work on developing job opportunities and programs for students to engage in.	Review connections made and work with businesses to get feedback about programming and student performance. Get student feedback about experience in the workforce program.

3. Culture/Climate Goal

The District...will make every effort to recruit, develop, recognize, and retain highly qualified personnel in every District position

		Evidence of Progress	
Performance Objectives		Formative	Summative
3.1	Organize and support mental health activities that connect peers with one another and educate teachers on what to look for.	Use Sandy Hook Promise activities to educate our students. Provide activities such as positive feedback to peers and if you see something you say something. Educating students on better how to use our blackboard reporting system. Professional development for staff to recognize mental health concerns of students.	Student and staff survey feedback from activities engaged in. Evaluation of community response from social media. Review of case by case concerns that arise during the year. Evaluation of the effectiveness of the reporting system.
3.2	Create opportunities for teacher feedback into procedures and activities at the campus level. Also provide leadership opportunities when possible and appropriate. When possible provide opportunities for teachers to grow through the use of professional development and providing leadership opportunities beyond classroom walls.	Create a variety of possible advancement opportunities for teachers, with accompanying titles and stipends, if applicable. Investigate potential course offerings, technology options, and workshops that relate to teachers and their specific content areas. Provide peer to peer engagement opportunities for teachers to hone practice. Provide input options for teachers. Encourage teachers to present at conferences and engage in their focus areas.	Staff review of experiences held. Staff meetings to discuss further growth opportunities. Individual conferences with staff about personal goals.
3.3	Focus on the development of and effective implementation of honor programs for students that include National Honor Society, Beta Club, Student Council, TAFE, and Spirit Clubs. Create a peer feedback group to help administration and teachers be aware of current needs and concerns.	Implement staff and student committees relevant to each arena. Develop established guidelines for each group. Develop PBL opportunities for students to involve themselves in the development of programming when appropriate. Creation of handbooks, policies surrounding each activity with a focus on purpose.	Review program activities at the end of year. Discuss the level of implementation met. Student survey of programming.

Spring 2019 Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities	Documents Reviewed
Student Achievement	Teachers utilizing Aware to create assessments	-Offer Dual Credit on site for English		<ul style="list-style-type: none"> Standardized Assessment Results Texas Academic Performance Reports (TAPR) Adequate Yearly Progress (AYP) AMAOS TELPAS CBAs Class Grades/Report Cards
School Culture and Climate	Improved security for the campus, added fencing and card readers to school doors. Added Security Cameras. Elementary Counselor has been extremely useful and made a great impact on our campus.	Implement Mental Health First Aid programs -Update safety drills documents, plans, maps, etc		Staff Survey Parent Survey Student Survey
Staff Quality - Professional Development	Teachers observing teachers is a great addition to our practices for staff development.	-Update teacher/staff web pages -develop syllabus for courses at 7-12 level -Literacy Coalition with ESC 11 -add vertical teaming times to professional development calendar - add master teachers to work as mentors for staff		<ul style="list-style-type: none"> Teacher certification/qualification data Staff attendance report PDAS
Curriculum, Instruction, Assessment	-Move it Monday continues to increase hands on learning opportunities for students -Interventions are effective -Innovators Day - aides for interventions really helps teachers get great intervention to each student	Improved opportunities for vertical teaming and alignment.		<ul style="list-style-type: none"> Scope and Sequence Documents Master Schedule Class Schedule Technology Plan RTI Schedule Inclusion schedule
Family and Community Involvement	-Blackboard parent link has been a great tool for school to home communication -Class Dojo at elementary level has improved school to home relationship and communication	Improvement of district website- needs updating		
Technology		- improvement in intercom system - improvement in network infrastructure - support staff in implementation of technology		District Technology Plan, Bright Bytes Data

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Enrollment By Grade			Enrollment By Sex														
Count	%Enroll		Count	%Enroll		Count	%Enroll		Count	%Enroll		Count	%Enroll				
Early Education	1	0.21%	Male	238	49.07%	LEP	7	1.44%									
Pre-Kindergarten	0	0.00%	Female	247	50.93%	Immigrant	0	0.00%									
Kindergarten	38	7.84%	TOTAL			485	100.00%	Economic Disadvantaged	158	32.58%							
Grade 1	32	6.60%						Military Connected	5	1.03%							
Grade 2	33	6.80%						Foster Care	1	0.21%							
Grade 3	33	6.80%						Homeless	0	0.00%							
Grade 4	41	8.45%						Unaccompanied Youth	0	0.00%							
Grade 5	33	6.80%						Dyslexia	8	1.65%							
Grade 6	44	9.07%						TOTAL			179						
Grade 7	44	9.07%															
Grade 8	32	6.60%															
Grade 9	40	8.25%															
Grade 10	30	6.19%															
Grade 11	48	9.90%															
Grade 12	36	7.42%															
TOTAL			485	100.00%													
	Total Enrollment			Migrants			Eligible- Free/Reduced Meals			Bilingual			ESL				
	Count	%Group	%Enroll	Count	%Group	%Enroll	Count	%Group	%Enroll	Count	%Group	%Enroll	Count	%Group	%Enroll		
American Indian / Alaskan	6	1.24%	1.24%	0	0.00%	0.00%	2	1.27%	0.41%	0	0.00%	0.00%	0	0.00%	0.00%		
Asian	2	0.41%	0.41%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%		
Black / African American	1	0.21%	0.21%	0	0.00%	0.00%	1	0.63%	0.21%	0	0.00%	0.00%	0	0.00%	0.00%		
Hispanic / Latino	57	11.75%	11.75%	0	0.00%	0.00%	37	23.42%	7.63%	0	0.00%	0.00%	7	100.00%	1.44%		
White	410	84.54%	84.54%	0	0.00%	0.00%	114	72.15%	23.51%	0	0.00%	0.00%	0	0.00%	0.00%		
Hawaiian / Pacific Islander	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%		
Two or More Races	9	1.86%	1.86%	0	0.00%	0.00%	4	2.53%	0.82%	0	0.00%	0.00%	0	0.00%	0.00%		
TOTAL			485	100.00%	100.00%	0	0.00%	0.00%	158	100.00%	32.58%	0	0.00%	0.00%	7	100.00%	1.44%
	At Risk			Career & Technical			Special Ed			Gifted & Talented							
	Count	%Group	%Enroll	Count	%Group	%Enroll	Count	%Group	%Enroll	Count	%Group	%Enroll					
American Indian / Alaskan	2	1.26%	0.41%	4	2.86%	0.82%	0	0.00%	0.00%	0	0.00%	0.00%					
Asian	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	1	3.45%	0.21%					
Black / African American	0	0.00%	0.00%	1	0.71%	0.21%	0	0.00%	0.00%	0	0.00%	0.00%					
Hispanic / Latino	31	19.50%	6.39%	21	15.00%	4.33%	4	7.41%	0.82%	1	3.45%	0.21%					
White	123	77.36%	25.36%	112	80.00%	23.09%	49	90.74%	10.10%	26	89.66%	5.36%					
Hawaiian / Pacific Islander	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%					
Two or More Races	3	1.89%	0.62%	2	1.43%	0.41%	1	1.85%	0.21%	1	3.45%	0.21%					
TOTAL			159	100.00%	32.78%	140	100.00%	28.87%	54	100.00%	11.13%	29	100.00%	5.98%			

