



**Era Independent School District**  
**Comprehensive Needs Assessment**

6/5/2015

## Table of Contents

<u>1</u>	<u>DIT Members</u>
<u>2</u>	<u>Board Goals/District Mission Statement</u>
<u>3</u>	<u>Student Performance Information</u>
<u>4</u>	<u>Demographics</u>
<u>5</u>	<u>Student Achievement</u>
<u>5.A</u>	<u>Federal Programs</u>
<u>5.B</u>	<u>At-Risk</u>
<u>5.C</u>	<u>Advanced Academics/Gifted &amp; Talente</u>
<u>5.D</u>	<u>Career &amp; Technology Education</u>
<u>5.E</u>	<u>Special Education</u>
<u>5.F</u>	<u>Limited English Proficient (LEP)/ Dyslexia</u>
<u>6</u>	<u>School Culture &amp; Climate</u>
<u>7</u>	<u>Staff Quality/ Professional Development</u>
<u>8</u>	<u>Curriculum, Instruction, &amp; Assessment</u>
<u>9</u>	<u>Family &amp; Community Involvement</u>
<u>10</u>	<u>School Context &amp; Organization</u>
<u>11</u>	<u>Technology</u>
<u>12</u>	<u>NCLB Program Descriptions/Title I Description</u>
<u>13</u>	<u>Survey Results</u>
<u>14</u>	<u>Summary of CNA</u>

## DIT Members

<b>Membership Composition of the Site-Based Decision Making Committee</b>	
<b>Name of SBDM Member</b>	<b>Position</b>
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
	Buisness Member
	Business member

## Board Goals

<b>Board Goals</b>	
<b>1</b>	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.
<b>2</b>	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.
<b>3</b>	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.
<b>4</b>	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.
<b>5</b>	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.
<b>6</b>	The District will make every effort to recruit, develop, recognize and retain highly qualified [personnel in every District position.
<b>7</b>	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.
<b>8</b>	The District will strive to reduce the District's electricity usage each state fiscal year (beginning with September 1, 2007).
<b>9</b>	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.

## Student Performance

	<b>April 2015 STAAR Math, Grade 3</b>	<b>April 2015 STAAR Reading, Grade 3</b>	<b>April 2015 STAAR Math, Grade 4</b>	<b>April 2015 STAAR Reading, Grade 4</b>	<b>April 2015 STAAR Writing, Grade 4</b>	<b>March 2015 STAAR Math, Grade 5</b>	<b>March 2015 STAAR Reading, Grade 5</b>	<b>April 2015 STAAR Science, Grade 5</b>
Total Students	33	33	31	31	33	33	34	32
Percent Score	71%	74%	56%	76%	69%	57%	68%	67%
Scale Score	N/A	1480	N/A	1575	4067	N/A	1536	3704
Met / Satisfactory	N/A	97%	N/A	94%	88%	N/A	85%	72%
Commended / Advance	N/A	30%	N/A	39%	15%	N/A	9%	3%

	<b>April 2015 STAAR Math, Grade 6</b>	<b>April 2015 STAAR Reading, Grade 6</b>	<b>April 2015 STAAR Math, Grade 7</b>	<b>April 2015 STAAR Reading, Grade 7</b>	<b>April 2015 STAAR Writing, Grade 7</b>	<b>March 2015 STAAR Math, Grade 8</b>	<b>March 2015 STAAR Reading, Grade 8</b>	<b>April 2015 STAAR Science, Grade 8</b>	<b>April 2015 STAAR Social Studies, Grade 8</b>
Total Students	29	29	38	38	38	14	32	32	32
Percent Score	47%	73%	57%	73%	70%	57%	81%	67%	52%
Scale Score	N/A	1619	N/A	1676	4096	N/A	1743	3815	3535
Met / Satisfactory	N/A	86%	N/A	92%	87%	N/A	94%	78%	63%
Commended / Advance	N/A	21%	N/A	26%	21%	N/A	31%	13%	0%

