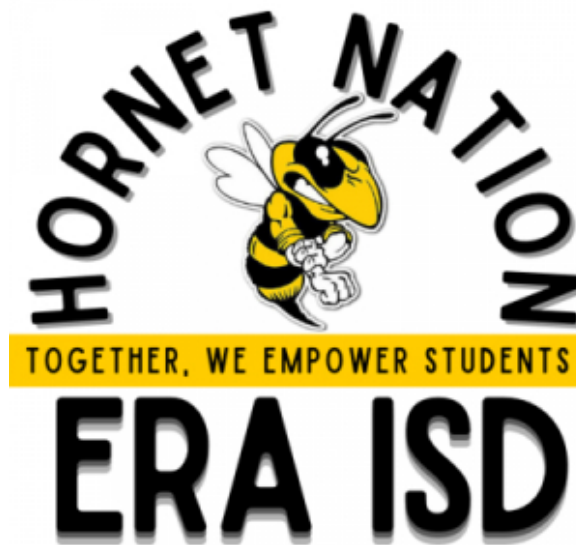# Era Independent School District

District Improvement Plan

2022-2023

Mission Statement

A Community Dedicated to Equipping and Empowering Students for a Lifetime of Success

Vision

Together, We Empower Students

Value Statement

In Era ISD We Believe…

- *Students* are at the center of our work and will be instructed in a way that maintains the flexibility to engage in a variety of programs, and with that freedom, the student shall accept the responsibility of maintaining the integrity of Era ISD.
- *Parents and Families* should be the greatest of advocates for their children, flexible, involved, encouraging, and seek to partner with, and support our teachers as an investment in the future success of our students.
- *Faculty and Staff* are respected role models in our community who challenge themselves and our students to be continual learners in a way that supports them in and out of the classroom to equip our children for success in life.
- *Campus Leaders* are trustworthy, committed and invested in our students and community, and hold themselves and others accountable in a way that inspires and empowers.
- *The Superintendent and Central Office Staff* are servant leaders who demonstrate integrity, transparency, and open communication in a way that values diversity and directs resources towards the overall mission while maintaining accountability to all stakeholders.
- *The School Board* members are trusted leaders with integrity who are actively involved in the community while providing checks and balances, adherence to the chain of command, strong financial stewardship and always acting in the best interest of Era ISD students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Era is a rural agricultural community about 11 miles southwest of Gainesville, Texas, and approximately 30 miles north and west of Denton, Texas. Era ISD encompasses approximately 155 square miles and serves several other small communities, including Leo, Myra, Prairie Point, and Rosston. We are a single campus school district serving grades PK-12, and currently have 546 students enrolled, and increase of 53 students from 2021-2022. 28 of the 53 student increase is attributed to the addition of Pre-Kindergarten and new staff who bring their children to school in Era.

Era ISD's enrollment is made up of approximately 40% transfers in 2022-2023, which is the same percentage we had in 2021-2022. The majority of the transfer students come to Era from Gainesville ISD. The remaining transfer students come to us from various surrounding school districts.

There is a strong sense of family in Era ISD. The school is the hub of the Era community and is strongly supported by parents and community members.

Our enrollment make up remains unchanged for 2021-2022 and is made up of approximately 84% White, 12% Hispanic, and 4% Two or More Races. 36% of Era's students qualify as Economically Disadvantaged, 1.5% are English Learners, and 12% are students receiving special education services.

Demographics Strengths

- Small numbers in most grade levels and small class sizes in most areas

- Percent of students who transfer into our school district reflects the quality of our district.

- Representation of students receiving special education services is reflective of student enrollment.

- Parent involvement and support

- Flexibility

Problem Statements Identifying Demographics Needs

Problem Statement 1: Slight increase in the number of in-district students enrolling in the district. **Root Cause:** With an increase of students moving into the district, special attention needs to be paid to the number of transfers for 2023-2024. Potentially stopping any new transfers for 2023-2024, with the exception of Kindergarten. That grade level will likely have a lower cap on the number of transfers taken.

Problem Statement 2: Updating district infrastructure is needed. **Root Cause:** Budget constraints have caused deferred maintenance over the years.