*data taken from Fall 2018 PEIMS Collection

Student Performance

STAAR Results - Cumulative Summary -2017 to 2019(as of June) ** % at "Approaches"

*cumulative % through March & May test adminis **1st = first-time testers only; all = include

	Reading			Math			Writing			Science			Social Studies		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
3	86%	87%	79%	91%	82%	79%									
4	75%	91%	78%	64%	89%	73%	89%	83%	71%						
5	*89%	*90%	*97%	*86%	*98%	*97%				86%	70%	75%			
6	89%	90%	81%	77%	93%	91%									
7	78%	84%	90%	71%	84%	88%	76%	84%	88%						
8	*87%	*93%	*88%	*80%	*89%	*84%				80%	78%	79%	53%	50%	76%
9-12	English 1			Algebra 1			English 2			Biology			US History		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
all	77%	73%	77%	93%	76%	79%	84%	94%	76%	93%	94%	100%	97%	94%	98%
**1st	83%	75%	83%	96%	78%	86%	86%	96%	80%	95%	97%	100%	97%	94%	98%

2019 STAAR Results - Comparison: State vs. Era (as of June) ** % at "Approaches"

*cumulative % through March & May test administrations

	Reading		Math		Writing		Science		Social Studies	
	State	EISD	State	EISD	State	EISD	State	EISD	State	EISD
3	76%	79%	78%	79%						
4	74%	78%	74%	73%	65%	71%				
5	77%	*97%	83%	*97%			74%	75%		
6	66%	81%	79%	91%						
7	74%	90%	73%	88%	69%	88%				
8	77%	*88%	81%	*84%			79%	79%	67%	76%
9-12	English 1		Algebra 1		English 2		Biology		US History	
	State	EISD	State	EISD	State	EISD	State	EISD	State	EISD
9-12	63%	77%	84%	79%	67%	76%	88%	100%	93%	98%

STAAR Results - Cumulative Summary -2017 to 2019(as of June) ** % at "Meets"

	Reading			Math			Writing			Science			Social Studies		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
3	51%	55%	42%	51%	34%	36%									
4	53%	63%	44%	31%	54%	37%	69%	63%	46%						
5	61%	65%	56%	39%	48%	47%				27%	23%	38%			
6	63%	63%	44%	46%	58%	49%									
7	39%	75%	71%	41%	56%	64%	46%	66%	62%						
8	58%	50%	55%	36%	33%	52%				50%	38%	52%	13%	13%	24%
9-12	English 1			Algebra 1			English 2			Biology			US History		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
all	66%	55%	59%	59%	39%	53%	76%	73%	70%	79%	58%	79%	72%	75%	80%
**1st	71%	56%	65%	61%	40%	57%	81%	74%	77%	80%	60%	79%	72%	77%	80%

2019 STAAR Results - Comparison: State vs. Era ** % at "Meets"

	Reading		Math		Writing		Science		Social Studies	
	State	EISD	State	EISD	State	EISD	State	EISD	State	EISD
3	44%	42%	47%	36%						
4	43%	44%	46%	37%	33%	46%				
5	51%	56%	56%	47%			48%	38%		
6	35%	44%	45%	49%						
7	47%	71%	41%	64%	40%	62%				
8	53%	55%	55%	52%			49%	52%	35%	24%
9-12	English 1		Algebra 1		English 2		Biology		US History	
	State	EISD	State	EISD	State	EISD	State	EISD	State	EISD
9-12	49%	59%	62%	53%	51%	70%	63%	79%	75%	80%

STAAR Results - Cumulative Summary -2017 to 2019(as of June) ** % at "Masters"

	Reading			Math			Writing			Science			Social Studies		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
3	31%	21%	18%	17%	16%	18%									
4	31%	29%	20%	11%	20%	20%	25%	14%	5%						
5	39%	33%	34%	11%	15%	16%				11%	13%	6%			
6	29%	38%	21%	23%	13%	19%									
7	24%	53%	43%	15%	25%	19%	10%	31%	31%						
8	29%	23%	30%	4%	0%	4%				17%	18%	15%	3%	3%	9%
9-12	English 1			Algebra 1			English 2			Biology			US History		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
all	11%	12%	7%	21%	15%	39%	11%	8%	9%	17%	23%	21%	33%	28%	36%
**1st	12%	13%	8%	21%	15%	43%	11%	9%	10%	17%	23%	21%	33%	29%	36%

2019 STAAR Results - Comparison: State vs. Era ** % at "Masters"

	Reading		Math		Writing		Science		Social Studies	
	State	EISD	State	EISD	State	EISD	State	EISD	State	EISD
3	28%	18%	24%	18%						
4	22%	20%	28%	20%	10%	5%				
5	29%	34%	36%	16%			23%	6%		
6	17%	21%	20%	19%						
7	28%	43%	16%	19%	17%	31%				
8	27%	30%	16%	4%			24%	15%	20%	9%
9-12	English 1		Algebra 1		English 2		Biology		US History	
	State	EISD	State	EISD	State	EISD	State	EISD	State	EISD
9-12	12%	7%	39%	39%	8%	9%	26%	21%	47%	36%

