



Era Independent School District
District Improvement Plan

November 6, 2018

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Membership Composition of the Site-Based Decision Making Committee				
Era ISD SBDM Members	Position		Era Parents & Community	
Ken Coleman (Chair) colemank@eraisd.net	JH Science		Julie Lundberg julie.lundberg@yahoo.com	Community Member
Andrea Clark clarka@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)
Melissa Chaffin chaffinm@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
Robin Downe downer@eraisd.net	JH Math		Bryan Garrett bryanagarrett82@yahoo.com	Parent
Rosa Daniels danielsr@eraisd.net	HS Spanish		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 spanncian5@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 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.

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.

17/18 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	<ul style="list-style-type: none"> -Increased participation and success in UIL is enhancing academics and reflective of academic instruction -Freedom to create lessons based on student needs -Through hands on instructional activities students are gaining a better concept of science instruction. Students have a strong sense of Science vocab and are able to use it in conversation. -The students have a strong knowledge of the use of chromebooks in 4th & 5th grades which makes it easier to complete assignments. 	<ul style="list-style-type: none"> -Need for more comprehensive SS Curriculum -Multi-step word problems using critical thinking skills. Students continue to struggle when working with elapsed time and place value 	Problem solving and improving critical thinking skills	<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	<ul style="list-style-type: none"> -Era ISD maintains a very low incidence of student behaviors related to drugs and alcohol at school. Students are often recognized as having strong character when observed by people inside and outside the district - Reading Specialist functioning to assist implement character instruction throughout elementary. 	<ul style="list-style-type: none"> -Need for more structured program for Character Education down to each classroom. Working together to further develop this idea and carry over the schoolwide Character Model into individual classrooms. -Work to enhance the meaning/learning behind red ribbon (Drug Awareness) - Individual counseling and support 	Consider implementation of student leadership teams (Hornet Council)	<ul style="list-style-type: none"> • Staff Survey • Parent Survey • Student Survey
Staff Quality - Professional Development	<ul style="list-style-type: none"> -Dedicated staff -low turnover this year 	<ul style="list-style-type: none"> -Mentoring -Communication 		<ul style="list-style-type: none"> • Teacher certification/qualification data • Staff attendance report • PDAS
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> -Instruction is varied to meet all learners needs. Students are consistently engaged in learning. 	<ul style="list-style-type: none"> • Help in looking at data for informed instructional decision making • Provide timely instructional interventions • Vertical teaming • Process for monitoring, evaluating and renewing curriculum • Improved strategies for differentiated instruction 	<ul style="list-style-type: none"> • Help in looking at data for informed instructional decisions • Provide timely instructional interventions • Vertical teaming • Process for monitoring, evaluating and renewing curriculum • Improved strategies for differentiated instruction 	<ul style="list-style-type: none"> • Scope and Sequence Documents • Master Schedule • Class Schedule • Technology Plan • RTI Schedule • Inclusion schedule
Family and Community Involvement	<ul style="list-style-type: none"> -District website is informative and well-organized. -District Notification System 	<ul style="list-style-type: none"> -raptor program -electronic sign -Increase communication from school to home on one on one basis. -update phone system so messages are not missed 	<ul style="list-style-type: none"> -Increase use of video announcements to district stakeholders. -Continue to utilize the district website and new district phone app to enhance communication with stakeholders. 	
School Context and Organization	<ul style="list-style-type: none"> -Campus Safety with new Defender Plan in place. 	<ul style="list-style-type: none"> -Consider implementation of motion sensors for lighting -Fencing around perimeter to secure campus. 	Maintain implementation of Defender Program, as well as visitor background check system at each campus main entrance. Continue to control access to campus as much as is possible.	<ul style="list-style-type: none"> • Master Schedule • School Map & Physical Environment • Long Range Capital Improvements
Technology	network infrastructure is strong; plenty of bandwidth for student and teacher applications	<ul style="list-style-type: none"> ongoing need to replace and update existing hardware -update intercom and phone systems 	<ul style="list-style-type: none"> ongoing need to replace and update existing hardware -update intercom and phone systems 	District Technology Plan, Bright Bytes Data