Student Learning

Student Learning Summary

Texas Education Agency
2022 Accountability Ratings Overall Summary
ERA ISD (049906) - COOKE COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		89	B
Student Achievement		91	A
STAAR Performance	56	85	
College, Career and Military Readiness	71	93	
Graduation Rate	100	100	
School Progress		86	B
Academic Growth	76	86	B
Relative Performance (Eco Dis: 33.5%)	64	83	B
Closing the Gaps	84	85	B

Distinction Designations

Not Eligible   **Postsecondary Readiness**

*See Addendum for current HB3 Board-adopted goals.

Student Learning Strengths

- The District's Ag Program is listed as a strength from our District Improvement Team. The number of students participating continues to be high at 167 and Era has representation in events all across the State.

- Era ISD only has one teacher with less than two years teaching experience. All new hires for 2022-2023 are experienced teachers.

- Era ISD was 100% staffed prior to the start of the 2022-2023 school year.

- Administrators support teachers' teaching styles and allow for flexibility.

- Pre-Kindergarten was added in 2022-2023

- Once 2022 TAPR is released, content-area specific strengths will be added.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Percentage of teachers across the State and the U.S. choosing to leave education remains on the rise. **Root Cause:** Several factors contribute to this. Research tells us that the number one reason teachers leave is that they do not feel valued. This could be through time to plan and collaborate with colleagues, changes in students post-COVID, and pay.

District Processes & Programs

District Processes & Programs Summary

In the spring of 2021, the Era ISD teachers, staff, students, parents, and community engaged in a Strategic Planning process that resulted in the creation of a new Vision, Mission, and Belief Statements. A Balanced Scorecard (BSC) was then created based on the target areas identified in a SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats). This BSC is now the foundation for all of the work we are doing in Era ISD. It is helping to establish and/or tighten district processes and programs by holding district leadership accountable to the work outlined in the BSC.

**Please see the BSC for more detail in the Addendums.

District Processes & Programs Strengths

The strengths in this area fall under the establishment of the Strategic Plan: Balanced Scorecard. By bringing stakeholders together that represent all groups, we were able to establish what is important to the community and set our goals accordingly. Once our goals were identified, we were able to begin the work of establishing Performance Objectives, Key Strategic Actions (Inputs) and Progress Measures (Outputs). We then set Long-Term Desired Outcomes and annual targets.

Our District Leadership Team (DLT) continues to identify areas where we have processes in place that may need to be revisited for consistent implementation, especially with the transitions in district leadership. The DLT has also identified areas where we need to establish processes. This is a work in progress that is monitored by monthly reporting to the School Board and posted publicly on the District website.

Our Reading Interventionist at the elementary campus started Dyslexia Therapist Training utilizing the Scottish Rite: Take Flight: A Comprehensive Intervention for Students with Dyslexas program. This is a two-year comprehensive program.

Era ISD now has an Era Education Foundation, which is in the midst of their Founding Donor Campaign. The EEF will be raising funds to give back to the school in various ways to enhance the learning opportunities for our students.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: There have been transitions in district leadership positions over the past 6 months that have caused us to speed up the work in creating and revisiting district processes. **Root Cause:** In the past, the work individuals did was often done in a silo with a lack of cross-training.

Perceptions

Perceptions Summary

Era ISD is working to establish a culture of shared beliefs by continuing to focus on the Balanced Scorecard (BSC), which contains our Vision, Mission, and Belief Statements formulated by our stakeholder group in the spring of 2021. District leaders are consistently encouraged to use the BSC as the foundation by which decisions are made from programming to finance. With a shared set of values and beliefs, the work is aligned and students benefit.

The community of Era strongly supports the school district and holds the teachers and staff in high regard. There is pride in the fact that the staff operates as family and has high moral standards, which are conveyed to students.

We send out an Engagement and Satisfaction Survey in the fall and spring of each school year to all stakeholder groups. This allows district leaders to gather feedback, analyze results, and establish action steps to be taken to address concerns or continue things that are going well.

Perceptions Strengths

- Sunshine Committee continues to receive more support across the campus in 2022-2023. This is helping to bring staff together as everyone is shown appreciation across the campus.