Student Performance ACT Data

Longitudinal Trends - Average ACT Scores												
Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2005	5	72,294	20.4	19.3	20.4	20.3	24.6	20.3	21.0	20.2	21.6	20.2
2006	6	73,524	24.5	19.4	23.8	20.6	27.2	20.5	24.3	20.3	25.2	20.3
2007	14	76,542	23.8	19.5	24.2	20.8	22.5	20.6	23.0	20.4	23.5	20.5
2008	7	79,050	22.9	19.8	22.7	21.2	23.7	20.9	22.4	20.5	23.0	20.7
2009	6	82,640	19.3	19.9	21.3	21.3	22.2	20.9	20.5	20.6	21.0	20.8
2010	12	92,615	18.3	19.7	20.0	21.4	18.0	20.8	18.3	20.9	18.8	20.8
2011	28	101,569	20.7	19.6	21.9	21.5	20.9	20.7	21.6	20.8	21.5	20.8
2012	8	110,180	16.4	19.6	17.9	21.4	17.8	20.8	16.6	20.8	17.4	20.8
2013	22	109,841	22.5	19.8	22.6	21.5	24.0	21.0	23.1	20.9	23.1	20.9
2014	14	116,547	16.9	19.8	19.4	21.4	19.3	21.1	20.3	21.0	19.0	20.9
2015	32	124,764	20.8	19.8	20.1	21.1	20.3	21.1	21.3	21.0	20.7	20.9
2016	22	142,877	22.4	19.4	21.1	20.7	21.4	21.0	21.4	20.7	21.7	20.6
2017	19	146,608	18.6	19.5	19.4	20.7	21.3	21.1	20.7	20.9	20.2	20.7
2018	22	141,253	20.5	19.6	22.1	20.6	23.1	21.1	22.1	20.8	22.1	20.6
2019	25	136,061	20.6	19.5	21.0	20.4	21.9	21.1	21.0	20.6	21.2	20.5

Percent of ACT-Tested Students Ready for College-Level Coursework													
ACT has established the following as college readiness benchmark scores for designated college courses. A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher, or about a 75% chance of obtaining a C or higher in the corresponding college courses.													
* English Composition: 18 on ACT English Test						* Social Science: 22 on ACT Reading Test							
* College Algebra: 22 on ACT Mathematics Test						* Biology: 23 on ACT Science Test							
Grad Year	District	Total Tested		College English Composition		College Algebra		College Social Science		College Biology		Meeting All 4	
		State	District	State	District	State	District	State	District	State	District	State	
2009	6	82,640	67%	63%	33%	44%	67%	49%	33%	26%	33%	22%	
2010	12	92,615	--	--	--	--	--	--	--	--	--	--	
2011	28	101,569	75%	60%	61%	48%	46%	48%	39%	28%	32%	24%	
2012	8	110,180	38%	61%	25%	48%	38%	48%	0%	29%	0%	24%	
2013	22	109,841	86%	61%	55%	48%	59%	43%	59%	36%	41%	26%	
2014	14	116,547	--	--	--	--	--	--	--	--	--	--	
2015	32	124,764	72%	59%	38%	44%	28%	44%	22%	38%	16%	27%	
2016	22	142,877	91%	57%	45%	42%	32%	43%	36%	35%	9%	26%	
2017	19	146,608	68%	57%	21%	40%	47%	45%	26%	35%	11%	26%	
2018	22	141,253	73%	56%	50%	39%	55%	44%	45%	35%	32%	25%	
2019	25	136,061	76%	55%	44%	38%	44%	44%	32%	35%	16%	25%	

Accountability Summary

School Year 2018-19
ERA ISD



Student Enrollment Details 483 Students Enrolled **Address** 108 HARGROVE ST, ERA, TX 76238

DISTRICT OVERVIEW 2018-19

HOW WELL DID THIS DISTRICT PERFORM OVERALL?



88 out of 100

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

CHANGE OVER TIME

2017-18
Met Standard
80 out of 100

2018-19
B
88 out of 100

This section showcases annually the overall grade of this district to showcase their improvement over time. The overall grade is based on performance in the three domains listed below.

OVERALL PERFORMANCE DETAILS



STUDENT ACHIEVEMENT



89 out of 100

Student Achievement shows how much students know and are able to do at the end of the school year.



SCHOOL PROGRESS



81 out of 100

School Progress shows how students perform over time and how that growth compares to similar schools.



CLOSING THE GAPS



85 out of 100

The Closing the Gaps domain tells us how well different populations of students in a district are performing.

Student Enrollment Details 483 Students Enrolled Address 108 HARGROVE ST, ERA, TX 76238



HOW ARE SCORES CALCULATED?



STUDENT ACHIEVEMENT

Component	Score	% of grade
STAAR Performance	80	40%
College, Career, and Military Readiness	92	40%
Graduation Rate	100	20%
Total	89	100%



SCHOOL PROGRESS

The higher score of Academic Growth or Relative Performance is used.

Component	Score	% of grade
Academic Growth	76	
Relative Performance	81	100%
Total	81	100%



CLOSING THE GAPS

Component	Score	% of grade
Grade Level Performance	71	55.6%
Academic Growth/Graduation Rate	100	11.1%
Student Achievement	100	33.3%
Total	85	100%



FINANCE SUMMARY 2017-18

HOW MUCH DID THIS DISTRICT RECEIVE COMPARED TO OTHERS?

