

2014-15 District / Campus Improvement Plan

Era School

School Name

Era Independent School District

District Name

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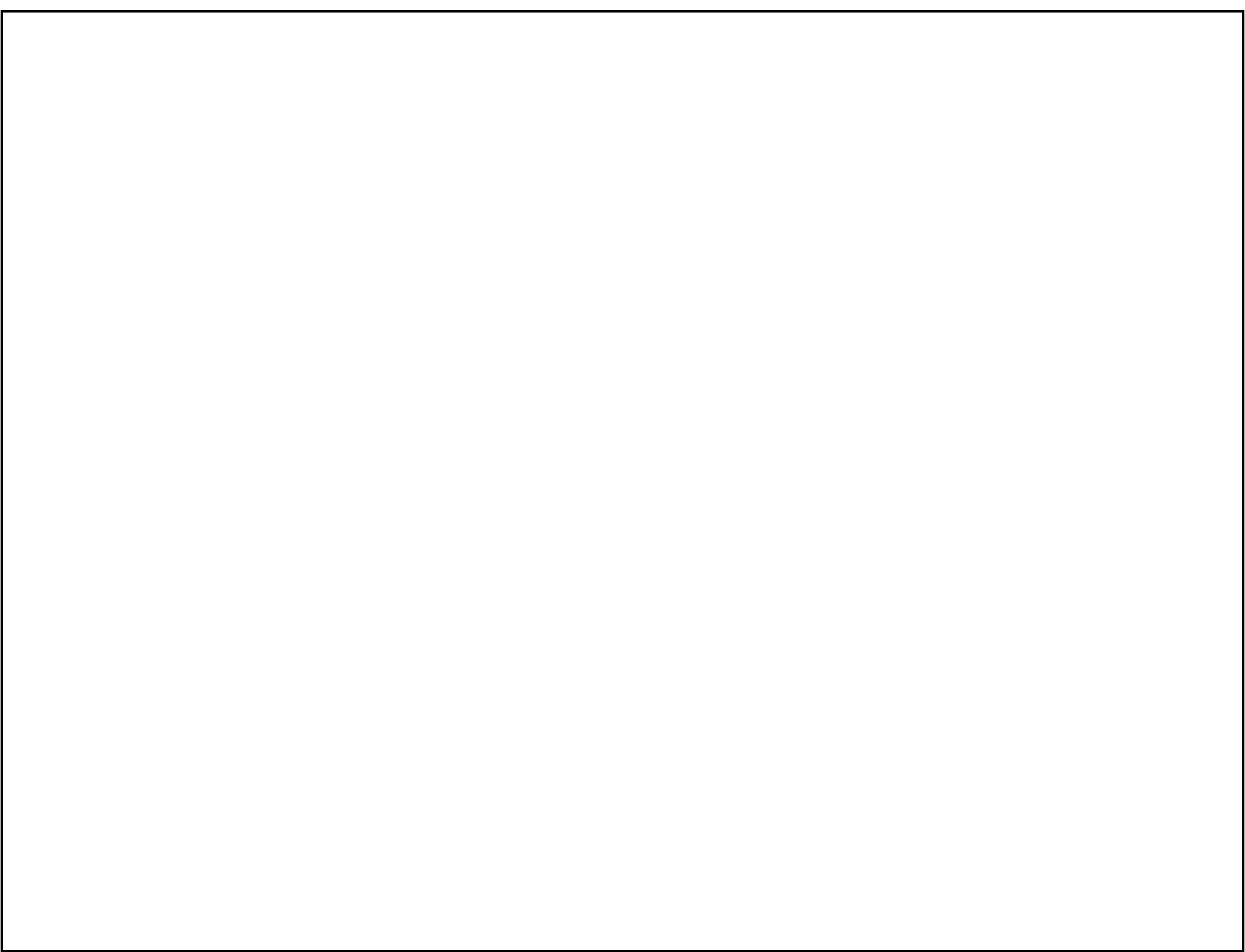
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**Era School
Era Independent School District**

District Improvement Team Membership

Membership Composition of the Site-Based Decision Making Committee

Name of SBDM Member	Position
Michael Parkhill (chair), parkhillm@eraisd.net	HS Science / Asst. Administrator
John Dunlap, dunlapj@eraisd.net	Vocational Agriculture
Vickie Beckham, beckhamv@eraisd.net	Special Education
Cheryl Clarke, clarkec@eraisd.net	District ESL & Dyslexia / Elem At-Risk
Robin Downe, downer@eraisd.net	JH Math
John Erwin, erwinj@eraisd.net	District Counselor / Assessment Coordinator
Dixie Harper, harperd@eraisd.net	District Nurse
Melissa Chaffin, chaffinm@eraisd.net	2nd Grade Teacher
Dana Sons, sonsd@eraisd.net	District Technology Director
Leann Spears, spearsl@eraisd.net	District Librarian / Gifted & Talented Coordinator
Courtney Stevens, stevensc@eraisd.net	District Instructional Technologist
Joe Weber, weberj@eraisd.net	HS English Language Arts
Leasha Bowden	Parent
Kara Chisum	Parent
Krystle Greer	Parent
Billie Paschal	Parent
Phillip Stockwell	Parent
Julie Lundberg	Community Member
Bob Grundy	Community Member
	Business Member
	Business member



2014-2015 Board Goals

1.	The District will implement a well-balanced and comprehensive educational program, and will provide the resources necessary for all students to exceed minimum academic performance standards and meet their full educational potential.
2.	The District will strive to hold its students to high academic and attendance standards, and will expect them to pass their academic courses and state-mandated exams, as well as to attend school regularly. The District will monitor students who struggle in these areas and will provide appropriate assistance to them as needed.
3.	The District will provide the resources necessary to create and maintain a safe and drug-free educational environment which is highly conducive to academic and extracurricular success, and that reflects the District's continued commitment to excellence in all endeavors.
4.	The District will exhibit fiscal responsibility so as to always be good stewards of school funds and to consistently maintain the trust of stakeholders through regular and transparent communication with the local community.
5.	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.
6.	The District will make every effort to recruit, develop, recognize and retain highly qualified [personnel in every District position.
7.	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.
8.	The District will strive to reduce the District's electricity usage each state fiscal year (beginning with September 1, 2007).
9.	The District will determine the academic standards and programs that are priorities for the Era ISD stakeholders, and will transparently hold itself accountable to local standards that meet or exceed State and Federal standards.

Mission Statement

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.

Era School Campus Improvement Plan

Comprehensive Needs Assessment

In accordance with state and federal legislative requirements, the staff at Era School conducted a comprehensive needs assessment for the 2013-14 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics

The staff at Era School include 38 teachers, 7 paraprofessionals, and 4.5 administrators. The student population is 83.69% White, .21% African American, 11.44% Hispanic, .21% Asian, and 1.06% Native American. Additionally, the campus serves 35.81% economically disadvantaged students, 7.42% special education students, and .64% Limited English Proficient students. The overall attendance rate is 96.6%. The most current data indicate the campus has a 3% mobility rate.

The following data were reviewed in relation to campus demographics:

- Current and previous enrollment data
- New and returning student transfer applications
- PEIMS data

Upon review of these data, several findings were noted. These findings include:
Slowly increasing Hispanic and other minority populations.

Areas of need include:

Continue to monitor LEP Population increases.