## Student Performance (with last years data)

	April 2014 STAAR Math, Grade 3	April 2015 STAAR Math, Grade 3	April 2014 STAAR Reading, Grade 3	April 2015 STAAR Reading, Grade 3	April 2014 STAAR Math, Grade 4	April 2015 STAAR Math, Grade 4	April 2014 STAAR Reading, Grade 4	April 2015 STAAR Reading, Grade 4	April 2014 STAAR Writing, Grade 4	April 2015 STAAR Writing, Grade 4				
Total Students	28	33	28	33	34	31	33	31	33	33				
Percent Score	75%	71%	76%	74%	55%	56%	65%	76%	66%	69%				
Scale Score	1511.21	N/A	1479	1480	1457	N/A	1496	1575	3952	4067				
<b>Met / Satisfactory</b>	<b>71%</b>	<b>N/A</b>	<b>93%</b>	<b>97%</b>	<b>41%</b>	<b>N/A</b>	<b>76%</b>	<b>94%</b>	<b>82%</b>	<b>88%</b>				
Commended / Advanced	21%	N/A	32%	30%	3%	N/A	9%	39%	15%	15%				
	April 2014 STAAR Math, Grade 5	March 2015 STAAR Math, Grade 5	April 2014 STAAR Reading, Grade 5	March 2015 STAAR Reading, Grade 5	April 2014 STAAR Science, Grade 5	April 2015 STAAR Science, Grade 5	April 2014 STAAR Math, Grade 6	April 2015 STAAR Math, Grade 6	April 2014 STAAR Reading, Grade 6	April 2015 STAAR Reading, Grade 6				
Total Students	28	33	28	34	28	32	35	29	35	29				
Percent Score	59%	57%	77%	68%	67%	67%	68%	47%	72%	73%				
Scale Score	1531	N/A	1604	1536	3713	3704	1664	N/A	1620	1619				
<b>Met / Satisfactory</b>	<b>71%</b>	<b>N/A</b>	<b>96%</b>	<b>85%</b>	<b>75%</b>	<b>72%</b>	<b>97%</b>	<b>N/A</b>	<b>89%</b>	<b>86%</b>				
Commended / Advanced	7%	N/A	32%	9%	11%	3%	26%	N/A	11%	21%				
	April 2014 STAAR Math, Grade 7	April 2015 STAAR Math, Grade 7	April 2014 STAAR Reading, Grade 7	April 2015 STAAR Reading, Grade 7	April 2014 STAAR Writing, Grade 7	April 2015 STAAR Writing, Grade 7	April 2014 STAAR Math, Grade 8	March 2015 STAAR Math, Grade 8	April 2014 STAAR Reading, Grade 8	March 2015 STAAR Reading, Grade 8				
Total Students	37	38	37	38	37	38	35	14	36	32				
Percent Score	65%	57%	71%	73%	68%	70%	67%	57%	77%	81%				
Scale Score	1673	N/A	1665	1676	3963	4096	1739	N/A	1759	1743				
<b>Met / Satisfactory</b>	<b>86%</b>	<b>N/A</b>	<b>89%</b>	<b>92%</b>	<b>84%</b>	<b>87%</b>	<b>91%</b>	<b>N/A</b>	<b>94%</b>	<b>94%</b>				
Commended / Advanced	16%	N/A	27%	26%	8%	21%	14%	N/A	39%	31%				
	April 2014 STAAR Science, Grade 8	April 2015 STAAR Science, Grade 8	April 2014 STAAR Social Studies, Grade 8	April 2015 STAAR Social Studies, Grade 8	Spring 2014 STAAR EOC, English I	Spring 2015 STAAR EOC, English I	Spring 2014 STAAR EOC, Algebra I	Spring 2015 STAAR EOC, Algebra I	Spring 2014 STAAR EOC, Biology	Spring 2015 STAAR EOC, Biology	Spring 2014 STAAR EOC, English II	Spring 2015 STAAR EOC, English II	Spring 2014 STAAR EOC, US History	Spring 2015 STAAR EOC, US History
Total Students	36	32	36	32	37	34	39	36	35	32	42	39	40	35
Percent Score	60%	67%	50%	52%	61%	67%	64%	63%	59%	62%	64%	65%	63%	70%
Scale Score	3668	3815	3498	3535	3958	4150	4096	4059	3977	4050	4028	3992	4006	4176
<b>Met / Satisfactory</b>	<b>67%</b>	<b>78%</b>	<b>53%</b>	<b>63%</b>	<b>73%</b>	<b>82%</b>	<b>87%</b>	<b>89%</b>	<b>94%</b>	<b>97%</b>	<b>83%</b>	<b>82%</b>	<b>98%</b>	<b>97%</b>
Commended / Advanced	8%	13%	3%	0%	0%	9%	33%	31%	6%	19%	0%	3%	13%	14%