Demographics	
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Enrollment By Grade	Count	%Enroll
Early Education	4	0.84%
Pre-Kindergarten	0	0.00%
Kindergarten	29	6.05%
Grade 1	30	6.26%
Grade 2	35	7.31%
Grade 3	38	7.93%
Grade 4	34	7.10%
Grade 5	38	7.93%
Grade 6	40	8.35%
Grade 7	34	7.10%
Grade 8	41	8.56%
Grade 9	36	7.52%
Grade 10	46	9.60%
Grade 11	36	7.52%
Grade 12	38	7.93%
TOTAL	479	100.00%

Enrollment By Sex	Count	%Enroll
Male	233	48.64%
Female	246	51.36%
TOTAL	479	100.00%

LEP	7	1.46%
Immigrant	1	0.21%
Economic Disadvantaged	109	22.76%
Military Connected	7	1.46%
Foster Care	1	0.21%
Homeless	0	0.00%
Unaccompanied Youth	0	0.00%
Dyslexia	4	0.84%
TOTAL	129	

*data taken from Fall 2017 PEIMS Collection

	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	1.25%	1.25%	0	0.00%	0.00%	2	1.83%	0.42%	0	0.00%	0.00%	0	0.00%	0.00%
Asian	4	0.84%	0.84%	0	0.00%	0.00%	2	1.83%	0.42%	0	0.00%	0.00%	0	0.00%	0.00%
Black / African American	1	0.21%	0.21%	0	0.00%	0.00%	1	0.92%	0.21%	0	0.00%	0.00%	0	0.00%	0.00%
Hispanic / Latino	62	12.94%	12.94%	0	0.00%	0.00%	19	17.43%	3.97%	0	0.00%	0.00%	7	100.00%	1.46%
White	392	81.84%	81.84%	0	0.00%	0.00%	78	71.56%	16.28%	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	14	2.92%	2.92%	0	0.00%	0.00%	7	6.42%	1.46%	0	0.00%	0.00%	0	0.00%	0.00%
TOTAL	479	100.00%	100.00%	0	0.00%	0.00%	109	100.00%	22.76%	0	0.00%	0.00%	7	100.00%	1.46%
	At Risk			Career & Technical			Special Ed			Gifted & Talented					
	Count	%Group	%Enroll	Count	%Group	%Enroll	Count	%Group	%Enroll	Count	%Group	%Enroll			
American Indian / Alaskan	1	0.60%	0.21%	4	2.74%	0.84%	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%	0	0.00%	0.00%			
Black / African American	0	0.00%	0.00%	1	0.68%	0.21%	0	0.00%	0.00%	0	0.00%	0.00%			
Hispanic / Latino	33	19.88%	6.89%	16	10.96%	3.34%	4	9.09%	0.84%	0	0.00%	0.00%			
White	126	75.90%	26.30%	119	81.51%	24.84%	39	88.64%	8.14%	27	100.00%	5.64%			
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	6	3.61%	1.25%	6	4.11%	1.25%	1	2.27%	0.21%	0	0.00%	0.00%			
TOTAL	166	100.00%	34.66%	146	100.00%	30.48%	44	100.00%	9.19%	27	100.00%	5.64%			

Student Performance

STAAR Results - Cumulative Summary - 2017 to 2018 (as of June) ** % at "Approaches"

*cumulative % through March & May test administrations

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

2018 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%	87%	77%	82%						
4	72%	91%	78%	89%	61%	83%				
5	*82%	*90%	*90%	*98%			75%	70%		
6	66%	90%	76%	93%						
7	72%	84%	71%	84%	67%	84%				
8	*83%	*93%	*84%	*89%			74%	78%	64%	50%
9-12	English 1		Algebra 1		English 2		Biology		US History	
	State	EISD	State	EISD	State	EISD	State	EISD	State	EISD
	71%	73%	88%	76%	75%	94%	90%	94%	93%	94%

STAAR Results - Cumulative Summary - 2017 to 2018 (as of June) ** % at "Meets"

	Reading		Math		Writing		Science		Social Studies	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
3	51%	55%	51%	34%						
4	53%	63%	31%	54%	69%	63%				
5	61%	65%	39%	48%			27%	23%		
6	63%	63%	46%	58%						
7	39%	75%	41%	56%	46%	66%				
8	58%	50%	36%	33%			50%	38%	13%	13%
9-12	English 1		Algebra 1		English 2		Biology		US History	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
	66%	55%	59%	39%	76%	73%	79%	58%	72%	75%