Student Achievement

The following data were reviewed in relation to Student achievement:

- Adequate Yearly Progress Data Table
- TEA School Report Card
- TAPR
- PEIMS

Upon review of these data, several findings were noted. These findings include:

- Continue to monitor math instruction and performance in light of new math TEKS and Textbook adoption.

Areas of need include:

- Continue the implementation of a Google Chromebook initiative at the HS level and in Secondary Special Education classrooms; work towards continuous access to working and current technology for students and teachers alike; work towards the capability of effectively administering all STAAR/EOC assessments online.

- Purchase new emerging technologies (based on teacher/staff surveys and need assessments): document cameras, mobile tablets, CPS systems, interactive whiteboards; outfit Special Education classrooms with upgraded and new technology to better meet IEP goals and student assessment needs.
- Work to more efficiently align curriculum K-12 in the four core content areas.

School Culture, Climate, and Organization

The following data were reviewed in relation to School Culture, Climate, and Organization:

Annual Student, Parent and Teacher Survey

Upon review of these data, several findings were noted. These findings include:

Based on teacher surveys, district climate is highly positive.

Areas of need include:

CTE: Need to utilize an effective CTE Advisory Committee; need to consider implications of offering CTE courses in core curriculum

Staff Quality, Recruitment, and Retention

The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:

- HQ Reports
- HR Records

Upon review of these data, several findings were noted. These findings include:

Larger than average staff turnover due to multiple retirements.

Areas of need include:

- Need to increase technology with the intent to improve teacher capacity and student access to technology. Current infrastructure is strong, but additional funds need to be allocated both to maintain and improve the current infrastructure, as well as to increase the access to useful instructional technology both in and out of the classrooms.
- Provide professional development for instructional and administrative staff related to appropriate and effective use of new instructional technologies, instructional strategies to improve classroom instruction and student performance on STAAR and other assessments, and/or strategies to improve RtI implementation in regular and SpEd classrooms.
- Seek out highly qualified science staff.

Family and Community Involvement

The following data were reviewed in relation to Family and Community Involvement:

- Annual Student, Parent and Teacher Survey
- Community and Student Engagement Rating

Upon review of these data, several findings were noted. These findings include:

- Low participation in parent survey.

Areas of need include:

- Continue to improve communication with parents and the community.
- Increase opportunities for meaningful parent input into school decision making.

Student Performance Data

Science STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
5	All	28	21	75		3	11	
5	WH	23	18	78		3	13	
5	SED	16	11	69		1	6	
8	All	36	24	67		3	8	
8	HI	7	4	57		0	0	
8	WH	24	18	75		3	13	
8	SED	9	4	44		1		

Biology STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	All	35	33	94		2	6	
EOC	HI	6	6	100		0	0	
EOC	WH	26	24	92		2	8	
EOC	SED	7	6	86		1	14	
EOC	SPED	2						
EOC	LEPC	0						
EOC	LEP1	0						
EOC	LEP2	0						

Mathematics STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
3	All	28	20	71		6	21	
3	WH	24	18	75		6	25	
3	SED	8	6	75		2	25	
4	All	34	14	41		1	3	
4	HI	9	1	11		0	0	
4	WH	24	13	54		1	4	
4	SED	17	7	41		1	6	
5	All	28	20	71		2	7	
5	WH	23	16	70		2	9	
5	SED	16	10	63		1	6	
6	All	35	34	97		9	26	
6	WH	30	29	97		8	27	
6	SED	12	11	92		2	17	
7	All	37	32	86		6	16	
7	WH	31	28	90		6	19	
7	SED	11	9	82		1	9	
8	All	35	32	91		5	14	
8	HI	7	6	86		0	0	
8	WH	23	22	96		5	22	
8	SED	9	8	89		0	0	

Algebra I STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	All	39	34	87		13	33	
EOC	HI	9	9	100		3	33	
EOC	WH	26	21	81		8	31	
EOC	SED	11	10	91		3	27	
EOC	SPED	1						
EOC	LEPC	0						
EOC	LEP1	0						
EOC	LEP2	0						

Reading/English Language Arts STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
3	All	28	26	93		9	32	
3	WH	24	23	96		9	38	
3	SED	8	7	88		1	13	
4	All	33	25	76		3	9	
4	HI	9	6	67		0	0	
4	WH	23	18	78		3	13	
4	SED	17	14	82		2	12	
5	All	28	27	96		9	32	
5	WH	23	22	96		8	35	
5	SED	16	15	94		4	25	
6	All	35	31	89		4	11	
6	WH	30	27	90		4	13	
6	SED	12	10	83		0	0	
7	All	37	33	89		10	27	
7	WH	31	28	90		7	23	
7	SED	11	10	91		0	0	
8	All	36	34	94		14	39	
8	HI	7	7	100		1	14	
8	WH	24	24	100		11	46	
8	SED	9	7	78		2	22	

English I Reading STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	All	37	27	73		0	0	
EOC	HI	6	5	83		0	0	
EOC	WH	29	20	69		0	0	
EOC	SED	6	4	67		0	0	
EOC	SPED	4						
EOC	LEPC	0						
EOC	LEP1	0						
EOC	LEP2	0						

English II Reading STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	All	42	35	83		0	0	
EOC	WH	36	30	83		0	0	
EOC	SED	12	11	92		0	0	
EOC	SPED	3						
EOC	LEPC	0						
EOC	LEP1	0						
EOC	LEP2	0						

Writing STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
4	All	33	27	82		5	15	
4	HI	9	5	56		1	11	
4	Wh	23	21	91		3	13	
4	SED	17	13	76		2	12	
4	LEP M1	0						
4	LEP M2	0						
7	All	37	31	84		3	8	
7	Wh	31	26	84		2	6	
7	SED	12	8	67		0	0	
7	LEP M1	0						
7	LEP M2	0						

English I Writing STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	LEP M1							
EOC	LEP M2							

English II Writing STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	LEP M1							
EOC	LEP M2							

Social Studies STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
8	All	36	19	53		1	3	
8	HI	7	4	57		0	0	
8	WH	24	12	50		1	4	
8	SED	9	5	56		0	0	

US History STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %
EOC	All	40	39	98		5	13	
EOC	WH	36	35	97		5	14	
EOC	SED	11	11	100		1	9	
EOC	SPED	2						
EOC	LEPC	0						
EOC	LEP1	0						
EOC	LEP2	0						

World History STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2014 #	2014 %	2015 Target %	2014 #	2014 %	2015 Target %

Goals and Strategies

Subject Area: Academics, Accountability, & Post Secondary Readiness

Campus Performance Objective: Offer rigorous instruction and academic programs in order to prepare all students for post-secondary education or employment. Encourage and provide opportunities for students to take college entrance exams, apply for college scholarships, and enroll in dual credit courses.