\$11,355
per student



FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS (FIRST) FOR 2018-19



96 out of 100

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount
1	Maintain and improve district website: counselor's page; include info on college admissions, FAFSA, and Texas Grant program	Counselor Principal		
2	Coordinate with NCTC's financial aid information night and FAFSA completion night	Counselor NCTC Reps		
3	Offer PSAT (11th), ACT/SAT Spring semester 11th; Offer ACT/SAT Prep Course for all juniors	Counselor Teachers		
4	Utilize district funds to pay fees for students to take the TSIA (on campus) as Sophomores and the ACT/SAT as Juniors.	Counselor Principal Superintendent	199.11.6499.00.001.031	\$3,500.00
5	Offer multiple dual-credit online courses; Offer ENG 1301 & 1302 on campus with district instructor; Provide local scholarships for all DC; Changed to a reimbursement process - students are reimbursed at the end of the semester on a sliding scale based on their course grades	Counselor Principal Sec Teachers	199.11.6223.00.001.031 NCTC Link -Schedule	\$5,000.00
6	Utilize Eduphoria Aware for data disaggregation and student achievement info	Administration Core Teachers	199.11.6239.02.001.011	\$4,000.00
7	Differentiate math instruction in elementary through small group instruction	Elem Teachers		
8	Implement Fundamental Five practices at secondary campus to improve instructional effectiveness	Sec Teachers Sec Principal		
9	Elementary teachers will meet monthly in vertical PLCs to align content and instruction	Teachers		
			TOTALS	\$12,500.00

Federal Programs			
Strategies	Person(s) Responsible	Funding Source	Budgeted Amount
Salary and Payroll Costs (1 FTE - KG)	Superintendent	211.11.6100	\$64,147.00
Contract for technical assistance for ESSA grant programs	Superintendent	211.11.6219.00.701.030	\$3,296.00
Title I, Part A (Fund 211)			\$67,443.00
	<p>Program is "school wide" in the District. Funds are primarily used for teacher salaries, to reduce cla</p> <p>Planned activities for serving students include research-based programs and/or strategies for Math, Reading, Science, Arts, Writing, & Social Studies.</p> <p>Reservation of funds for LEA activities: Administration - Fed Programs Consultant</p> <p>Reservation of funds to meet Teacher Quality and Paraprofessional Qualifications: 0%</p> <p>Private School fair share: there are no private schools within the LEA boundaries</p> <p>Era ISD currently applies for Title I, A funds to be used on the Schoolwide campus. Intent and purposes of the program as well as the Requirements of a Schoolwide Program are addressed in the District/Campus Plan.</p>		
		2019-2020:	Era ISD will plan to continue to use allocated funds in the instructional salaries budget, and in contracted services for the fees associated with maintaining our contract with our Federal Programs Consultant.
Title II Supplies (Technology)	Superintendent	255-11-6399-00-001-011	\$11,510.00
Title II, Part A (Fund 255) Teacher and Principal Training and Recruitment	Era ISD currently REAPs Title II funds to be used for Title I, Part A, purposes. Currently, funds are used primarily for upgrading instructional technology supplies for students, which is an ongoing need in the absence of dedicated state technology allotments.		
	2019-2020:		Era ISD will plan to continue to designate these funds for the primary purpose of supplementing and upgrading District technology, specifically for student use such as Google Chromebooks and iPads. Note that State Technology Allotment funding was discontinued starting with the 2012-13 school year.
Title VI / Small Rural School Achievement Program (SRSA)	Superintendent	Rural Education Achievement Program (REAP)	\$78,953.00

Title VI, Part B, Subpart 1 Small Rural School Achievement Program (USDE)	The purpose of the REAP program is to help eligible local education agencies (LEAs) address local academic needs more effectively by giving them greater flexibility in the use of limited federal resources. REAP is designed to address the unique needs of rural school districts that frequently (1) lack the personnel and resources needed to compete effectively for Federal competitive grants; and (2) receive formula allocations in amounts too small to be effective in meeting their intended purposes. [Title VI, Part B, Subpart 1, Section 6211 of P.L.107-110]		
	An LEA is eligible to participate in REAP if (a) the total number of students in average daily attendance is less than 600; or all campuses served by the LEA are designated with a School Locale Code of 7 or 8 as determined by the U.S. Department of Education's National Center for Educational Statistics and (b) each county in which a school served by the LEA is located has a total population density of fewer than 10 persons per square mile.		
	In order for an LEA to participate in REAP for more than three consecutive school years, the LEA must show that students served by the LEA have made adequate yearly progress (AYP) during the original three-year period of participation. After the review of progress on student achievement at the end of the three-year period, an LEA that fails to meet AYP after three years may continue to participate in REAP if it uses all of its "applicable funding" (i.e., fund that the LEA receives by formula under Title II, Part A; Title II, Part D; Title IV, Part A; and Title V, Part A) to carry out improvement requirements of section 1116 of the ESEA. An LEA that does not desire to use all of its "applicable funding" to carry out the requirements of section 1116 may not exercise REAP.		
	In the current year, Era ISD REAP'ed the following programs: Title II, A - Preparing, Training, and Recruiting High Quality Teachers and Principals By REAP'ing these program funds, the district does not have to meet the specific intents and purposes of each program with only a small amount of dollars.		
	2019-2020:		Era ISD intends to continue to REAP the Title IIA funds
Title IV, Part A (SSAE)	Intent is to provide a well-rounded education to all students. Districts accepting these funds would address well-rounded educational opportunities, safe and healthy students and effective uses of technology.		
Salary and Payroll Costs (partial FTE)	Superintendent	289-11-6100	\$10,000.00
	2019-2020:	Era ISD will plan to continue to allot these funds to instructional salaries.	
Salary and Payroll Costs (1 FTE)	Superintendent	289-11-6100	\$50,259.00
Supplies	Superintendent	289-11-6399-00-001-911	\$0.00
USDE Small, Rural School Achievement (SRSA) Program Grant (Fund 289)	Era ISD currently utilizes all SRSA Grant funds for Title I, Part A, purposes. Funds are used primarily for teacher salaries in combination with Title 1-A funds.		
	2019-2020:	Era ISD will plan to continue to allot these funds to instructional salaries.	
TOTALS			\$285,608.00