- Sense of community

- Shared core beliefs

- Making decision based on what is best for students

Problem Statements Identifying Perceptions Needs

Problem Statement 1: It is challenging to find ways to communicate what is happening in the district with the Era community that does not have direct ties to the school. **Root Cause:** Most are not on social media and are not going to visit the district webpage.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Pillar I: Student Success

Performance Objective 1: 1.1 Every student grows every year

    HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: 1.1.A. Alignment of the written, taught and assessed curriculum: Curriculum-Based Unit Assessments	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased STAAR Progress Measure **Staff Responsible for Monitoring:** Principals **Title I:** 2.4	**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: 1.1.B. Systematic progress monitoring: IStation (K-8), mClass (K-2), Study Island (K-12)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased STAAR Progress Measure **Staff Responsible for Monitoring:** Principals **Title I:** 2.4	**Nov**	**Jan**	**Mar**	**June**
Strategy 3 Details	**Reviews**			
Strategy 3: Implementation of Accelerated Instruction Plans for all students who did not meet standard on previous year STAAR/EOC.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students with AIPs will meet standard on subsequent year STAAR/EOC. **Staff Responsible for Monitoring:** Principals **Title I:** 2.4, 2.5, 2.6	**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Implementation of consistent Guided Reading instruction at the elementary campus through use of leveled library. The percentage of Kindergarten students above the benchmark on EOY screener will increase from 91% in 2022 to 95% in 2023.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase number of students reading on or above grade level by the end of each academic year. **Staff Responsible for Monitoring:** Elementary Principal **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Books for Leveled Library - ESSER III: Fund 282 - 282-11-63XX - $707				

Strategy 5 Details	Reviews			
Strategy 5: Offer summer school to meet HB4545 requirements for AIPs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students acquire accelerated instruction during the summer to help fill gaps in current year to better prepare them for the following year.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principals **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Summer School Staff Salaries - ESSER II: Fund 281 - 281-11-6100 - $18,638				

Strategy 6 Details	Reviews			
Strategy 6: Continue to Implement social-emotional curriculum.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students are better-equipped to cope with personal stress and anxiety as well as learn relationship skills.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principals				

Strategy 7 Details	Reviews			
Strategy 7: Provide training for staff, with the goal being 100% of staff trained, in specific instructional areas including, but not limited to, GT and Dyslexia.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in percentage of students who make one year's growth each year. **Staff Responsible for Monitoring:** Superintendent and Principals **Funding Sources:** Training resources for specific instructional areas. - ESSER II: Fund 281 - 281-13-62XX - $5,000				

Strategy 8 Details	Reviews			
	Formative			**Summative**
Strategy 8: Fund an additional Kindergarten teacher to assist in reaching the goal: The percentage of Kindergarten students above the benchmark on EOY screener will increase from 91% in 2022 to 95% in 2023.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in percentage of Kindergarten students above the benchmark on EOY screeners from 91% in 2022 to 95% in 2023. **Staff Responsible for Monitoring:** Elementary Principal **Funding Sources:** Additional Kindergarten Teacher - Title I Part A: Fund 211 - 211-13-61XX - $50,832, Additional Kindergarten Teacher - Title II Part A: Fund 255 - 255-13-61XX - $10,807, Additional Kindergarten Teacher - Title IV Part A: Fund 289 - 289-13-61XX - $9,900				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: Pillar I: Student Success

Performance Objective 2: 1.2 Annually increase the percentage of students who are college and/or career and/or military ready

    HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: 1.2.A. Annually increase the percentage of students who are College Ready: Master Schedule and CCMR Tracker alignment	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase in College, Career and Military Readiness Indicator- Texas Accountability System
    Staff Responsible for Monitoring: Superintendent and Secondary Principal
 	
    Title I:
    2.4, 2.6
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: 1.2.B. Annually increase the percentage of students who are Career Ready: Master Schedule and CCMR Tracker alignment	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase in College, Career and Military Readiness Indicator- Texas Accountability System
    Staff Responsible for Monitoring: Superintendent and Secondary Principal
 	