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 Trips to UNT and NCTC to promote science and college careers	Science Teachers and coordinator		Completed trips and speakers	Colleges/Universities Planetariums, Life Science Centers, Professionals			
2 Enhance Website: counselor's page; include info on college admissions, FAFSA, and Texas Grant program	Counselor Principal		Website Updates Career/College Center visitor log				
3 Utilize the Eduphoria Aware program for data disaggregation and to create and score benchmark testing (SW8, SW9)	Administration core teachers	6 weeks	Teacher-made quizzes/assignments Benchmark results (each 6 weeks)	199-11-6239-02-001-411	6200-6299 Professional and Contracted Services	199 - General Fund	5250
4 Coordinate with NCTC's financial aid information night and FAFSA completion night Tech school presentations Offer ACT workshop	Counselor Various College Representatives (NCTC)		Complete handbook Rosters of attendance at meetings Completed FAFSA forms for all Seniors	Counselor College Resources & representatives			
5 Suggest tests: Explore (8th), Plan (10th), offer PSAT (11th), ACT/SAT end of 11th	Counselor Teachers		Increased percentage of students taking college entrance exams	Counselor resources ACT/SAT/College Board			
6 Utilize HS Allotment funds to pay fees for students to take ACT/SAT at the end of their JR year.	Counselor Principal Superintendent		ACT/SAT participation and performance results	HS Allotment Funds	6400-6499 Other Operating Costs	199 - General Fund	
7 Increase knowledge of library research skills.	ELA teachers Librarian		Student research projects/reports	Library Class time			

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
8 NASA Educational programs to enhance science learning and provide research experience	Science coordinator		NASA completed educational projects and/or experiments	NASA-provided materials			
9 Offer multiple dual-credit online courses; provide time and transportation Provide local scholarships for all DC	Counselor Principal Secondary Teachers		Master Schedule Increased dual-credit enrollment and completion	NCTC Link -Schedule Bus Driver Time			

Goals and Strategies

Subject Area: Attendance, Discipline & Dropout Reduction

Campus Performance Objective: Student attendance rate will meet or exceed 97%. The drop-out rate will not exceed .5%. The Completion Rate will meet or exceed 95%. Passing rate percentages for all students, particularly those identified as At-Risk and Economically Disadvantaged will be regularly monitored.

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 Continue to utilize after-school tutorials program weekly for students with missing class work (SW2, SW9) Provide Saturday School as needed for academic and attendance concerns. (\$15/hr. for teachers)	Principals Teachers		Rosters of attendance After school detention rosters and referrals (file copies) Documentation of conferences	199.11.6119.05.001.511	6100-6199 Payroll Costs	199 - General Fund	1000
2 Recognize elementary students with perfect attendance; students with 100% attendance will receive incentive awards	Elem Principal		Attendance records Rewards given to students (end of 6-weeks; yearly)	Activity fund (Elementary Principal's fund) PTO			
3 Provide assessment remediation to previous failures during class, JH tutorial period, and After School Tutorials (SW9)	Teachers Principal		Improved passing rates Master Schedule	TEKS materials AWARE			
4 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 RtI strategies) (SW2, SW9)	Principals Assigned Teachers		Student Logs/E-Lab referrals Failure reports at grading periods Improved assessment results SpEd documentation	Full-time, certified, professional staff members (not additional) Comp. Ed. Funds SpEd teacher			
5 Continue OFYP to provide additional incentive for students performance; small-group remediation for At-Risk students. (SW2, SW9)	Administration Teachers	February 19-20, 2015 April 16-17, 2015 June 1-5, 2015	Attendance during OFYP dates Improved assessment passing rates	Administration			

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
6 Utilize OdysseyWare for credit recovery and acceleration purposes; TAKS/STAAR remediation (SW9)	Principals Counselor	as needed	Drop-out / Graduation / Completion rates; passing rates	199-11-6219-02-001-531 (\$100 in 14-15; \$5000 start-up debit account)	6200-6299 Professional and Contracted Services	199 - General Fund	100

Goals and Strategies

Subject Area: School Safety & Health

Campus Performance Objective: Create an environment at school that is safe, orderly, and conducive to learning. Raise awareness of the dangers of drug and alcohol abuse and violence. maintain the low number of tobacco, alcohol, drug offenses, and violent incidents at school, and be prepared to identify, prevent and/or assist victims of bullying, sexual harassment, violence, or suicidal tendencies.

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 Students will participate in Character Education Programs focused on prevention of harassment and bullying	Counselor/Nurse Teachers GT Students		Program Completion	N.E.D. Program (yo-yos) Athletics character training Character Counts			
2 Regular, random visits by Drug Dog	Principal Superintendent		Documentation	R.A.I.D. – inspection services	6200-6299 Professional and Contracted Services	199 - General Fund	1500
3 Students will actively participate in Red Ribbon Week	Counselor/Principal Teachers		Student participation in various activities evaluated by staff	Materials from PTO Daily/Weekly prizes			

Goals and Strategies

Subject Area: Highly Qualified & Professional Development

Campus Performance Objective: Ensure that all students receive instruction from highly qualified teachers who are appropriately qualified according to the requirements of NCLB and certified according to the State of Texas. All teachers and educational aides hired will be appropriately certified and highly qualified. In the event a necessary educational position cannot be filled with a HQ teacher, a plan to attain HQ status will be created and implemented.

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	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 (SW4, SW8)	Administration Teachers and other staff		Certificates of attendance improved classroom TEKS instruction (evidence by PDAS)	staff development funds	6400-6499 Other Operating Costs	199 - General Fund	
2 All teachers will maintain a scope and sequence document for each class	Teachers	beginning and end of each six weeks	Submitted twice each six weeks (monitored by campus principals)	Principals			
3 Employ additional HQ educational aides as needed to support classroom instruction in resource setting Seek ongoing professional training for SpEd aides and teachers (SW4)	Administration SpEd Coordinator		New staff hired Prof Development documentation	Special education funds- salaries Special education funds- professional development	6100-6199 Payroll Costs 6400-6499 Other Operating Costs		
4 Adjust District Master schedule to release students early each Friday afternoon at 3:00pm to allow for local staff development time on a weekly basis (SW3)	Superintendent Principals Tech Director		Professional Development Transcripts Improved Instruction as evidenced in teacher evaluation	planning time			
5 Provide "just-in-time" and other professional development in new technology areas to improve teacher instruction in classroom setting (SW3)	Tech Coordinator Principals Superintendent		Professional development transcripts Improved instruction as evidenced in teacher evaluation	Professional Development Bdugets	6400-6499 Other Operating Costs	199 - General Fund	
6 Provide opportunities for teachers to attend Texas Computers in Education Annual Conference to help blend pedagogy and technology in instructional practices.	Tech Director Superintendent Principals	February 2015	Transcript of workshops attended. Present information to staff.	Registration			

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
7 Era ISD will attract/retain HQ teachers by providing a Retention Stipend for qualified staff (SW5)	Administration	December 2014					
8 Era ISD will attract HQ teachers by advertising available positions in a variety of places and by maintaining an updated District website. (SW3 ,SW5)	Administration	as needed	www.eraisd.net Applitrack, UNT, TWU, other universities, and THSCA / TABC.				
9 Era ISD will analyze data for all current and new educational professionals to assure HQ requirements are met. (SW3)	Superintendent HR Dept	Annually	HQ notebook and applitrack system including determination forms and applicable documentation for each educator (annually)	HR files, including: Certification records, EXCET/TEXES, University transcripts, Teacher Service Records			
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. (SW3)	Administration		NOTE: Era ISD is a single-attendance zone, and as such, the NCLB requirements for the equitable distribution of HQ and inexperienced teacher assignments do not apply.				
11 Provide access to high-quality, ongoing professional development (SW4)	Administration Teachers ESC XI	Ongoing	HR Files (PD Documentation in Eduphoria)	Professional development funds Eduphoria			
12 Maintain an effective local mentor program for new educators	Administration Teachers ESC XI	Ongoing	PDAS (mentoring documentation)				
13 Require that all educational aides employed by the district meet the guidelines for "highly qualified" (SW3) Utilize the PAKS assessment tool	Administration		College transcripts in personnel files PAKS assessment records				
14 Educate educational aides and long-term subs about the Educational Aide Exemption Program	Administration		Information given to all educational aids and subs (annually)	Fact sheet from the Texas Higher Education Coordinating Board			

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
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		EISD Salary Schedule Monthly Budget Reports NCLB Compliance Reports		6100-6199 Payroll Costs	199 - General Fund	
					6100-6199 Payroll Costs	211 - ESEA Title I, Part A	
					6100-6199 Payroll Costs	255 - ESEA Title II, Part A	

Goals and Strategies

Subject Area: Technology

Campus Performance Objective: Continually increase access to useful academic technology, and purposeful integration into the regular curriculum, and strive to increase the technological proficiency of both teachers and students.