At-Risk / Compensatory Education

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount
1	Teacher Salaries / Aide Salaries Payroll Costs (FICA, Health Ins, TRS) Substitutes	Superintendent Principals	199.11.611X.00.001.030 199.11.612X.00.001.030 199.11.614X.00.001.030	\$121,940.00 \$16,675.00 \$21,568.00
2	DAEP	Superintendent Principals	199.11.6112.00.001.028	\$1,000.00
3	Use Study Island online curriculum for target areas of assistance	Superintendent Principals	199.11.6399.00.001.030	\$3,830.00
4	Utilize istation tutorials for elementary students for increased performance on math and reading skills	Superintendent Principals	199.11.6399.00.001.030	\$6,028.00
5	Continue to utilize after-school tutorials program weekly for targeted student assistance; Provide Saturday School as needed for academic and attendance concerns. (\$25/hr. for teachers)	Principals Teachers	199.11.6119.05.001.011 199.11.6119.01.001.024 199.11.6119.05.001.025	\$1,000.00 \$2,000.00 \$500.00
6	Provide additional supplies for elementary reading specialist to use in assisting struggling readers to return to grade levels in reading proficiency	Principal Elementary Reading Specialist	199.11.6399.20.001.030	\$2,500.00
7	Provide assessment remediation to students who do not pass EOC or SSI assessments; After School Tutorials, Summer Study Sessions	Teachers Principal	199.11.6119.02.001.030	\$2,500.00
8	Utilize learning labs ("E-Lab") where struggling student can go, or be sent to, when they need additional individual help. Utilize E-Lab as CMC source for secondary SpEd students (include as part of Rtl strategies)	Principals Assigned Teachers		
9	Utilize Odysseyware for credit recovery and acceleration purposes; TAKS/STAAR remediation	Principals Counselor	199.11.6219.00.001.031	\$6,120.00
10	Monthly RTI meetings with principals and teachers to track students progress and interventions to improve achievement for struggling students	Principals Teachers		
TOTALS				\$185,661.00

Advanced Academics/GT				
	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount
1	Implement portfolios for GT students in elementary school- through graduation	GT Director Teachers Students		
2	Budget available funds to best serve appropriate GT student population	GT Director Teachers Principal	199.11.6100...021 199.11.6399.00.001.021 199.11.6400...021	\$17,681.00 \$700.00 \$1,050.00
3	HS trip to local University for Admissions tour. Additional educational and or cultural field trip experiences	GT Director		
4	Elem & JH Field Trips to enhance learning opportunities and cultural experiences.	GT Director		
5	Elementary & JH GT Bi-weekly after school collaboration	GT Director		
6	Participate in Student Showcase at ESC11 STEAM Carnival	GT Director		
7	Utilize HS GT students to enhance learning experiences for elementary students.	GT Director		
TOTALS				\$19,431.00

Career & Technology Education

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount
1	Establish and utilize CTE advisory committee	CTE teachers Community		
2	Create CTE graduation pathways for students who do not intend to pursue university admission after graduation (SW10)	Principal Counselor CTE teachers		
3	Budget available CTE funds to best serve appropriate student population	Superintendent CTE teachers	199.11.6100 ... 022 199.11.6300 ... 022 199.11.6400 ... 022	\$133,164.00 \$25,000.00 \$20,500.00
4	Increase variety of Vocational offerings for students	Secondary Principal Vocational teachers		
5	Work with Cooke County administrators, representatives from local manufacturing companies, North Central Texas College, Workforce Texoma, and Gainesville Economic Development to provide programs which introduce students to opportunities available for jobs and certification programs beyond high school. Students will participate in Manufacturing Day to learn about future careers in manufacturing by visiting local Manufacturing companies.	Counselor, Secondary Principal, CTE Teachers		
6	Utilize Carl Perkins Funds to purchase supplies and equipment to enhance current courses offered	Superintendent, Secondary Principal, CTE Teachers	Carl Perkins Grant	
7	Employ student technology aides to assist the Director of Technology with minor tech issues throughout the district.	Superintendent, Director of Technology		
8	Host Career Day to start conversations about possible careers.	Principal, Counselor		
9	Establish new Drone Program, Health Science Technology, and Education training classes for High School Students	Principal, Teacher	FWISD Grant	
10	Utilize new Naviance program with College and Career Preparation, additionally supplemental programming for ACT/SAT Prep	Principal, Teacher	199.11.6219.00.001.031	\$6,535.00
11	New Plasma Cutter Water Table System and certification offered through Ag	Principal, Ag Teacher		
TOTALS				\$185,199.00

Special Education				
	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount
1	Prepare and mainstream Sp. Ed. Students back into regular ed. when academically appropriate	SpEd Coord Principals Teachers	Special Ed Funds Regular Ed Funds Class Time	
2	Utilize Response to Intervention (Rtl) strategies to target At-Risk students (SW2)	Principal SpEd Coord Counselor	Staff development budgets(if needed)	
3	Employee part time certified paraprofessional to assist in reading interventions	Tech Director ESL/Dyslexia teacher and aide		
4	Provide access to professional development, as needed, by appropriate SpEd staff		199.13.6411.00.001.023SEC 199.13.6411.01.001.023ELE	\$250.00 \$250.00
5	Budget available Special Ed funds to best serve appropriate student population		199.11.6100 ... 023 199.11.6300 ... 023 199.11.6400 ... 023 CCSEC 199.93.6492.00.001.023	\$168,311.00 \$2,500.00 \$400.00 \$203,948.00
TOTALS				\$375,659.00

LEP & Dyslexia				
	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount
1	Provide ESL classes for qualified students LPAC meetings attended by appropriate staff and parents	ESL Teacher & Aide, Principal	Funds- ESL budgets	
2	Send ESL & Dyslexia teachers to professional development	ESL/Dyslexia Coordinators Principal	Staff development funds	
3	Budget available ESL/Dyslexia funds to best serve appropriate student population		199.11.6100 ... 025 199.11.6300 ... 025	\$941.00 \$1,000.00
4	Initial screening for dyslexia for students in Kinder and First through istation and TPRI assessments			
5	District requirement for ELA teachers to be ESL certified	Principals, ELA staff	as needed from 199.13	
TOTALS				\$1,941.00