    Title I:
    2.4, 2.6
	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: 1.2.C. Annually increase the percentage of students who are Military Ready: Increased opportunity for military engagement	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase in College, Career and Military Readiness Indicator- Texas Accountability System
    Staff Responsible for Monitoring: Superintendent and Secondary Principal
 	
    Title I:
    2.4, 2.6
	Nov	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Provide targeted preparation for students taking the TSIA, including remediation plan for students who need to retake the exam during the year.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased number of students meeting the college-ready indicator on TSIA. **Staff Responsible for Monitoring:** Principal and Secondary Counselor **Title I:** 2.5, 2.6				

Strategy 5 Details	Reviews			
Strategy 5: Provide CTE teachers additional support to enhance Program of Study options for students aligned to an industry-based certification and Associates Degree.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students graduating with an Associates Degree or on the path to reaching that goal. **Staff Responsible for Monitoring:** Superintendent & Secondary Principal **Funding Sources:** Consulting Services for CTE - TCLAS: Fund 429 - 279-13-62XX - $15,000				

Strategy 6 Details	Reviews			
Strategy 6: Enhance CTE instructional programs through upgrading equipment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of students meeting career ready goal on an annual basis.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Superintendent and Secondary Principal **Funding Sources:** Equipment Upgrades - TCLAS: Fund 429 - 279-11-66XX - $169,063.80				

Strategy 7 Details	Reviews			
Strategy 7: Enhancing student instruction by purchasing additional supplies for CTE program that align to P-TECH Programs of Study	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase number of students graduating college/career ready **Staff Responsible for Monitoring:** Superintendent/Secondary Principal **Funding Sources:** Additional supplies for P-TECH POS - TCLAS: Fund 429 - 279-11-63XX - $190,656.30				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Pillar I: Student Success

Performance Objective 3: 1.3 Increase student engagement and performance in extracurricular and co-curricular

Strategy 1 Details			Reviews			
Strategy 1: 1.3.A. Creation of the "Hornet Cup" point structure: District-created rubric			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased rubric score annually **Staff Responsible for Monitoring:** District Leadership Team **Title I:** 2.6			**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Pillar II: Faculty and Staff Recruitment, Retention, and Capacity-Building

Performance Objective 1: 2.1 Annually increase faculty and staff satisfaction

Strategy 1 Details			Reviews			
Strategy 1: Staff satisfaction survey administered in fall and spring			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased results from pre- to post-survey			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent and Principals						

Strategy 2 Details			Reviews			
Strategy 2: Conduct Focus Groups to gain further insight into survey results.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Gain further insight into survey results and build trust with staff.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent						

Strategy 3 Details			Reviews			
Strategy 3: Identify and take action to address survey results			**Formative**			**Summative**
Strategy's Expected Result/Impact: Build trust with staff and address items of need from survey.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent and Principals						

Strategy 4 Details			Reviews			
Strategy 4: Continue to implement Retention Stipend for all staff.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Assist in retaining teachers from year to year and use as recruiting tool when necessary.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent and CFO **Funding Sources:** Retention Stipend Funds - ESSER III: Fund 282 - 282-13-61XX - $26,803						

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue		

Goal 2: Pillar II: Faculty and Staff Recruitment, Retention, and Capacity-Building

Performance Objective 2: 2.2 Annually increase faculty and staff engagement

Strategy 1 Details			Reviews			
Strategy 1: Staff engagement survey administered in fall and spring			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased results from pre- to post-survey			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent and Principals						

Strategy 2 Details			Reviews			
Strategy 2: Conduct Focus Groups to gain further insight into survey results.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Gain further insight into survey results and build trust with staff.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent						

Strategy 3 Details			Reviews			
Strategy 3: Identify and take action to address survey results			**Formative**			**Summative**
Strategy's Expected Result/Impact: Build trust with staff and address items of need from survey.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent and Principals						

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Pillar II: Faculty and Staff Recruitment, Retention, and Capacity-Building

Performance Objective 3: 2.3 Professional development plans are developed and required for all categories of employees