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 Use computers for End-of-Course test administrations where applicable.	Counselor Tech Director		Improved student test scores	Computer Labs Tech Supplies Budgets	6300-6399 Supplies and Materials	199 - General Fund	
2 Add new and maintain existing technology hardware and software as needed.	Tech Director Superintendent		Fixed Asset inventory Student/Teacher Feedback	Supply and Capital Outlay Budgets	6600-6699 Capital Outlay 6300-6399 Supplies and Materials	199 - General Fund 255 - ESEA Title II, Part A	
3 Implement Chromebook Initiative in grades 4-12	Tech Director Superintendent		Usage monitor and reports in Google Apps Admin Domain				
4 Implement Ipad initiative in grades K-2	Tech Director Superintendent						

Goals and Strategies

Subject Area: Career and Technical Education

Campus Performance Objective: Increase awareness in careers and post-secondary academic opportunities and needs. Provide authentic opportunities for all students to explore options and start to plan their life after high school.

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 Establish and utilize CTE advisory committee	CTE teachers Community		Documentation of advisory committee meetings				
2 Create CTE graduation pathways for students who do not intend to pursue university admission after graduation (SW10)	Principal Counselor CTE teachers		Master schedule Enrollment in CTE classes	Collaboration with NCTC			
3 Budget available CTE funds to best serve appropriate student population	Superintendent			Salaries & Payroll Cost	6100-6199 Payroll Costs	199 - General Fund	129,364.00
				Supplies	6300-6399 Supplies and Materials	199 - General Fund	12,700.00
				Travel, Fees & Dues	6400-6499 Other Operating Costs	199 - General Fund	9100.00
				Equipment	6600-6699 Capital Outlay	199 - General Fund	20,000.00

Goals and Strategies

Subject Area: State Comp Ed

Campus Performance Objective: Regularly monitor the academic and social progress of students who are at risk of failing or dropping out, and appropriately expend Compensatory Education funds to assist those students in becoming academically successful with their peers.

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 Teacher Salaries (2.25 FTE) / Aide Salaries .75 FTE) Payroll Costs (FICA, Health Ins, TRS)	Superintendent Principals			199-11-6119-00-001-524	6100-6199 Payroll Costs	199 - General Fund	103,211.00
				199-11-6129-00-001-524	6100-6199 Payroll Costs	199 - General Fund	14,400.00
				payroll costs - various	6100-6199 Payroll Costs	199 - General Fund	15,684.00
2 AEP/ISS	Superintendent Principals			199-11-6112-24-001-524	6100-6199 Payroll Costs	199 - General Fund	1115.00
3 Tutorials	Superintendent Principals			199-11-6119-01-001-524	6100-6199 Payroll Costs	199 - General Fund	3570.00
4 Summer School	Superintendent Principals			199-11-6119-02-001-524	6100-6199 Payroll Costs	199 - General Fund	2570.00
5 Study Island	Superintendent Principals			199-11-6399-00-001-524	6300-6399 Supplies and Materials	199 - General Fund	6400.00
6 CEI Lab	Superintendent Principals			199-11-6399-00-001-524	6300-6399 Supplies and Materials	199 - General Fund	2500.00
7 Elementary Supplies	Superintendent Principals			199-11-6399-20-001-524	6300-6399 Supplies and Materials	199 - General Fund	1000.00

Goals and Strategies

Subject Area: Federal Programs

Campus Performance Objective: Appropriately expend Federal Funds to provide supplemental opportunities and assistance for students throughout the school.

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 Contract for technical assistance for NCLB grant programs	Superintendent		Monthly Budget Reports (TxEIS) NCLB Compliance Reports	211-11-6219-00-701-511	6200-6299 Professional and Contracted Services	211 - ESEA Title I, Part A	3000.00
2 Salary and Payroll Costs (1 FTE)				211-11-6119-00-001-511	6100-6199 Payroll Costs	211 - ESEA Title I, Part A	39,999.00
3 Title I Supplies				211-11-6399-00-001-511	6300-6399 Supplies and Materials	211 - ESEA Title I, Part A	1.00
4 Title II Supplies (Technology)				255-11-6399-00-001-511	6300-6399 Supplies and Materials	255 - ESEA Title II, Part A	14,340.00
5 Title VI/Small Rural School Achievement Program					Rural Education Achievement Program-REAP		62,589.00
6 (289) Rural Education Achievement Program REAP Grant (USDE) (1 FTE) Salary and Payroll Costs				289-11-6119-00-001-511	6100-6199 Payroll Costs	289 - USDE REAP Grant	30,434.00
7 289 REAP Supplies				289-11-6399-00-001-511	6300-6399 Supplies and Materials	289 - USDE REAP Grant	5.00

Goals and Strategies

Subject Area: District Financial

Campus Performance Objective: Maintain fiscal diligence and transparency with all district funds, in order to provide the best possible education to each student in Era ISD, while also displaying good stewardship of taxpayer dollars.

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 Strive to maintain "Superior" FIRST Rating	Superintendent Board	annually	TEA FIRST Rating				
2 Strive to achieve 5-star FAST Rating	Superintendent	annually	Comptrollers FAST Rating				
3 Review aggregate data related to cost and usage of electricity, propane, water, and other fuels; post on distrive website and report to school board	Superintendent Business Manager	quarterly semi annually	website updated report to board	Administrator Time			
4 Encourage district staff and students to turn off lights when not in use, and reduce usage of HVAC where possible	all staff	daily					
5 Consider implementation of motion sensors for lighting	Superintendent						

Goals and Strategies

Subject Area: Special Populations

Campus Performance Objective: Regularly monitor and assess the progress of students with unique educational needs. Students in special programs (Special Education, ESL, Dyslexia, Migrant, Homeless) will be closely monitored for academic progress and assisted with all available means in order to reach their full potential.