School Culture & Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount
1	Students will participate in Character Education Programs focused on prevention of harassment and bullying	Counselor Nurse Teachers / Coaches GT Students	Athletics character training	
2	Regular, random visits by Drug Dog	Principal Superintendent	199.11.6219.01.001.011	\$1,500.00
3	Students will actively participate in Red Ribbon Week	Counselor Principal Teachers	Materials from PTO Daily/Weekly prizes	
4	Recognize elementary students with perfect attendance; students with 100% attendance will receive incentive awards	Elem Principal	Activity fund (Elementary Principal's fund)	
5	Students who exhibit excellent citizenship are honored each six weeks as Hornet Hero	Elem Principal	Activity fund (Elementary Principal's fund)	
6	Continued implementation of Defender Program (ongoing training and supplies)	Superintendent	199.52.6100 ... 099 199.52.6299.00.001.099 199.52.6399.00.001.099 199.52.6411.00.001.099	\$2,761.00 \$1,000.00 \$2,500.00 \$1,500.00
7	Raptor School Check-in System (Background check and badge system for visitors to campus)	Superintendent, Campus offices	199.52.6399.01.001.099	\$750.00
8	Continuation of Drug Testing Policy for Students participating in Extracurricular activities	Superintendent	199.36.6219.03.001.091ATH	\$5,000.00
9	Start with Hello program K-12	Principals, Counselors		
10	Elementary Counselor provides character guidance lessons to all students in Elementary once per six weeks	Elementary Counselor		
11	Address needs in Social and Emotional Learning through implementation of Mental Health First Aid Training "Positive Action"	Nurse		
12	Develop and revise honor programs for students including: NHS, Beta Club, Student Council, TAFE, etc.	Secondary Principal Club Sponsors		
TOTALS				\$15,011.00

Staff Quality / Professional Development

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount
1	Provide staff development locally and from ESC XI to address areas of concern (Math, Science, Tech), and to improve TEKS/TAKS- based classroom instruction	Administration Teachers Other staff	199-13 staff development funds	\$13,250.00
2	All teachers will maintain a scope and sequence document for each class	Teachers Principals		
3	Employ additional HQ educational aides as needed to support classroom instruction in resource setting	Administration SpEd Coordinator	Special education funds- salaries	
4	Seek ongoing professional training for SpEd aides and teachers		Special education funds- professional development	
5	Provide "just-in-time" and other professional development in new technology areas to improve teacher instruction in classroom setting	Tech Coordinator Principals Superintendent	Professional Development Budgets	
6	Provide opportunities for teachers to attend Denton TIA Annual Conference to help blend pedagogy and technology in instructional practices.	Tech Coordinator Principals Superintendent	Registration	
7	Era ISD will attract/retain HQ teachers by providing a Retention Stipend for qualified staff	Administration	199.11.6119.04.001.011 199.11.6129.02.001.011	\$75,000.00 \$13,500.00
8	Era ISD will attract HQ teachers by advertising available positions in a variety of places and by maintaining an updated District website.	Administration ESCXI		
9	Era ISD will analyze data for all current and new educational professionals to assure HQ requirements are met.	Superintendent HR Dept		
10	All students, regardless of low-income or minority status, will be taught by HQ teachers at the same level as students who are not low-income or minority.	Administration		
11	Provide access to high-quality, ongoing professional development.	Administration Teachers ESC 11	Professional development funds	
12	Maintain an effective local mentor program for new educators	Administration Teachers ESC 11		
13	Require that all educational aides employed by the district meet the guidelines for "highly qualified"; Utilize the PAKS assessment tool or Master Teacher Online Course	Administration		

14	Educate educational aides and long-term subs about the Educational Aide Exemption Program	Administration		
15	Strive to financially compensate professional educator staff to a degree that is competitive with local school districts and the public school market in Texas to the extent possible	Superintendent Business Office	Payroll Costs	
16	Teachers will participate Teachers observing Teachers for professional development opportunities to learn from one another.	Principal Teachers		
17	Offer additional staff development days during the school year with additional flexibility in the calendar	Superintendent School Board		
18	Literacy Coalition Training for Elementary Reading Teachers	Elementary Principal Elementary Teachers	199.13.6499.01.001.011ELE	\$1,500.00
19	Formed Instruction Leadership Team to provide leadership opportunities for teachers while using their skills and talents to support instructional staff and campus goals	Superintendent Principals ILT		
20	Instructional Leadership Team collaborative effort in creating "More than a Whiteboard" blog to share effective instructional tips, tricks and tools	Superintendent Principals ILT		
21	Instructional Leadership Team to offer "Ed Talk Tuesdays" to provide in time instructional support twice monthly for staff	Superintendent Principals ILT		
TOTALS				\$103,250.00

Curriculum Instruction & Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount
1	Enhance classroom instruction by providing hands on, real world, discovery model educational experiences.	Teachers		
2	Teachers will incorporate critical thinking skills and reasoning as a regular part of daily instruction.	Teachers		
3	Conduct vertical team meetings and grade level team meetings based on data analysis, discussion of rigorous instruction and strategies for improving student learning.	Teachers Principals		
4	Implement an intervention and enrichment period within the master schedule to allow time for acceleration of instruction, intervention time, and enrichment activities to meet the needs of varying student populations such as GT, At-Risk, RTI Tier-2, LEP, etc.	Principals Counselor		
5	Create collaborative planning time for teachers to plan collaboratively through a Professional Learning Community	Principals Counselor		
6	Students will receive small group instruction in reading daily with focus on fluency.	Teachers		
7	Employ instructional aides to provide more individualized or small group assistance to at- risk students.	Superintendent HR		
8	Innovators Day at Elementary Campus twice annually to increase STEAM instruction and learning	Elem Principal Elem Teachers	199.11.6399.CL.001.011 Principals Activity Acct	\$1,000.00 \$1,200.00
9	iStation Benchmarking program in Elementary for all students to track growth and progress Elementary CompEd supplies	Superintendent Principals	199.11.6399.00.001.030TEC 199.11.6399.20.001.030	\$2,556.00 \$2,500.00
10	Secondary teachers will administer focused benchmarks in the spring to review progress	Teachers		
11	Utilize new program NearPod for enhancing instruction	Teachers	199.11.6399.08.01.011.TEC	\$3,680.00
TOTALS				\$10,936.00