2018 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	42%	55%	46%	34%						
4	45%	63%	47%	54%	38%	63%				
5	51%	65%	57%	48%			40%	23%		
6	36%	63%	43%	58%						
7	45%	75%	38%	56%	41%	66%				
8	46%	50%	49%	33%			50%	38%	34%	13%
9-12	English 1		Algebra 1		English 2		Biology		US History	
	State	EISD	State	EISD	State	EISD	State	EISD	State	EISD
	54%	55%	61%	39%	60%	73%	64%	58%	74%	75%

STAAR Results - Cumulative Summary - 2017 to 2018 (as of June) ** % at "Masters"

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

2018 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	24%	21%	23%	16%						
4	24%	29%	26%	20%	10%	14%				
5	25%	33%	30%	15%			16%	13%		
6	18%	38%	17%	13%						
7	27%	53%	17%	25%	14%	31%				
8	25%	23%	15%	0%			27%	18%	20%	3%
9-12	English 1		Algebra 1		English 2		Biology		US History	
	State	EISD	State	EISD	State	EISD	State	EISD	State	EISD
	9%	12%	37%	15%	10%	8%	26%	23%	43%	28%

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	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	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	20.7
2009	6	82,640	19.3	19.9	21.3	21.3	22.2	20.9	20.5	20.6	21	20.8
2010	12	92,615	18.3	19.7	20	21.4	18	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	21	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	19	20.9
2015	32	124,764	20.8	19.8	20.1	21.1	20.3	21.1	21.3	21	20.7	20.9
2016	22	142,877	22.4	19.4	21.1	20.7	21.4	21	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

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	Total Tested		College English Composition		College Algebra		College Social Science		College Biology		Meeting All 4	
	District	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%



STUDENT ACHIEVEMENT

	SCORE	% OF GRADE
STAAR Performance	80	40%
College, Career, and Military Readiness	75	40%
Graduation Rate	95	20%
Total	81	100%



SCHOOL PROGRESS

	SCORE	
Academic Growth	82	The higher of Growth or Performance is used.
Relative Performance	66	
Total	82	



CLOSING THE GAPS

	SCORE	% OF GRADE
Grade Level Performance	69	55.6%
Academic Growth/Graduation Rate	50	11.1%
Student Achievement	33	33.3%
Total	76	100%

Grades Served: EE - 12
108 HARGROVE ST
ERA, TX, 76238

476 Students Enrolled
ERA ISD

HOW WELL IS THIS SCHOOL PERFORMING OVERALL?

MET STANDARD

80 out of 100

UNDERSTANDING OVERALL PERFORMANCE



This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.



STUDENT ACHIEVEMENT

MET STANDARD

81 out of 100

The Student Achievement domain tells us how much students know and are able to do at the end of the school year.



SCHOOL PROGRESS

MET STANDARD

82 out of 100

The School Progress domain shows us how students are performing over time and compares that progress to similar schools.



CLOSING THE GAPS

MET STANDARD

76 out of 100

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

DISTINCTIONS

- ✗ Academic Achievement in Mathematics
- ✗ Academic Achievement in Science
- ✗ Academic Achievement in English Language Arts/Reading
- ✗ Academic Achievement in Social Studies
- ✗ Top 25 Percent: Comparative Academic Growth
- ✗ Postsecondary Readiness
- ✗ Top 25 Percent: Comparative Closing the Gaps

Campus Performance Objectives

- 1) 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.
- 2) Student attendance rate will meet or exceed 97%. The drop-out rate will not exceed 0.5%. 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.
- 3) 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.
- 4) Ensure that all students receive instruction from highly qualified teachers who are appropriately qualified according to the requirements of ESSA 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.
- 5) 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.
- 6) Increase awareness in careers and post-secondary academic opportunities and needs. Provide authentic opportunities for all students to explore options and start to plan for their life after high school.
- 7) 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.
- 8) Appropriately expend Federal funds to provide supplemental opportunities and assistance for students throughout the school.
- 9) 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.
- 10) Regularly monitor and assess the progress of students with unique educational needs. Students in special programs (Special Education, ESL, Dyslexic, Migrant, Homeless) will be closely monitored for academic progress, and assisted with all available means in order to reach their full potential.
- 11) 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.