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 Prepare and mainstream Sp. Ed. Students back into regular ed. when academically appropriate	SpEd Coord Principals Teachers		Students ARD minutes Student's Schedules	Special Ed Funds Regular Ed Funds Class Time			
2 Utilize Response to Intervention (RtI) strategies to target At-Risk students (SW2)	Principal SpEd Coord Counselor		Documentation related to Student Intervention Teams and RTI	Staff development budgets(if needed)			
3 Continue implementation of CEI Lab at grades K-3	Tech Directory ESL/Dyslexia teacher and aide		Student use and printed reports				
4 Implement portfolios for GT students in elementary school- throughout graduation	GT Director Teachers		Evaluate Portfolio status annually				
5 Budget available GT funds to best serve appropriate student population	GT Director Teachers Principal			Salaries & Payroll Costs Supplies Travel, Fees & Dues	6100-6199 Payroll Costs 6300-6399 Supplies and Materials 6400-6499 Other Operating Costs	199 - General Fund 199 - General Fund 199 - General Fund	14,364.00 500.00 1200.00
6 Provide ESL classes for qualified students LPAC meetings attended by appropriate staff and parents	ESL Teacher & Aide Principal		Master Schedule ESL student progress TELPAS results	Home Language Surveys ESL documentation Funds- ESL budgets		199 - General Fund	
7 Send ESL & Dyslexia teachers to professional development (SW4) Create Dyslexia handbooks outlining program guidelines	ESL/Dyslexia Coordinators Principal		Documentation from trainings Handbooks	staff development funds	6400-6499 Other Operating Costs	199 - General Fund	

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
8 Budget available Special Ed funds to best serve appropriate student population				Salaries and Payroll Cost	6100-6199 Payroll Costs	199 - General Fund	196,050.00
				Supplies	6300-6399 Supplies and Materials	199 - General Fund	3000.00
				Travel, Fees & Dues	6400-6499 Other Operating Costs	199 - General Fund	500.00
				CCSEC	6400-6499 Other Operating Costs	199 - General Fund	31000.00
9 Budget available ESL funds to best serve appropriate student population				Salaries & Payroll Costs	6100-6199 Payroll Costs	199 - General Fund	561.00
				CEI Lab	6300-6399 Supplies and Materials	199 - General Fund	2500.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
199 - General Fund	580,243.75
211 - ESEA Title I, Part A	43,000.00
255 - ESEA Title II, Part A	14,340.00
289 - USDE REAP Grant	30,439.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
6100-6199 Payroll Costs	552,322.00
6200-6299 Professional and Contracted Services	10,954.75
6300-6399 Supplies and Materials	42,946.00
6400-6499 Other Operating Costs	41,800.00
6600-6699 Capital Outlay	20,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
6100-6199 Payroll Costs	199 - General Fund	481,889.00
6200-6299 Professional and Contracted Services	199 - General Fund	7,954.75
6300-6399 Supplies and Materials	199 - General Fund	28,600.00
6400-6499 Other Operating Costs	199 - General Fund	41,800.00
6600-6699 Capital Outlay	199 - General Fund	20,000.00
6100-6199 Payroll Costs	211 - ESEA Title I, Part A	39,999.00
6200-6299 Professional and Contracted Services	211 - ESEA Title I, Part A	3,000.00
6300-6399 Supplies and Materials	211 - ESEA Title I, Part A	1.00
6300-6399 Supplies and Materials	255 - ESEA Title II, Part A	14,340.00
6100-6199 Payroll Costs	289 - USDE REAP Grant	30,434.00
6300-6399 Supplies and Materials	289 - USDE REAP Grant	5.00

Assurance Addendum

**Era School
Era Independent School District**

Plan Requirements

[X]	1. Comprehensive needs assessment – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
[X]	2. School-wide reform strategies – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
[X]	3. Instruction by highly qualified teachers – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
[X]	4. High-quality and ongoing professional development – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
[X]	5. Strategies to attract high-quality, highly-qualified teachers – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.

[X]	6. Strategies to increase parental involvement – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.
[X]	7. Transition from early childhood programs – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
[X]	8. Measures to include teachers in the decisions regarding the uses of academic assessments – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
[X]	9. Effective, timely additional assistance – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoserweb and are accessible to teachers and administrators.
[X]	10. Coordination and integration of federal, state, and local services and programs – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

Assurance Addendum

**Era School
Era Independent School District**

Staff Development

Date	Audience	Responsible for Planning	Purpose/Content
August 2014	All Staff	Courtney Stevens	Online Educator Ethics Course
August 2014	All Staff	Courtney Stevens	Online Sexual Harassment Training
August 2014	All Staff	Courtney Stevens	Online Bloodborne Pathogen Training
August 15, 2014			Accountability Training with Lead4ward
August 18, 2014	New Employees	Courtney Stevens	New Staff Training
August 19, 2014		Courtney Stevens	Google Updates/Google Classroom
August 20, 2014	All Staff	Jeremy Thompson	Back to School Convocation
August 21, 2014	All Staff	Courtney Stevens	Technology Updates
November 14, 2014	All Staff	Jeremy Thompson	TxEIS Employee Access
November 21, 2014	All Staff	Jeremy Thompson	Superintendent Update
1/9/15 & 1/16/15	All Staff	Courtney Stevens and Dana Sons	PDAS Signatures and Saving files on H: Drive
1/23/15 & 1/30/15	All Staff	Courtney Stevens	Creating Tests using Eduphoria Aware
2/13/15	All Staff	John Erwin	STAAR Test Administration Training
2/20/15 & 2/27/15	All Staff	Courtney Stevens	
3/6/15 & 3/13/15	All Staff	Courtney Stevens	
3/27/15 & 4/10/15	All Staff	Courtney Stevens	
4/17/15 & 4/24/15	All Staff	Courtney Stevens	
5/8/15 & 5/15/15	All Staff	Courtney Stevens	

Signature Page

Principal	<u>Autry Hardy</u>	Date	<hr/>
Principal	<u>Jereme Dietz</u>	Date	<hr/>
Superintendent	<u>Jeremy Thompson</u>	Date	<hr/>
SBDM Chairperson	<u>Michael Parkhill</u>	Date	<hr/>
School Board President	<u>Michael J. Brown</u>	Date	<hr/>

Appendix A: Components of a Title I Schoolwide Program Plan

1	(SW1) A comprehensive needs assessment of the entire school (including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the state academic content standards as described in Section 1111(b)(1).
2	<p>(SW2) Schoolwide reform strategies that:</p> <p>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).</p> <p>b. Use effective methods and instructional strategies based on scientific research that:</p> <ul style="list-style-type: none"> • Strengthen the core academic program in the school. • Increase the amount and quality of learning time, by providing an extended school year, before- and after-school and summer programs and opportunities, and an enriched and accelerated curriculum. • Include strategies for meeting the educational needs of historically underserved populations. <p>c. Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program. The services of such a program include:</p> <ul style="list-style-type: none"> • Counseling, pupil services, and mentoring services. • 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. • The integration of vocational and technical education programs. <p>d. Address how the school will determine if such needs have been met.</p> <p>e. Are consistent with the state plan and any local improvement plans.</p>
3	(SW3) Instruction by highly qualified teachers.
4	(SW4) 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 academic content standards in accord with Section 1119 and subsection 1114 (a)(4).
5	(SW5) Strategies to attract highly qualified teachers to high-need schools.
6	(SW6) Strategies to increase parental involvement through means such as family literacy services in accord with Section 1118.
7	(SW7) 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	(SW8) Measures to include teachers in decisions regarding the use of academic assessments (described in Section 1111(b)(3)) to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9	(SW9) Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards as required by Section 1111(b)(1). Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance.
10	(SW10) Coordination and integration of federal, state, and local services and programs, including programs supported under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Appendix B: Era ISD Parent Involvement Policy

Subject Area:	Parent and Community Involvement
Campus Performance Objective:	Era ISD will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents, and to support a partnership among the school involved, parents, and the community to improve student academic achievement.

The Era Independent School District agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A, programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district-wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, , and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the Texas Education Agency.
- The school district will involve the parents of children served in Title I, Part A, schools in decisions about how the 1% (if required) of Title I, Part A, funds reserved for parental involvement is spent, and will ensure that not less than 95% of the 1% reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- 1) that parents play an integral role in assisting their child's learning;
- 2) that parents are encouraged to be actively involved in their child's education at school;
- 3) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in their child's education;
- 4) the carrying out of other activities, such as those described in Section 1118 of the ESEA.