## Demographics

### Documents/Data Reviewed

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Drop-out and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount	Actual Expenditures	Evaluation (did it work?)	Continue Next Year?
1	Continue to utilize after-school tutorials program weekly for students with missing class work (SW2, SW9)	Principals Teachers	199.11.6119.05.001.511 199.11.6119.01.001.524	\$1000.00 \$2500.00	\$484.10 \$682.25		yes
2	Provide Saturday School as needed for academic and attendance concerns. (\$15/hr. for teachers)	Principals	199.11.6119.05.001.511 199.11.6119.01.001.524				as needed
3	Recognize elementary students with perfect attendance; students with 100% attendance will receive incentive awards	Elem Principal	Activity fund (Elementary Principal's fund)				yes
4	Provide assessment remediation to previous failures during class, JH tutorial period, and After School Tutorials (SW9)	Teachers Principal	199.11.6119.02.001.524	\$2,500.00	\$1,058.36		yes
5	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					yes
6	Continue OFYP to provide additional incentive for students performance; small- group remediation for At-Risk students. (SW2, SW9)	Administration Teachers				OFYP has proven to be successful, we are opting to adjust our OFYP arrangement to reduce number of OFYP days offered to only 4 days at the end of the year and discontinue OFYP days throughout the year.	yes, with changes.
7	Utilize OdysseyWare for credit recovery and acceleration purposes; TAKS/STAAR remediation (SW9)	Principals Counselor	199.11.6219.02.001.531	\$100.00	\$0.00		yes
<b>TOTALS</b>				<b>\$2,600.00</b>	<b>\$1,058.36</b>		

Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities
Small group tutorials and remediation continue to be an effective tool to use in helping students that are struggling academically.		Continue to provide funding to allow our certified professional educators to offer individual and small-group academic remediation to identified students.

## Student Achievement

Documents/Data Reviewed
<ul style="list-style-type: none"> <li>• Standardized Assessment Results</li> <li>• Texas Academic Performance Reports (TAPR)</li> <li>• Adequate Yearly Progress (AYP)</li> <li>• AMAOS</li> <li>• TELPAS</li> <li>• CBAs</li> <li>• Class Grades/Report Cards</li> </ul>

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount	Actual Expenditures	Evaluation (did it work?)	Continue Next Year?
1	Enhance Website: counselor's page; include info on college admissions, FAFSA, and Texas Grant program	Counselor Principal					yes
2	Utilize the Eduphoria Aware program for data disaggregation and to create and score benchmark testing (SW8, SW9)	Administration Core teachers	199-11-6239-02-001-411	\$5,250.00		Eduphoria provides useful reports in analyzing data from Standardized Tests.	yes
3	Coordinate with NCTC's financial aid information night and FAFSA completion night Tech school presentations Offer ACT workshop	Counselor Various College Representatives (NCTC)					yes
4	Suggest tests: Explore (8th), Plan (10th), offer PSAT (11th), ACT/SAT end of 11th	Counselor Teachers				No longer will offer the Explore test to 8th or the PLAN test to 10th.	yes
5	Utilize HS Allotment funds to pay fees for students to take ACT/SAT at the end of their JUNIOR year.	Counselor Principal Superintendent	199.11.6499.00.001.631	\$1,800.00	\$2,204.75	Consider addition of ACT/SAT prep class.	yes
6	NASA Educational programs to enhance science learning and provide research experience	Science Coordinator	NASA-provided materials				yes
7	Trips to UNT and NCTC to promote science and college careers	Science Teachers and coordinator					yes
8	Offer multiple dual-credit online courses; provide time and transportation Provide local scholarships for all DC	Counselor Principal Secondary Teachers	199.11.6223.00.001.531 NCTC Link -Schedule Provide Bus transportation	\$5,000.00	\$6,904.00		yes
<b>TOTALS</b>				<b>\$12,050.00</b>	<b>\$9,108.75</b>		

Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities
<ul style="list-style-type: none"> <li>• Science Program</li> <li>• Continuous Results or Gains on STAAR Results at Secondary Level</li> </ul>	<ul style="list-style-type: none"> <li>• New TEKS in Elementary Math provided some struggles</li> <li>• And ACT/SAT Prep course</li> </ul>	<ul style="list-style-type: none"> <li>Work on alignment of Math TEKS</li> <li>Add ACT/SAT Prep Course</li> </ul>



## Federal Programs

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount	Actual Expenditures	Evaluation (did it work?)	Continue Next Year?
1	Contract for technical assistance for NCLB grant programs	Superintendent	211-11-6219-00-701-511	\$3,000.00	\$3,000.00		yes
2	Salary and Payroll Costs (1 FTE)		211-11-6119-00-001-511	\$39,999.00	\$34,736.00		yes
3	Title I Supplies		211-11-6399-00-001-511	\$1.00	\$0.00		yes
4	Title II Supplies (Technology)		255-11-6399-00-001-511	\$14,340.00	\$14,308.00		yes
5	Title VI/Small Rural School Achievement Program		Rural Education Achievement Program (REAP)	\$62,589.00	\$62,589.00		yes
6	(289) Rural Education Achievement Program REAP Grant (USDE) (1 FTE) Salary and Payroll Costs		289-11-6119-00-001-511	\$30,434.00	\$17,151.18		yes
7	289 REAP Supplies		289-11-6399-00-001-511	\$5.00	\$0.00		yes
<b>TOTALS</b>				<b>\$150,368.00</b>	<b>\$131,784.18</b>		

Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities
		Era ISD will continue to utilize Federal Grant money as follows: 211 - Teacher Salary & Federal Programs Consultant 255 - Supplemental Technology Supplies 289 - Teacher Salary **will continue to REAP all Federal Funds into Title 1

## At-Risk

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount	Actual Expenditures	Evaluation (did it work?)	Continue Next Year?
1	Teacher Salaries (2.25 FTE) / Aide Salaries .75 FTE) Payroll Costs (FICA, Health Ins, TRS)	Superintendent Principals	199.11.6119.00.001.524 199.11.6129.00.001.524 payroll costs- various	\$103,211.00 \$14,400.00 \$15,684.00	\$87,052.72 \$12,633.58 \$5,257.05		yes
2	AEP/ISS	Superintendent Principals	199-11-6112-24-001-524	\$1,000.00	\$480.00		yes
3	Tutorials	Superintendent Principals	199-11-6119-01-001-524	\$2,500.00	\$682.25		yes
4	Summer School	Superintendent Principals	199-11-6119-02-001-524	\$2,500.00	\$1,058.36		yes
5	Study Island	Superintendent Principals	199-11-6399-00-001-524	\$6,400.00	\$6,400.00		yes
6	CEI Lab	Superintendent Principals	199-11-6399-00-001-524 199.11.6399.00.001.525	2500 2000	2500 2000		yes
7	Elementary Supplies	Superintendent Principals	199-11-6399-20-001-524	\$1,000.00	\$398.00		yes

**TOTALS \$146,695.0 \$113,961.96**

Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities

## Advanced Academics GT

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount	Actual Expenditures	Evaluation (did it work?)	Continue Next Year?
1	Implement portfolios for GT students in elementary school- throughout graduation	GT Director Teachers Students				making progress towards goal of online portfolios	yes
2	Budget available GT funds to best serve appropriate student population	GT Director Teachers Principal	Salaries & Payroll Costs Supplies Travel, Fees & Dues	\$14,364.00 \$500.00 \$1,200.00			yes
3	HS trip to Perot Museum	GT Director				Very successful. The engineering section caused great discussion among students.	yes
4	Elem & JH trip to Bureau of Engraving					Met with great interest by students. Students were able to share experiences with classmates.	yes
<b>TOTALS</b>				<b>\$16,064.00</b>	<b>\$0.00</b>		

Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities
Secondary GT students taughted, coached and led several GT projects (i.e. Enrichment Clusters, Battle of the Books)	Finding a college tour for HS students proved challenging this year. I will start this effort during the summer.	Continue enrichment trips, online portfolios, continue secondary G/T Students mentoring and teaching lower grades.



## Special Education

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount	Actual Expenditures	Evaluation (did it work?)	Continue Next Year?
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			yes	yes
2	Utilize Response to Intervention (Rtl) strategies to target At-Risk students (SW2)	Principal SpEd Coord Counselor	Staff development budgets(if needed)			yes	yes
3	Continue implementation of CEI Lab at grades K-3	Tech Director ESL/Dyslexia teacher and aide				yes	yes
4	Budget available Special Ed funds to best serve appropriate student population		Salaries and Payroll Cost Supplies Travel, Fees & Dues CCSEC	\$196,050.00 \$3,000.00 \$500.00 \$31,000.00	\$163,978.80 \$376.34 \$0.00 \$16,097.12	yes	yes

**TOTALS                      \$230,550.00    \$180,452.26**

Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities
Interaction between students, faculty, and parents. Family atmosphere.	<ul style="list-style-type: none"> <li>· Another full time paraprofessional. for both elementary and secondary Special Ed Classrooms</li> <li>· Better pay for the paraprofessional in Special Ed Elementary Life Skills Needs</li> <li>· Dedicated restroom for Lifeskills' purposes</li> <li>· Hot water in classroom sink</li> </ul>	Re-evaluate Life Skills Paraprofessionals wage scale. Review SpEd staffing needs. Evaluate facilities used by Life Skills program.