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	Actual Expenditures
1	Enhance 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 Tech school presentations	Counselor College Reps (NCTC)			
3	Offer PSAT (11th), ACT/SAT Spring semester 11th	Counselor Teachers			
4	Utilize HS Allotment funds to pay fees for students to take ACT/SAT at the end of their JUNIOR year.	Counselor Principal Superintendent	199.11.6499.00.001.831	\$2,500.00	\$2,719.50
5	NASA Educational programs to enhance science learning and provide research experience	Science Coordinator	NASA-provided materials		
6	Offer multiple dual-credit online courses; provide time and transportation Provide local scholarships for all DC; Changed to a reimbursement process this year - students are reimbursed at the end of the semester on a sliding scale based on their course grades	Counselor Principal Sec Teachers	199.11.6223.00.001.831 NCTC Link -Schedule Provide transportation	\$5,000.00	\$3,009.73
7	Offer ACT/SAT Prep Course for all juniors	Counselor Principals Teachers			
8	Offer additional staff development days during the school year with additional flexibility in the calendar				
9	Utilize Eduphoria Aware for data disaggregation and student achievement info (SW8, SW9)	Administration Core Teachers	199.11.6239.02.001.811	\$3,845.00	\$3,845.00
			TOTALS	\$11,345.00	\$9,574.23

Federal Programs

Strategies	Person(s) Responsible	Funding Source	Budgeted Amount
Salary and Payroll Costs (1 FTE - KG)	Superintendent	211.11.6100	\$50,494.00
Contract for technical assistance for ESSA grant programs	Superintendent	211.11.6219.00.701.830	\$3,240.00
Title I, Part A (Fund 211)	<p>Program is "school wide" in the District. Funds are primarily used for teacher salaries, to reduce class sizes on the elementary campus. Additionally, the fees for the District's Fed Programs Consultant are paid from this account.</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 10 Components of a Schoolwide Program are addressed in the District/Campus Plan.</p>		
Title II Supplies (Salary & Payroll)	Superintendent	255-11-6100	\$214.00
Title II Supplies (Technology)	Superintendent	255-11-6399-00-001-811	\$6,851.00
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.		
Title VI / Small Rural School Achievement Program (SRSA)	Superintendent	Rural Education Achievement Program (REAP)	\$7,065.00
Title VI, Part B, Subpart 1 Small Rural School Achievement Program (USDE)	<p>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]</p> <p>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.</p>		

<p>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.</p> <p>In the current year, Era ISD REAP'ed the following programs: Title II, A - Preparing, Training, and Recruiting High Quality Teachers and Principals</p> <p>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.</p>			
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
Salary and Payroll Costs (1 FTE)	Superintendent	289-11-6100	\$49,302.00
Supplies	Superintendent	289-11-6399-00-001-711	\$0.00
USDE Rural Education Achievement Program REAP Grant (Fund 289)	Era ISD currently utilizes all REAP Grant funds for Title I, Part A, purposes. Funds are used primarily for teacher salaries in combination with Title 1-A funds.		
TOTALS			\$127,166.00

At-Risk / Compensatory Education

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount
1	Teacher Salaries (2.25 FTE) / Aide Salaries .75 FTE) Payroll Costs (FICA, Health Ins, TRS)	Superintendent Principals	199.11.6119.00.001.830 199.11.6129.00.001.830 payroll costs- various	\$82,568.00 \$14,867.00 \$16,658.00
2	AEP/ISS	Superintendent Principals	199.11.6112.24.001.828	\$1,000.00
3	Use Study Island online curriculum for target areas of assistance	Superintendent Principals	199.11.6399.00.001.830	\$6,588.00
4	Utilize CEI Lab for elementary students for increased performance on phonetic based learning	Superintendent Principals	199.11.6399.00.001.830	\$3,500.00
5	iStation Reading program (Elementary Schoolwide)	Superintendent Principals	199.11.6399.00.001.830	\$2,556.00
6	Continue to utilize after-school tutorials program weekly for targeted student assistance (SW2, SW9) Provide Saturday School as needed for academic and attendance concerns. (\$15/hr. for teachers)	Principals Teachers	199.11.6119.05.001.811 199.11.6119.01.001.830	\$1,000.00 \$2,000.00
7	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	199.11.6399.20.001.830	\$2,500.00
8	Provide assessment remediation to students who do not pass EOC or SSI assessments; After School Tutorials, Summer Study Sessions (SW9)	Teachers Principal	199.11.6119.02.001.830	\$2,500.00
9	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) (SW2, SW9)	Principals Assigned Teachers		
10	Utilize Texas Virtual School Network for credit recovery and acceleration purposes; TAKS/STAAR remediation (SW9)	Principals Counselor	289 - TxVSN Grant	\$59,000.00
TOTALS				\$194,737.00