Family & Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount
1	Post agendas and minutes of all school board meetings on district website. Post budget reports and district check register on district website	Superintendent		
2	Utilize SchoolWires website hosting Enhance distribution of information to the school community	Tech Coordinator Principal Teachers		
3	Utilize Blackboard Parent Link to contact parents daily regarding student absences, school emergencies and other school announcements; cafeteria balance information communicated through my school bucks	Principal Superintendent Secretaries	199.11.6399.11.001.011TEC	\$4,774.69
4	Utilize Electronic sign to promote and communicate upcoming school and community events while recognizing our student's accomplishments.	Elementary Principal	no new costs	
5	Provide info to parents on state student academic achievement standards, state and local assessments, and best practices on how to work with educators and to monitor their child's progress	Administration Teachers		
6	8th grade HS orientation meeting FAFSA workshop for Junior and Senior Parents	Secondary Principal Counselor		
7	Parent and student orientation meeting for grades K-12 at "Meet the Teacher" open house night. Provide handbooks in hard copy and on school website	Principals Counselor Teachers		
8	Provide the following opportunities: Parent Volunteer Program, Student Awards Assemblies, Innovators Day (SW6) PTO, Athletic Booster Club, Era Youth Supporters Student Music programs Mini-Olympics (K-5)	Administration Teachers		
9	Set up parent conferences each grading period with parents of students who are failing more than one class or who are accumulating too many absences. Mail warning letters to absent/truant students	Principals Secretaries Teachers		
10	Require teacher to communicate about class assignments through local website, class dojo, or other electronic communication.	Teachers Tech Director		
11	Send home pamphlets explaining SSI process/program. Regularly update parents on their child's progress and benchmark results	Principals Teachers		
12	Provide parent education Newsletters to support raising a child in digital world	Counselors		
13	Utilize Social Media Platforms including Facebook, Instagram, Twitter, TeamApp, ClassDojo to communicate district information (Era ISD Facebook, Era Secondary Facebook, Hornets Nest Facebook, Era FFA Facebook, Hornets Nest Instagram, EraSDHornets Twitter)	Administration		
TOTALS				\$4,774.69

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount
1	Add new and maintain existing technology hardware and software as needed.	Tech Director Superintendent	Supply and Capital Outlay Budgets	
2	Continue to implement one to one initiative in grades 4-12 utilizing Chromebooks 4-12 and sets of 5 ipads in grades K-2	Tech Director Superintendent	255.11.6399.00.001.011	\$11,510.00
3	Deployment of Chromebooks in K-2 (5 per classroom)	Elementary Principal		
4	Connect Field House to main campus via Fiber	Tech Director Superintendent		
5	Upgraded computers in High School PC Lab	Tech Director		\$20,000.00
6	Upgraded phones, intercoms, network servers and switches	Tech Director Superintendent		
TOTALS				\$31,510.00

ESSA – Title Program Descriptions

Title I, Part A – Improving Basic Programs Operated by Local Education Agencies (LEA)

The purpose of Title 1, Part A is to provide opportunities for children served to acquire the knowledge and skills contained in the challenging State content standards [Texas Essential Knowledge and Skills (TEKS)] and to meet the challenging State performance standards (STAAR)].

A schoolwide program serves all children in order to upgrade the entire educational program in a school.

1. Allows integrated planning based on student needs
2. Allows for building level decisions about program design, program delivery, and resources.
3. Promotes campus reformation/restructuring for the purpose of increasing student performance.
4. Comprehensive needs assessment tied to the state campus planning process.
5. Supplement, not supplant, is based on funds not a program activity.

Title II, Part A – Preparing, Training, and Recruiting High Quality Teachers and Principals

LEAs are required to demonstrate annual progress in ensuring that all teachers teaching in academic subjects within the LEA and the State are highly qualified.

Title III, Part A (LEP) – English language Acquisition, Language Enhancement, and Academic Achievement Act

The purpose of grants made to LEAs under Title III, part A is to improve the education of limited English proficient children by assisting the children to learn English and meet challenging State academic content and student academic achievement standards. Districts that would receive less than \$10,000.00 are required to form consortiums in order to receive funding.

Title IV, Part A (SSAE) - intent is to provide a well-rounded education to all students. Districts accepting these funds would address well-rounded educational opportunities, safe and healthy students and effective uses of technology.

REAP – Rural Education Achievement Program

The purpose of the REAP program is to help eligible LEAs address local academic needs more effectively by giving them greater flexibility in the use of limited federal resources. REAP is designed to address the unique needs of rural schools districts that frequently (1) lack the personnel and resources needed to compete effectively for Federal competitive grants; and (2) receive formula allocations in amounts too small to be effective in meeting their intended purposes.

Title VI, Part B Subpart 1 – Small Rural School Achievement Program-USDE (Part of the ESSA Application process)

Title VI, Part B Subpart 2 – Small Rural School Achievement Program-USDE (Separate TEA application for schools that qualify)

Title I - Helping Disadvantaged Children Meet High Standards

Program Intent and Purpose

Title I, formerly known as Chapter 1, is part of the Elementary and Secondary Education Act of 1965, and is the foundation of the amendment, Every Student Succeeds Act. Its purpose is to close the achievement gap between low-income and other students. Nearly 14,000 of the 15,000 school districts in the nation conduct Title I programs. The original purpose of Title I was additional resources to states and schools for remedial education for children in poverty. The 1994 reauthorization of Title I shifted the program's emphasis from remedial education to helping all disadvantaged children reach rigorous state academic standards expected of all children. Title I funds can be used for supplemental instructional activities, counseling, parental involvement, professional development and program improvement. In return, schools and states must meet accountability requirements for raising student performance.

General Questions and Answers

How does my state and school district receive Title I dollars?

Title I funds are targeted to the districts, schools and students with the "greatest need." Funds flow to states through a formula based on the most recent Census count of poverty families residing in the state. Funds flow from the state to the district, and from the district to campuses based on poverty determined by free and reduced lunch counts or other poverty measures. Title I schools have higher than the district's average of poverty students, or at least 35% poverty students. Intended beneficiaries of Title I services are students who are academically disadvantaged, not necessarily economically disadvantaged. Texas receives well over a billion dollars every year to fund Title I programs.

What services does Title I provide?