## LEP & Dyslexia

	<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Funding Source</b>	<b>Budgeted Amount</b>	<b>Actual Expenditures</b>	<b>Evaluation (did it work?)</b>	<b>Continue Next Year?</b>
1	Provide ESL classes for qualified students LPAC meetings attended by appropriate staff and parents	ESL Teacher & Aide Principal	Funds- ESL budgets			Yes, although no students were exited from the program.	Yes
2	Send ESL & Dyslexia teachers to professional development (SW4) Create Dyslexia handbooks outlining program guidelines	ESL/Dyslexia Coordinators Principal	staff development funds			No professional development attended this year- did online	
3	Budget available ESL/Dyslexia funds to best serve appropriate student population		Salaries & Payroll Costs CEI Lab	\$561.00 \$2,500.00		Books purchased	Yes

**TOTALS** **\$3,061.00** **\$0.00**

Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities
Small group or individual instruction allows for specific educational targets to be attended.	Strengthen ESL comfort with English Language both verbal and written.	Continue small group or individual instruction.

## School Culture & Climate

### Documents/Data Reviewed

Staff Survey

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount	Actual Expenditures	Evaluation (did it work?)	Continue Next Year?
1	Students will participate in Character Education Programs focused on prevention of harassment and bullying	Counselor Nurse Teachers GT Students	N.E.D. Program N.E.D. Program (yo-yos) Athletics character training Character Counts				yes
2	Regular, random visits by Drug Dog	Principal Superintendent	R.A.I.D. – inspection	\$1,500.00	\$1,100.00	Regular visits by the drug dogs continue to provide a visible deterrent to inappropriate student behavior.	yes
3	Students will actively participate in Red Ribbon Week	Counselor Principal Teachers	Materials from PTO Daily/Weekly prizes			The Era PTO organized and facilitated activities during this week.	yes

**TOTALS                      \$1,500.00                      \$1,100.00**

Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities
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.	Need to continue to address appropriate student behaviors and activities in the online environment. Consider implementation of Hornet Student Council.	Consider implementation of student leadership teams (Hornet Council)

## Staff Quality/Professional Development

### Documents/Data Reviewed

- Teacher certification/qualification data
- Staff attendance report
- PDAS

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount	Actual Expenditures	Evaluation (did it work?)	Continue Next Year?
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	199-13 staff development funds	\$9,350.00	\$3,603.53	6 staff members attended TCEA in Austin; several staff attended the TIA conference in Denton during the summer	yes
2	All teachers will maintain a scope and sequence document for each class	Teachers					Yes
3	Employ additional HQ educational aides as needed to support classroom instruction in resource setting	Administration SpEd Coordinator	Special education funds- salaries			HQ Aides provide assistance with students and create small group size for direct instruction.	Yes
4	Seek ongoing professional training for SpEd aides and teachers (SW4)		Special education funds- professional development				
5	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	planning time			All teachers are not able to benefit from 3:00 training due to other responsibilities including driving buses.	no
6	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				yes
7	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	Registration			Great learning opportunity. We will begin to take teachers to this conference on a bi-annual rotating schedule.	every other year
8	Era ISD will attract/retain HQ teachers by providing a Retention Stipend for qualified staff (SW5)	Administration					yes
9	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					yes
10	Era ISD will analyze data for all current and new educational professionals to assure HQ requirements are met. (SW3)	Superintendent HR Dept					
11	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					yes
12	Provide access to high-quality, ongoing professional development (SW4)	Administration Teachers ESC 11	Professional development funds Eduphoria				yes





## Curriculum Instruction & Assessment

### Documents/Data Reviewed

- Scope and Sequence Documents
- Master Schedule
- Class Schedule
- Technology Plan
- RTI Schedule
- Inclusion schedule

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount	Actual Expenditures	Evaluation (did it work?)	Continue Next Year?
1	Enhance classroom instruction by providing hands on, real world, discovery model educational experiences. (2, 3, 4, 9)	Teachers					yes
2	Teachers will model critical thinking skills and reasoning as a regular part of daily instruction. (2, 3, 9)	Teachers					yes
3	Conduct vertical team meetings and grade level team meetings based on data analysis, discussion of rigorous instruction and strategies for improving student learning. (2,4, 8, 9)	Teachers Principals					yes
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. (2, 3, 9)	Principals Counselor					yes
5	Create collaborative planning time for teachers to plan collaboratively through a Professional Learning Community (8)	Principals Counselor					yes
6	Students will receive small group instruction in reading daily with focus on fluency. (2, 8, 9)	Teachers					yes
7	Employ instructional aides to provide more individualized or small group assistance to at- risk students. (2, 9)	Superintendent HR					yes
<b>TOTALS</b>				<b>\$0.00</b>	<b>\$0.00</b>		

Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities
Instruction is varied to meet all learners needs. Students are consistently engaged in learning.	<ul style="list-style-type: none"> <li>• Help in looking at data for informed instructional decision making</li> <li>• Provide timely instructional interventions</li> <li>• Vertical teaming</li> <li>• Process for monitoring, evaluating and renewing curriculum</li> </ul>	

## Family & Community Involvement

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount	Actual Expenditures	Evaluation (did it work?)	Continue Next Year?
1	Post agendas and minutes of all school board meetings on district website Post budget reports and district check register on district website	Superintendent				Effective, consistent	yes
2	Utilize SchoolWires website hosting Enhance distribution of information to the school community	Tech Coordinator Principal Teachers				Website is the central hub of information for our school district	yes
3	Utilize SchoolMessenger to contact parents daily regarding student absences, cafeteria account balances, school emergencies and other school announcements	Principal Superintendent Secretaries	Contracted Services 6200-6299 199 - General Fund 1104.75 Professional and Contracted Services			Great means of communication- change service provider to Schoolwire/Blackboard Connect5i to join with current website service and increase interoperability.	yes
4	Utilize Electronic sign to promote and communicate upcoming school and community events while recognizing our student's accomplishments.	Elementary Principal	no new costs			Effective means of communication	yes
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					yes
7	8th grade HS orientation meeting FAFSA workshop for Junior and Senior Parents	Secondary Principal Counselor Teachers					yes
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				Well attended, great opportunity for community involvement	yes
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	Postage 6300-6399 Supplies 199 - General Fund **Secondary** and Materials				
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					yes
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	Postage Budget 6300-6399 Supplies 199 - General Fund and Materials Administrator & Teacher Time				yes
12	Require teacher to generate on- line calendars w/assignments for access through local website	Teachers Tech Director	Training/Inservice Teacher Time				yes
13	Send home pamphlets explaining SSI process/program. Regularly update parents on their child's progress and benchmark results	Principals Teachers	Administrator & Teacher Time Postage Budget 6300-6399 Supplies 199 - General Fund and Materials				yes
<b>TOTALS</b>				<b>\$0.00</b>	<b>\$0.00</b>		

Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities
District website is informative and well-organized.	Increase communication from school to home on one on one basis. Monthly newsletters from elementary.	Increase use of video announcements to district stakeholders. Continue to utilize the district website and new district phone app to enhance communication with stakeholders.

## Performance in Community & Student Engagement

### School District Evaluation for Performance in Community and Student Engagement

FINE ARTS	Y / N	PTS	DIGITAL LEARNING ENVIRONMENT	Y / N	PTS
Did 80% or more of students on your campus participate in Fine Art activities such as Art, Choir, or Music Education ?	Y	1	Was the ratio of student to digital work stations such as laptops, computers, iPads and other tablets no greater than 3:1?	Y	1
Did your campus offer or host 3 or more additional opportunities/events in which parents or community members were invited to attend in which students engaged in or performed in fine arts experiences (such as field trips, concerts, plays, etc.)?	Y	1	Did parents have access to online resources to monitor student learning and progress?	Y	1
Did all fine arts teachers meet highly qualified status for the current school year?	Y	1	Does the district have policies and procedures in place that allow students and faculty to use their own technology during the school day for learning and teaching?	Y	1
<b>Exceeds Expectations</b>		<b>3</b>	<b>Exceeds Expectations</b>		<b>3</b>
WELLNESS AND PHYSICAL EDUCATION	Y / N	PTS	DROPOUT PREVENTION	Y / N	PTS
Are 100% of students offered at least 135 minutes of structured physical activity each week?	Y	1	Did your campus provide ongoing mentoring and tutoring services and programs during the academic year for students in need?	Y	1
Did 80% or more of students actually participate in Physical Education activities such as PE or Athletics?	Y	1	Did your campus provide opportunities for students to accelerate credit acquisition or recover lost credits if needed to remain on track for graduation with a cohort group?	Y	1
Did your campus comply with the requirement to give notice concerning needed immunizations to 100% of students enrolled?	Y	1	Does the campus implement an RtI program with a variety of services for students identified as At-Risk?	Y	1
<b>Exceeds Expectations</b>		<b>3</b>	<b>Exceeds Expectations</b>		<b>3</b>
COMMUNITY AND PARENT INVOLVEMENT	Y / N	PTS	GIFTED AND TALENTED	Y / N	PTS
Did your campus have an active Parent-Teacher Organization?	Y	1	Are nominations for the GT program accepted from parents and teachers?	Y	1
Does your campus use a variety of communication methods to inform parents of school news and information?	Y	1	Are assessment opportunities for GT identification made available for students at least once per school year?	Y	1
Were community or parent representatives active participants in campus or district-level planning committees such as SBDM or SHAC?	Y	1	Did the campus provide at least two opportunities outside the classroom during the year for enrichment purposes for each student in the GT program?	Y	1
<b>Exceeds Expectations</b>		<b>3</b>	<b>Exceeds Expectations</b>		<b>3</b>
21st CENTURY WORKFORCE DEVELOPMENT	Y / N	PTS	COMPLIANCE WITH STATUTORY REPORTING AND POLICY REQUIREMENTS	Y / N	PTS
Are career interest and aptitude assessments conducted for 100% of 8th grade students?	Y	1	Are board policies available online for all district stakeholders to access?	Y	1
Did your campus host or participate in a College/Career Activity during the current academic year?	Y	1	Are board meeting agendas and minutes posted and available for all district stakeholders to access?	Y	1
Were technology applications integrated and implemented into 100% of core content curriculum on your campus?	Y	1	Did the district distribute information and/or hold public hearings (if applicable) to present information related to NCLB, FIRST Rating, Title I, and CNA?	Y	1
<b>Exceeds Expectations</b>		<b>3</b>	<b>Exceeds Expectations</b>		<b>3</b>
SECOND LANGUAGE ACQUISITION PROGRAMS	Y / N	PTS	District Totals		
Were at least two attempts made to communicate information in your students' native language about parent involvement?	y	1	<b>Exceeds Expectations</b>		<b>27</b>
Does your campus/district website have the capability to be translated into all of the native languages that have been identified within your district?	y	1			
Did your campus comply with the requirement to collect the Home Language Survey from 100% of students enrolled?	y	1			
<b>Exceeds Expectations</b>		<b>3</b>			