Advanced Academics / GT

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount	Actual Expenditures
1	Implement portfolios for GT students in elementary school- through graduation	GT Director Teachers Students			
2	Budget available GT funds to best serve appropriate student population	GT Director Teachers Principal	199.11.6100 199.11.6399.00.001.721 199.11.6400...721	\$14,928.00 \$685.00 \$1,015.00	\$9,939.37 \$667.50 \$357.61
3	HS trip to local University for Admissions tour. The trip to the Sixth Floor Museum was very beneficial and all the students seemed to learn a lot on this trip.	GT Director			
4	Elem & JH trip to Perot Museum (or other relevant museum or cultural activity)Fall. Spring trip to Fort Worth Museum of Science & History.	GT Director			
5	Elementary Weekly GT Time	GT Director			
6	Participate in Student Showcase at ESC11 STEAM Carnival	GT Director			
TOTALS				\$16,628.00	\$10,964.48

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 ... 822 199.11.6300 ... 822 199.11.6400 ... 822	\$163,108.00 \$21,200.00 \$15,200.00
4	Retain a second VoAg teacher position to enhance course offerings for students (Floral Design, Adv. Animal Science, etc.)	Superintendent Secondary Principal	199.11.6100 **included above	
5	Increase variety of Vocational offerings for students	Secondary Principal Vocational teachers		
6	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.	Counselor, Secondary Principal, CTE Teachers		
7	Utilize Carl Perkins Funds to purchase supplies and equipment to enhance current courses offered	Superintendent, Secondary Principal, CTE Teachers	Carl Perkins Grant	\$2,013.42
8	Students will participate in Manufacturing Day to learn about future careers in manufacturing by visiting local Manufacturing companies.	Principal, Counselor		
9	Host Career Day to start conversations about possible careers.	Principal, Counselor		
TOTALS				\$199,508.00

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	Continue implementation of CEI Lab at grades K-5	Tech Director ESL/Dyslexia teacher and aide		
4	Provide access to professional development, as needed, by appropriate SpEd staff		199.13.6411.00.001.823SEC 199.13.6411.01.001.823ELE	\$250.00 \$250.00
5	Budget available Special Ed funds to best serve appropriate student population		199.11.6100 ... 823 199.11.6300 ... 823 199.11.6400 ... 823 CCSEC 199.93.6492.00.001.823	\$136,059.00 \$2,000.00 \$700.00 \$123,587.00
TOTALS				\$262,846.00

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 (SW4)	ESL/Dyslexia Coordinators Principal	Staff development funds	
3	Budget available ESL/Dyslexia funds to best serve appropriate student population		199.11.6100 ... 825 199.11.6300 ... 825	\$968.00 \$1,000.00
4	Initial screening for dyslexia for students in Kinder and First through istation and TPRI assessments			
TOTALS				\$1,968.00

School Culture & Climate

School culture refers to the organization's values, beliefs, traditions, 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 You Matter - elem program	
2	Regular, random visits by Drug Dog	Principal Superintendent	199.11.6219.01.001.811	\$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 ... 899 199.52.6299.00.001.899 199.52.6399.00.001.899 199.52.6411.00.001.899	\$2,749.00 \$2,000.00 \$1,500.00
7	Raptor School Check-in System (Background check and badge system for visitors to campus)	Superintendent, Campus offices	199.52.6399.01.001.899	\$1,500.00
8	CrisisGo App (Emergency Alert Notification and Communication System for Staff)	Superintendent, Campus offices	199.52.6399.01.001.899	\$1,500.00
9	Addition of Drug Testing Policy for Students participating in Extracurricular activities	Superintendent	199.36.6219.03.001.891ATH	\$5,000.00
10	Start with Hello program K-12			
11	Elementary Counselor provides character guidance lessons to all students in Elementary once per six weeks	Elementary Counselor		
TOTALS				\$15,749.00