A. Development of the District Parental Involvement Plan

Era ISD will take the following actions to involve parents in the joint development of its district-wide parental involvement plan under section 1112 of the ESEA:

- 1) Parents of students involved with the program will be invited to attend an annual meeting regarding the development and review of the plan.
- 2) Parents of students involved with the program will be invited to provide input (possibly through surveys) in the spring to evaluate the program. Input will be considered in revising the plan annually. An interpreter will be provided at school meetings if requested by the parent.

B. Involvement of Parents in the Planning, Review, and Evaluation of the Program and Plan

Era ISD will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- 1) Parents of students involved with the program will be invited to attend a spring meeting to review the results (TAKS, TELPAS, TPRI, etc) of the program, conduct a needs

assessment, identify barriers to parental involvement, and help plan the activities and budget of the program for the next school year.
2) Parents of students involved with the program will be invited to attend campus site-base (District Improvement Team) meetings held throughout the year.

C. District Coordination, Technical Assistance, and Support

Era ISD will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A, schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- 1) The District will annually train staff members regarding parental involvement activities.
- 2) District administration will assist campuses with coordination of services and funding for projects, including the coordination and integration of Part A parental involvement strategies with parental involvement strategies under any program the district may implement.
- 3) District administration and the District Testing Coordinator will assist campuses by providing student testing information for the committee’s review.

D. District Coordination, Special Programs

Era ISD will will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under other programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs.

E. District Annual Evaluation

Era ISD will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies:

- 1) see activities and strategies listed below

F. Capacity & Communication

Era ISD will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- 1) The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the State’s academic content standards,
 - the State’s student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Part A,
 - how to monitor their child’s progress, and
 - how to work with educators.
- 2) The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
- 3) The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- 4) The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other 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.

5) The school district will take the following actions (listed below) to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	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	posted monthly on www.eraisd.net					
2 Utilize SchoolWires website hosting Enhance distribution of information to the school community	Tech Coordinator Principal Teachers		District Website www.eraisd.net				
3 Utilize SchoolMessenger to contact parents daily regarding student absences, cafeteria account balances, school emergencies and other school announcements	Principal Superintendent Secretaries		School Messenger reports parent feedback	Contracted Services	6200-6299 Professional and Contracted Services	199 - General Fund	1104.75
4 Utilize Electronic sign to promote and communicate upcoming school and community events while recognizing our student's accomplishments.	Elementary Principal		use of marquee sign parent/community feedback	no new costs			

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
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		Return of signed HB & SCOC pages (annually, start of school year) Student handbooks, newsletters, website, parent communication via phone, email, conferences, parent meetings logs	Student handbooks Newsletters			
6 8th grade HS orientation meeting FAFSA workshop for Junior and Senior Parents	Secondary Principal Counselor Teachers		Number of parents and students attending meetings (roster)				
7 Parent and student orientation meeting for grades K-12 at "Meet the Teacher" open house night. (SW6, SW7) Provide handbooks in hard copy and on school website	Principals Counselor Teachers		Number of parents and students attending (roster) Return of signed HB & SCOC pages (annually, start of school year)	Handbook & Code of Conduct Texas Grant Information			

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
8 <ul style="list-style-type: none"> Schedule parent/student information meeting for students in grades 9-12 to provide info about college financing and scholarship opportunities, and graduation info Letters sent to parents with SR transcripts / grad. commitments 	Counselor Secondary Principal		Return of signed graduation commitments Roster of parents/ students attending meetings	Postage **Secondary**	6300-6399 Supplies and Materials	199 - General Fund	
9 <p>Provide the following opportunities:</p> <ul style="list-style-type: none"> Parent Volunteer Program Student awards assemblies GT Clusters (SW6) PTO, Athletic Booster Club, Era Youth Supporters Student Music programs Mini-Olympics (K-5) 	Administration Teachers	ongoing	Number of parents and students attending Parent feedback (surveys, verbal)				
10 <p>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 (SW6, SW7) Mail warning letters to absent/truant students</p>	Principals Secretaries Teachers		PDAS documentation (parent contact logs) Documentation from letters sent and Attendance Committee meetings	Postage Budget Administrator & Teacher Time	6300-6399 Supplies and Materials	199 - General Fund	
11 <p>Require teacher to generate on-line calendars w/assignments for access through local website</p>	Teachers Tech Director		Calendars online on eraisd.net Parent feedback	Training/Inservice Teacher Time			

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
12 Send home pamphlets explaining SSI process/program. Regularly update parents on their child's progress and benchmark results	Principals Teachers	(ongoing, as required by law)	Parent feedback	Administrator & Teacher Time Postage Budget	6300-6399 Supplies and Materials	199 - General Fund	

Adoption:

This District wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by the Era ISD District Improvement Team on 5/31/14 and will be in effect for the 2014-15 school year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before the first day of school, place it on the web site, and have the policy available during the District Title IA Annual Parent Meetings.

Appendix C: Migrant Education Program, Priority for Service Action Plan

Objective #1:

To identify migrant students who enroll late and withdraw early and provide supplemental services to each student when no other school district services are available.

Requirements	Evidence of Need	Activities	Evaluation/Timeline
The No Child Left Behind (NCLB) Act directs Texas Migrant Program to target funds to provide services to migrant students who are failing or at risk of failing to meet the State’s content and performance standards and whose education has been interrupted during the regular school year.	Highly mobile migrant students are often forced to make non-promotional school changes during the regular school year that result in a lack of instructional community and subsequent lower levels of student learning and academic success.	<ul style="list-style-type: none"> • Print and review the New Generation System (NGS) Priority of Service Student Report each month. • Submit the Priority for Service Student Report to the district contact for distribution to appropriate staff. • Provide an opportunity for PFS students to attend summer school to make up work and be ready for the next school year. • Monitor ninth grade student’s coursework and contact district counselor and provide program information of the courses available from UT Austin to accrue NGS credits. • Collaborate with counselors in developing a personal graduation plan for students on the priority for service report and review each reporting period. 	<ul style="list-style-type: none"> • Sep – May • Sep – May • June – July • Jan and May • Sep - May

Objective #2:

To identify migrant students who enroll late and withdraw early and provide supplemental services to each student.

Requirements	Evidence of Need	Activities	Evaluation/Timeline
Title I Migrant Coordinator will use NGS “Priority for Services” reports to give priority placement to these students in Migrant Education Program Activities.	<ul style="list-style-type: none"> • Due to mobility, migrant students often have inconsistent course placements. • Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile. 	<ul style="list-style-type: none"> • Collaborate and review district policies and procedures concerning students with late entry or early withdrawal and share with counselors and teachers. • Employ a counselor beyond what is provided by regular school to monitor completion of PFS with late entry and 	<ul style="list-style-type: none"> • Sep • Sep • Sep – May • Sep – May

		<p>early withdrawal coursework and makeup work.</p> <ul style="list-style-type: none"> • Monitor NGS course completion for PFS students with late entry and early withdrawal. • Use migrant funds to pay for tuition or fees for evening classes, summer school, credit by exam, or distance learning. • Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual Workshop, hosted by the Texas Migrant Interstate Program (TMIP). 	<ul style="list-style-type: none"> • Feb
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Objective #3:

To identify migrant students who are missing significant amounts of instructional time by enrolling late and/or having excessive absences.