3 Exceeds Expectations	1 Unacceptable
2 Acceptable	7 Needs Improvement
1 Needs Improvement	14 Acceptable
0 Unacceptable	21 Exceeds Expectations

## School Context & Organization

### Documents/Data Reviewed

- Master Schedule
- School Map & Physical Environment
- Long Range Capital Improvements

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount	Actual Expenditures	Evaluation (did it work?)	Continue Next Year?
1	Strive to maintain "Superior" FIRST Rating	Superintendent Board				The District was rated "Superior" in the FIRST rating	yes
2	Strive to achieve 5-star FAST Rating	Superintendent				EISD did not get a 5-star FAST rating	yes
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	Administrator Time			See "Utilities Comparison" document posted at <a href="http://www.eraisd.net">www.eraisd.net</a> (click on District Information, and then District Reports)	yes
4	Encourage district staff and students to turn off lights when not in use, and reduce usage of HVAC where possible	all staff					yes
5	Consider implementation of motion sensors for lighting	Superintendent				continuing to seek quotes and funding for this project	yes
6	Crisis Go App	Superintendent				working on implementation of this app	yes
<b>TOTALS</b>				<b>\$0.00</b>	<b>\$0.00</b>		

### Long Range Capital Improvements

Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities
<ul style="list-style-type: none"> <li>• Campus Safety with new Guardian Plan in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider implementation of motion sensors for lighting</li> <li>• Fencing around perimeter to secure campus.</li> <li>• Badge/Sign in System for Visitors</li> </ul>	Implement new Guardian Plan starting in Fall, 2015, as well as visitor background check system at each campus main entrance.

## Technology

### Documents/Data Reviewed

STAR Chart  
Technology Plan

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount	Actual Expenditures	Evaluation (did it work?)	Continue Next Year?
1	Use computers for End-of-Course test administrations where applicable.	Counselor Tech Director	Computer Labs Tech Supplies Budgets			We are using computer based tests for all STAAR-A tests successfully.	yes
2	Add new and maintain existing technology hardware and software as needed.	Tech Director Superintendent	Supply and Capital Outlay Budgets			Successful, we continue to make appropriate adjustments where needed.	yes
3	Implement Chromebook Initiative in grades 4-12	Tech Director Superintendent				Excellent progress, transformation of learning is occurring. This initiative continues to grow and gain momentum.	yes
4	Implement Ipad initiative in grades K-2	Tech Director Superintendent				Excellent progress, transformation of learning is occurring. This initiative continues to grow and gain momentum.	yes
<b>TOTALS</b>				<b>\$0.00</b>	<b>\$0.00</b>		

Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities
Our technology program continues to develop and gain momentum. Era ISD has proven to be forward thinking in terms of transforming teaching and learning through the use of technology. Our students are well prepared for success after high school due to these and many other developments.	10 mini ipads (5th Grade) with cases 40 Chromebooks (boardroom) & Cart 1 Chrome Base (Library) 5 Chromebooks (Library) UIL (laptops/printers) 4 mini ipads (Walterscheid) 1 go pro (Walterscheid) Chromebase 5 (Registration) 3 Harris 1 Swank 1	

# NCLB Program Descriptio

## **NCLB – 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 (TAKS)].

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.