Title I funds generally are used to improve academic achievement in reading and math. Title I funds are flexible, and can be used to provide professional development for teachers; support hiring additional teachers and classroom aides; improve curriculum; enhance parent involvement; extend learning time for students who need extra help; and provide other activities that are tied to raising student achievement.

What does the term "Title I schoolwide program" mean?

A school that receives Title I funds and has a student enrollment in which 40% or more of the students are low-income, is eligible to operate a "schoolwide program." Schoolwide programs require the campus improvement plan to provide strategies to improve the academic achievement of all students in the school using Title I resources. Schoolwide is the inclusion model for Title I services. On a schoolwide campus, all students are Title I students and all teachers are Title I teachers.

How does Title I funding breakdown by grade level?

Of the 11 million Title I students in the United States, about two-thirds are enrolled in grades preK-6, with one-third in grades 7-12. Title I serves approximately 260,000 preschool children.

What about children with disabilities?

Children with disabilities are eligible for Title I services if the school and the student meets the Title I eligibility criteria. Title I services approximately 1 million students with disabilities.

What about children with limited English proficiency?

Children whose native language is other than English can receive Title I services in addition to bilingual education services if the school and the student meet the Title I eligibility criteria. Title I services are provided to approximately 2 million students with limited English proficiency, approximately one-fifth of all students served by the program.

For more information, contact: For more information, contact:

U.S. Department of Education
Office of Elementary and Secondary Education
400 Maryland Ave, SW
Washington, DC 20202
(202) 301-4000
<http://www.ed.gov>

Texas Education Agency
ESSA Division
1701 N. Congress Avenue
Austin, Texas 78701
(512) 463-9374
<http://www.tea.state.tx.us/ESSA/>

ESSA Title I Schoolwide Program Requirements

Title I, Part A Schoolwide Program (SWP) - Program Implementation Statutory Requirements (Contracts, Grants and Financial Administration Department) -January 31, 2018

(Element 1) SWP Comprehensive Needs Assessment (Section 1114(b)(6))

Campuses operating a schoolwide program must conduct a comprehensive needs assessment of the entire school that includes:

- ☒ Information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those students who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined locally.

(Element 2) SWP Campus Improvement Plan (CIP) (Section 1114(b))

An eligible school operating a schoolwide program may use Title I funds for any activity that supports the needs of students in the school as identified through the comprehensive needs assessment and articulated in the schoolwide plan. The school shall develop a Campus Improvement Plan that includes:

A description of the strategies that the school will be implementing to address school needs, including a description of how the strategies will:

- ☒ provide opportunities for all children to meet the challenging State academic standards (including students in subgroups defined as economically disadvantaged, from major racial and ethnic groups, students with disabilities, and English learners (Section 1111(c)(2)).
- ☒ use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education
- ☒ address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards
if programs are consolidated, the specific State educational agency and local educational agency programs and other Federal programs that will be consolidated in the schoolwide program.

Activities that May Address the Needs of Students

- ☒ Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- ☒ Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools)
- ☐ Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (IDEA)
- ☒ Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects
- ☐ Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs
- ☒ If programs are consolidated, the specific state and local programs and other federal programs that will be consolidated in the schoolwide program

Campus Improvement Plan Requirements

- ☒ Developed during a one-year period, unless less time is needed to develop and implement the schoolwide program; or the school already is operating a schoolwide program prior to the enactment of ESSA.
- ☒ Includes the involvement of parents (as included in this document, could be defined as extended family members, legal guardians, foster parents, or any adult that participates in the student's education), community members, teachers, principals, other school leaders, paraprofessionals, administrators, the LEA, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, students (if a secondary school), and other individuals determined by the school.

- ✓ Remains in effect for the duration of the school's participation in a schoolwide program, with regular monitoring and revision (evaluation) as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.
- ✓ Available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
- ✓ If appropriate and applicable, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and campuses implementing comprehensive support and improvement activities or targeted support and improvement activities under ESSA (Section 1111(d)).

(Element 3) SWP School Parent and Family Engagement Requirements (Section 1116(b-c))

A campus that receives Title I, Part A funds must conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

School Parent and Family Engagement Policy

Campuses served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Each campus served under this part shall:

- ✓ convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in a SWP and to explain the requirements and the right of the parents to be involved;
- ✓ offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement;
- ✓ involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, except if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children
- ✓ provide parents of participating children:
 - * timely information about programs under this part;
 - * a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
 - * if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
 - * if the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.

Shared Responsibilities for High Student Academic Achievement (Section 1116(d))

Each campus served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall:

- ✓ describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time; and

- ☒ address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - * parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - * frequent reports to parents on their children's progress;
 - * reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - * ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Building Capacity for Involvement Section 1116(e-f)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each campus and LEA assisted under this part:

- ☒ shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- ☒ shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
- ☒ shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- ☒ shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; and
- ☒ shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and
- ☒ shall provide such other reasonable support for parental involvement activities under this section as parents may request.

In carrying out the parent and family engagement requirements of this part, LEAs and campuses, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and required school reports in a format and, to the extent practicable, in a language such parents understand.

- * **Special Rule-If the campus has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the above requirements.**
- * **Amendment-If the LEA has a parent and family engagement policy that applies to all parents and family members in all campuses served by the LEA, it may amend the policy, if necessary, to meet the above requirements.**
- * **Parental Comments-If the LEA plan is not satisfactory to the parents of participating children, the LEA shall submit any parent comments with the plan when the LEA submits the plan to the State.**

Activities that May Address Building Capacity for Parent and Family Engagement

- ☒ involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- ☐ provide necessary literacy training from funds received under this part if the LEA has exhausted all other reasonably available sources of funding for such training
- ☐ pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- ☐ train parents to enhance the involvement of other parents

- ☒ arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation
- ☒ adopt and implement model approaches to improving parental involvement
- ☐ may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section
- ☒ may develop appropriate roles for community-based organizations and businesses in parent involvement activities

Signature Page

Elementary Principal	Courtney Stevens	_____	Date: _____
JH/HS Principal	Todd Jones	_____	Date: _____
Superintendent	Jeremy Thompson	_____	Date: _____
SBDM Chairperson	Ken Coleman	_____	Date: _____
School Board President	Jeffrey Stevens	_____	Date: _____