Requirements	Evidence of Need	Activities	Evaluation/Timeline
<p>Title I Migrant Coordinator will provide campus principals , appropriate campus staff, and parents the Priority for Services criteria and updated NGS “Priority for Services” reports.</p>	<p>Migrant students often face difficulties associated with adjusting to new school settings, making new friends, and gaining social acceptance, issues which can be grouped according to behavioral engagement, and which relate to opportunities for participation in academic, social, or extracurricular activities, emotional engagement which relates to positive and negative reactions to teachers, classmates, academic materials and school, in general; and cognitive engagement, which relates to investment in learning and may be a response to expectations, relevance, and cultural connections.</p>	<ul style="list-style-type: none"> • Provide monthly NGS “Priority for Services” Report to each campus with identified PFS students. • Meet with PFS migrant parents to explain how their students were identified and what services are available to these students. • Collaborate with SSA districts and develop and implement a set of district procedures that outlines strategies for partial/full credit accrual for migrant students with late entry / early withdrawal. • Work with project and SSA districts to have sufficient migrant students to create an extracurricular club/leadership specific to migrant students designed to help students develop effective learning and study skills • Provide an opportunity for the 	<ul style="list-style-type: none"> • Sep – May • Sep – May • Sep – May • Oct – Nov • Nov, Jan, Feb, & Mar

		students to attend leadership workshops presented by the Education Service Center XI.	
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Objective #4:

To provide information to migrant parents having difficulty accessing health care and health care problems.

Requirements	Evidence of Need	Activities	Evaluation/Timeline
Title I Migrant Coordinator will ensure that “Priority for Services” students receive priority access to instructional services, as well as social workers and community social services/agencies.	<ul style="list-style-type: none"> Many migrant parents value education very highly for their children, but they may not have the educational resources or knowledge to provide the support expected by school staff. As a result of language barriers or the mobile family’s newcomer status, migrant children and families often face difficulties accessing educational and educational-related services to which they are entitled. 	<ul style="list-style-type: none"> Provide community services organizations to present at Parent Meetings to demonstrate how they can access community services. Provide training and/or materials to recruiters of community services and how to access these services. Send a copy of the National Center for Farmworkers Health News article to newly identified parents along with the Certificate of Eligibility. Provide information to parents on how to access services from the Harvest of Hope Foundation. Send with each new family COE. Provide the migrant hotline of services available to students and families. 	<ul style="list-style-type: none"> Oct Oct as needed Sep – Aug Sep – Aug Sep - Aug

Objective #5:

To provide supplemental information to parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions to their children.

Requirements	Evidence of Need	Activities	Evaluation/Timeline
The Title I Migrant Coordinator, MEP staff, and migrant school staff will make home and/or community visits to update parents on the academic progress of their children.	Priority for Services migrants are less likely to be promoted in the early grade than non-PFS migrants.	<ul style="list-style-type: none"> Collaborate with SSA districts to ensure migrants and parents are receiving timely information on the progress of their children in elementary school by conferencing with parents during the first six weeks. Contact parents of elementary 	<ul style="list-style-type: none"> Sep – Oct Sep Oct – May Oct – May

		<p>children with a positive comment during the first two weeks of school.</p> <ul style="list-style-type: none"> • Provide information to parents at the ESC XI Parent Meeting in ways they can help their child at home. • Collaborate with SSA districts and request the district to advise the ESC XI Consultant of students with excessive absences. <p>Recruiters will explain attendance policy and importance of not missing school to new parents.</p>	<ul style="list-style-type: none"> • Oct – May
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Objective #6:

Use the data to plan the Priority for Service Action Plan for the 2014-15 school year and assist the district in supplemental services when not provided by other Federal or non-Federal programs

Requirements	Evidence of Need	Activities	Evaluation/Timeline
	<p>Review lists and collaborate with SSA district contact staff or counselor to determine how the ESC Region XI can assist the district with the student(s).</p>	<ul style="list-style-type: none"> • Review Unique Report monthly to identify the secondary migrant students who have enrolled late and collaborate with district for possible make-up coursework and/or placement in required classes • Review the number of PFS students who enroll in summer school • Review list of ninth grade students who have failed courses • Check NGS to verify all secondary students have graduation plans • Review list of students who ESC XI paid for tutoring, summer school, credit by exam, etc. • Review list of PFS secondary students who attended the leadership presentations: Graduation Enhancement, Paths to Scholarships, Seven Habits of Highly Effective Teens 	

		<ul style="list-style-type: none">• Review list of PFS middle school students attending The Eagles Who Thought They Were Chickens• Review list regularly of students with excessive absences <p>Review list of students taking courses from UT Graduation Enhancement Program</p>	
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Appendix D: Violence Prevention Plan

OBJECTIVE: The District will implement, in compliance with HB 121 (80th TX Leg., 2007), a policy to deter and prohibit dating violence in Era Schools, as well as to assist victims of dating violence, bullying, and sexual harassment or violence.

A. Teen Dating Violence (Definition)

Teen dating violence is defined as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Section 71.0021, Texas Family Code (regardless of whether that relationship is continuing or has concluded). Teen dating violence is a pattern of coercive behavior that one partner exerts over the other for the purpose of establishing and maintaining power and control.

B. Safety Planning

Era ISD has created the following general safety plan to help increase students' safety in the event of dating violence, bullying, or sexual harassment or violence

- 1) The student should notify either a teacher, the district counselor or nurse, or a campus administrator.
- 2) The student will be requested to complete a Student Complaint Form to document the alleged harassment or violent incidents. The appropriate campus administrator will investigate the complaint, by separately interviewing the victim and alleged perpetrator, as well as any other potential witnesses. The administrator will make a determination regarding the alleged conduct, and will notify the students' parents/guardians. In the event that the administrator determines that inappropriate behavior has occurred, an appropriate safety plan will be created that will include the following:
 - 3) A safe route to and from school (either by District school bus, or parent/guardian vehicle) will be established. Adults or peers of the student will be identified to support the student, and provide accompaniment to classes and events on the school campus.
 - 4) A list of potential school-related problems and areas of concern will be identified, along with strategies to increase student safety in those areas, if possible.
 - 5) A plan of action will be created with the student's involvement for the student to follow in the event he/she encounters the alleged perpetrator in or out of school. A list of general safety tips and local resources will be included in this plan, including, but not limited to:
 - National Teen Dating Abuse Helpline: (866)331-9474; www.loveisrespect.org
 - National Sexual Assault Hotline: (800)656-HOPE; www.rainn.org
 - Dating Violence Legal Line: (800)374-HOPE
- 6) School officials will inform the victim's parent/guardian that a safety plan has been developed, as well as the details of the safety plan unless this action would endanger the victim.

C. Enforcement of Protective Orders

When a protective order (legal stay-away order) has been issued by the court to protect one student in Era ISD from another, the appropriate school campus administrator will:

- 1) Meet separately with the victim and the alleged perpetrator to review the protective order and the ramifications, to clarify expectations for acceptable behavior at school, and to identify (and minimize if possible) potential schedule overlaps and points of potential student contacts with each other. The burden for any necessary changes will rest on the alleged perpetrator, not the victim.
- 2) The campus administrator will work with the victim to develop a safety plan (see above).
- 3) The campus administrator will clearly identify expectations for the alleged perpetrator, as well as specific consequences for any violations. Any necessary changes in the student's schedule or daily routine, or requirements to check in with specific adults on a regular basis will also be clearly explained and documented.