### **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 NCLB 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, No Child Left Behind. 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  
NCLB Division  
1701 N. Congress Avenue  
Austin, Texas 78701  
(512) 463-9374  
<http://www.tea.state.tx.us/nclb/>



## Survey Results

## CNA Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities	Documents Reviewed
<b>Demographics</b>	Small group tutorials and remediation continue to be an effective tool to use in helping students that are struggling academically.		Continue to provide funding to allow our certified professional educators to offer individual and small-group academic remediation to identified students.	<ul style="list-style-type: none"> <li>• Enrollment</li> <li>• Attendance</li> <li>• Ethnicity</li> <li>• Gender</li> <li>• Mobility/Stability</li> <li>• Special Program Participation</li> <li>• At-Risk by Category</li> <li>• Teacher-Student Ratios</li> <li>• Graduation, Completion, Drop-out and GED rates</li> <li>• Course/Class Assignments</li> <li>• College/University/Dual Credit/Advanced Placement Enrollment</li> </ul>
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>• Science Program</li> <li>• Continuous Results or Gains on STAAR Results at Secondary Level</li> </ul>	<ul style="list-style-type: none"> <li>• New TEKS in Elementary Math provided some struggles</li> <li>• And ACT/SAT Prep course</li> </ul>	Work on alignment of Math TEKS Add ACT/SAT Prep Course	<ul style="list-style-type: none"> <li>• Standardized Assessment Results</li> <li>• Texas Academic Performance Reports (TAPR)</li> <li>• Adequate Yearly Progress (AYP)</li> <li>• AMAOS</li> <li>• TELPAS</li> <li>• CBAs</li> <li>• Class Grades/Report Cards</li> </ul>
<b>School Culture and Climate</b>	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.	Need to continue to address appropriate student behaviors and activities in the online environment. Consider implementation of Hornet Student Council.	Consider implementation of student leadership teams (Hornet Council)	Staff Survey
<b>Staff Quality - Professional Development</b>	<ul style="list-style-type: none"> <li>• Highly qualified</li> <li>• ESL certified</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring program</li> <li>• Continuous review of training</li> </ul>	Mentoring Program	<ul style="list-style-type: none"> <li>• Teacher certification/qualification data</li> <li>• Staff attendance report</li> <li>• PDAS</li> </ul>
<b>Curriculum, Instruction, Assessment</b>	Instruction is varied to meet all learners needs. Students are consistently engaged in learning.	<ul style="list-style-type: none"> <li>• Help in looking at data for informed instructional de</li> <li>• Provide timely instructional interventions</li> <li>• Vertical teaming</li> <li>• Process for monitoring, evaluating and renewing cur</li> </ul>		<ul style="list-style-type: none"> <li>• Scope and Sequence Documents</li> <li>• Master Schedule</li> <li>• Class Schedule</li> <li>• Technology Plan</li> <li>• RTI Schedule</li> <li>• Inclusion schedule</li> </ul>
<b>Family and Community Involvement</b>	District website is informative and well-organized.	Increase communication from school to home on one on one basis. Monthly newsletters from elementary.	Increase use of video announcements to district stakeholders. Continue to utilize the district website and new district phone app to enhance communication with stakeholders.	#REF!
<b>School Context and Organization</b>	<ul style="list-style-type: none"> <li>• Campus Safety with new Guardian Plan in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider implementation of motion sensors for l</li> <li>• Fencing around perimeter to secure campus.</li> <li>• Badge/Sign in System for Visitors</li> </ul>	Implement new Guardian Plan starting in Fall, 2015, as	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• School Map &amp; Physical Environment</li> <li>• Long Range Capital Improvements</li> </ul>
<b>Technology</b>	Our technology program continues to develop and gain momentum. Era ISD has proven to be forward thinking in terms of transforming teaching and learning through the use of technology. Our studnets are well prepared for success after high school due to these and many other developments.	10 mini ipads (5th Grade) with cases 40 Chromebooks (boardroom) & Cart 1 Chrome Base (Library) 5 Chromebooks (Library) UIL (laptops/printers) 4 mini ipads (Walterscheid) 1 go pro (Walterscheid) Chromebase 5 (Registration) 3 Harris 1 Swank 1 Lyons		STAR Chart Technology Plan