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 (SW4, SW8)	Administration Teachers Other staff	199-13 staff development funds	\$8,600.00
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 (SW4)		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 (SW3)	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 (SW5)	Administration	199.11.6119.04.001.811 199.11.6129.02.001.811	\$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. (SW3, SW5)	Administration ESCXI		
9	Era ISD will analyze data for all current and new educational professionals to assure HQ requirements are met. (SW3)	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. (SW3)	Administration		
11	Provide access to high-quality, ongoing professional development (SW4)	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" (SW3) Utilize the PAKS assessment tool	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	Elementary teachers will participate Teachers observing Teachers for professional development opportunities to learn from one another.	Principal Teachers		
TOTALS				\$97,100.00

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. (SW2, SW3, SW4, SW9)	Teachers		
2	Teachers will model critical thinking skills and reasoning as a regular part of daily instruction. (SW2, SW3, SW9)	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. (SW2, SW4, SW8, SW9)	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. (SW2, SW3, SW9)	Principals Counselor		
5	Create collaborative planning time for teachers to plan collaboratively through a Professional Learning Community (SW8)	Principals Counselor		
6	Students will receive small group instruction in reading daily with focus on fluency. (SW2, SW8, SW9)	Teachers		
7	Employ instructional aides to provide more individualized or small group assistance to at- risk students. (SW2, SW9)	Superintendent HR		
8	Innovators Day at Elementary Campus twice annually to increase STEAM instruction and learning	Principal Teachers		
TOTALS				\$0.00

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, cafeteria account balances, school emergencies and other school announcements	Principal Superintendent Secretaries	199.11.6399.11.001.811TEC	\$4,500.00
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		
7	8th grade HS orientation meeting FAFSA workshop for Junior and Senior Parents	Secondary Principal Counselor		
8	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		
9	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		
10	Provide the following opportunities: 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		
11	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	Principals Secretaries Teachers		
12	Require teacher to generate online calendars w/assignments for access through local website	Teachers Tech Director		
13	Send home pamphlets explaining SSI process/program. Regularly update parents on their child's progress and benchmark results	Principals Teachers		
TOTALS				\$4,500.00

School Context & Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount
	Strive to maintain "Superior" FIRST Rating	Superintendent Board		
2	Review aggregate data related to cost and usage of electricity, propane, water, and other fuels; post on district website and report to school board	Superintendent Business Manager	Administrator Time	
3	Encourage district staff and students to turn off lights when not in use, and reduce usage of HVAC where possible	all staff		
4	Continue to convene District of Innovation Committee to consider ongoing ideas regarding improvement of student achievement and school structures	Superintendent all staff		
TOTALS				\$0.00

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	Use computers for End-of-Course test administrations where applicable.	Counselor Tech Director	Computer Labs Tech Supplies Budgets	
2	Add new and maintain existing technology hardware and software as needed.	Tech Director Superintendent	Supply and Capital Outlay Budgets	
3	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	255.11.6399.00.001.811	\$6,851.00
4	Utilize BrightBytes survey, data, and reports to evaluate technology usage and proficiency	Tech Director Administration		
5	Evaluate the Z-Space Lab (3D, Virtual Reality) to consider continued implementation in future years	Tech Director Principals Teachers	410.11.6321.00.001.811	\$21,995.00
TOTALS				\$6,851.00

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/>

Components of a Title I Schoolwide Program

ESSA requires a Title I schoolwide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

(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).

(SW2) Schoolwide reform strategies that:

- a. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).
- b. Use effective methods and instructional strategies based on scientific research that:
 - 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.
- 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:
 - 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.
- d. Address how the school will determine if such needs have been met.
- e. Are consistent with the state plan and any local improvement plans.

(SW3) Instruction by highly qualified teachers.

(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).

(SW5) Strategies to attract highly qualified teachers to high-need schools.

(SW6) Strategies to increase parental involvement through means such as family literacy services in accord with Section 1118.

(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.

(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.

(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.

(SW10) Coordination and integration of federal, state, and local services and programs, including programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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: _____