D. School-based Alternatives to Protective Orders

In the event such an order is deemed necessary by school district officials, Era ISD will administer a Stay-Away Agreement which will provide a list of conditions that must be followed by an alleged perpetrator while on school grounds or at school-sponsored activities. This Agreement will be issued in a conference with the alleged perpetrator and his or her parent/guardian. If the parent/guardian is unavailable or unwilling to attend the conference, the school will note this on the agreement, but will meet with the alleged

perpetrator and issue the Agreement nonetheless. The Agreement may include, but is not limited to, the following:

- 1) A description of the relationship between the victim and alleged perpetrator.
- 2) A description of the violent incident(s): what, when, where, witnesses.
- 3) A list of behaviors that the alleged perpetrator may not do (i.e. talking to the victim, sitting near the victim, sending notes to the victim, etc.)
- 4) Schedule changes for the alleged perpetrator (to separate the victim and the alleged perpetrator), including classes, lunch period, arrival and dismissal times, locker location, and extracurricular activities.
- 5) Notes on other disciplinary actions taken.
- 6) Disciplinary consequences if the alleged perpetrator violates the Stay-Away Agreement.
- 7) Dates during which the Stay-Away Agreement is valid.
- 8) Date when the Stay-Away Agreement will be reviewed.
- 9) Signatures of parent/guardian, alleged perpetrator, and administrator.

E. Training for Teachers and Administrators

- 1) Era ISD will annually provide training for all teaching and administrative staff regarding sexual harassment/violence, bullying, and dating violence. School personnel will be expected to respond to these issues immediately and in a manner consistent with the district's standards (refer to Board Policy FFH(LOCAL)). The District will ensure that all school personnel make efforts to model respectful behavior and to promote gender equality and mutual respect among all members of the school community.
- 2) The District will seek to present additional awareness training and education from trained professionals for students and others in the school community on an annual basis. Where appropriate, the District may provide special assemblies or presentations, as well as incorporate dating and sexual violence education that is age-appropriate into the annual health curriculum for students in grades 7-12.

F. Counseling for Affected Students

- 1) The District will provide access to the school counselor for both victims of violence and the alleged perpetrators. The school counselor may provide interventions, or if appropriate, will refer students to other counselors or advocates from local agencies.
- 2) The District will make every effort to provide reasonable accommodations for victims of teen dating violence and sexual violence.

G. Awareness Education for Students and Parents

- 1) When possible, the District will seek to provide information to parents and guardians of all students to educate them on the issues of teen dating violence and sexual violence. The District may utilize a variety of methods, including special presentations, newsletters, the District website, and annually in the District's student handbook and student code of conduct.

Appendix E: Homeless Education Plan

Overview

Children and youth in many different living situations are considered homeless under Federal law. Homelessness is a lack of permanent housing resulting from extreme poverty or from lack of a safe and stable living arrangement. Children and youth in homeless situations often do not fit society's stereotypical images of homelessness. Therefore, educators may not realize the breadth of students who are considered homeless.

The term "homeless children and youths" (McKinney-Vento Act §725(2); 42 U.S.C. 11435 (2)

A. means individuals who lack a fixed, regular, and adequate nighttime residence; and

B. includes:

- i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- iv. migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses i. through iii.

Services

Services provided to homeless students may include, but are not limited to the following:

1. Staff development for teachers, who may have homeless students in their classes that provides the teachers with knowledge and skills to address the academic needs of homeless students
2. Tutorials
3. Extended day or week program
4. Summer program
5. Computer-assisted instruction
6. Tuition and fees related to dual-credit courses and/or college examinations

The district further ensures any barriers to the enrollment and retention of children and youth in homeless situations will be removed. Students may enroll in, and have full and equal opportunity to succeed in, even if they do not have required documents such as school records, medical records, proof of residency, or other documents that the district may require for enrollment. Homeless children and youth are ensured that they will not be segregated or stigmatized on the basis of their status as homeless by being enrolled on any or all campuses and in any or all courses for which they are academically eligible. Services provided to homeless students will be provided on their campus of enrollment, except as is necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services.

Era ISD has designated the PEIMS Coordinator/Registrar as the Homeless Liaison and Contact for the district. The liaison will ensure that public notice of the educational rights of students in homeless situations is disseminated where children and youth receive services. The district Homeless Liaison/Contact has been registered as the contact for the district on the Texas liaison database.

The district's liaison will notify either through meetings, personal contact, telephone, and/or email, school personnel, service providers, and advocates who work with families in homeless situations of the duties of the district homeless liaison. The liaison will ensure that children and youth in homeless situations are identified by school personnel and through coordination activities with other entities and agencies through information disseminated during appropriate meetings with personnel.

Era ISD will coordinate the provision of services with local social services agencies and other agencies or programs providing services to homeless children and youths and their families, including services and programs funded under the Runaway and Homeless Youth Act (42 U.S.C. 12705) to minimize educational disruption for children and youths who become homeless. This coordination will be designed to ensure that homeless children and youths have access and reasonable proximity to available education and related support services (such as referrals to health, mental health, dental, or other appropriate services), and to raise awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.

If applicable, the district will coordinate with state and local housing agencies responsible for developing the comprehensive housing affordability to minimize educational disruption for children and youths who become homeless. The district's liaison will collaborate and coordinate with State Coordinators for the Education of Homeless Children and Youth as well as community and school personnel responsible for the provision of education and related services to children and youth in homeless situations.

Each homeless child or youth to be assisted will be provided services comparable to the services offered to other students in the school selected, including transportation services, educational services for which the child or youth meet the eligibility criteria (Title I, Head Start, Even Start, pre-school, educational programs for children with disabilities or for students with limited English proficiency), programs in vocational and technical education, programs for gifted and talented students, and school nutrition programs.

The liaison will inform parents or guardians through visits, or by letter, of educational and related opportunities available to their children, and will provide them with meaningful opportunities to participate in the education of their children.

School Enrollment

The district will enroll a homeless child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living, are eligible to attend, or in their school of origin. The district will keep homeless students in their schools of origin, to the extent feasible, unless it is against the parent's or guardian's wishes. Students are permitted to remain in their schools of origin for the duration of their homelessness or until the end of any academic year in which they move into permanent housing. Transportation will be provided to the school of origin, at the request of the parent or guardian, or in the case of an unaccompanied youth, at the request of the district's homeless liaison. No Title I funds may be used for non-supplemental transportation.

The district's liaison will assist unaccompanied children to choose and enroll in a school, after considering the child's wishes, and provide him/her with notice of their right to appeal an enrollment decision that is not their choice. The liaison will ensure that unaccompanied youths are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement. If a dispute arises over school selection or enrollment in a school, the child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. The child, youth, parent or guardian will be referred to the district liaison, who shall carry out the dispute resolution process as expeditiously as possible. The school will provide a written explanation of its decision and the right to appeal if a student is sent to a school other than that requested by a parent or guardian, or in the case of an unaccompanied youth, at the request of the district's homeless liaison. The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere.

The district will obtain school records from the previous school. Students will be enrolled in school while records are obtained. Any records ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

If the child or youth needs to obtain immunizations and/or medical records, the enrolling school will immediately assist the parent or guardian of the child or youth in obtaining immunizations and/or medical records. Students will be enrolled in school in the interim.