Strategy 1 Details			Reviews			
Strategy 1: All employees have goal-setting conference with their supervisor in the fall			**Formative**			**Summative**
Strategy's Expected Result/Impact: All employees have set goals specific to their work to build capacity in all staff. **Staff Responsible for Monitoring:** Superintendent and Principals			**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details			Reviews			
Strategy 2: Professional Development Plans are developed for all employees based on goal-setting conferences			**Formative**			**Summative**
Strategy's Expected Result/Impact: Employees have increased capacity due to completion of Professional Development Plans **Staff Responsible for Monitoring:** Superintendent and Principals			**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: Pillar III: Stakeholder Engagement and Satisfaction

Performance Objective 1: 3.1 Annually increase student engagement and satisfaction

Strategy 1 Details	Reviews			
Strategy 1: Student engagement and satisfaction survey administered in fall and spring	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased results from pre- to post-survey **Staff Responsible for Monitoring:** Superintendent and Principals	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Conduct Focus Groups to gain further insight into survey results.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Gain further insight into survey results and build trust with students. **Staff Responsible for Monitoring:** Superintendent	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Identify and take action to address survey results	**Formative**			**Summative**
Strategy's Expected Result/Impact: Build trust with students and address items of need from survey. **Staff Responsible for Monitoring:** Superintendent and Principals	**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Era ISD does not tolerate dating violence and ensures procedures are in place for reporting and notifying a parent if a report identifies a student as an alleged victim or perpetrator. Guidelines are provided for students who are victims. Reference Policy FFH(LOCAL) for further information.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Provide safe learning environment for students. **Staff Responsible for Monitoring:** Principals **Title I:** 2.6				

Strategy 5 Details	Reviews			
Strategy 5: Sustain student engagement with instructional practices by updating/replacing student technology devices.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Sustain student engagement results on annual survey. **Staff Responsible for Monitoring:** Superintendent and technology staff	**Nov**	**Jan**	**Mar**	**June**

Funding Sources: Technology devices - ESSER II: Fund 281 - 281-11-63XX - $71,614

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Pillar III: Stakeholder Engagement and Satisfaction

Performance Objective 2: 3.2 Annually increase parent engagement and satisfaction

Strategy 1 Details			Reviews			
Strategy 1: Parent engagement and satisfaction survey administered in fall and spring			Formative			Summative
Strategy's Expected Result/Impact: Increased results from pre- to post-survey			Nov	Jan	Mar	June
Staff Responsible for Monitoring: Superintendent and Principals						

Strategy 2 Details			Reviews			
Strategy 2: Conduct Focus Groups to gain further insight into survey results.			Formative			Summative
Strategy's Expected Result/Impact: Gain further insight into survey results and build trust with parents.			Nov	Jan	Mar	June
Staff Responsible for Monitoring: Superintendent						

Strategy 3 Details			Reviews			
Strategy 3: Identify and take action to address survey results			Formative			Summative
Strategy's Expected Result/Impact: Build trust with parents and address items of need from survey.			Nov	Jan	Mar	June
Staff Responsible for Monitoring: Superintendent and Principals						

Strategy 4 Details			Reviews			
Strategy 4: Provide supplemental supplies for parental involvement activities to increase engagement.			Formative			Summative
Strategy's Expected Result/Impact: Increased parental engagement and satisfaction, based on survey results.			Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principals **Funding Sources:** Supplemental supplies for parental involvement - Title I Part A: Fund 211 - 211-13-62XX - $100, Supplemental supplies for parental involvement - Title II Part A: Fund 255 - 255-13-62XX - $100, Supplemental supplies for parental involvement - Title IV Part A: Fund 289 - 289-13-62XX - $100						
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue						

Goal 3: Pillar III: Stakeholder Engagement and Satisfaction

Performance Objective 3: 3.3 Annually increase community engagement and satisfaction

Strategy 1 Details			Reviews			
Strategy 1: Community engagement and satisfaction survey administered in fall and spring			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased results from pre- to post-survey **Staff Responsible for Monitoring:** Superintendent and Principals			**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details			Reviews			
Strategy 2: Conduct Focus Groups to gain further insight into survey results.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Gain further insight into survey results and build trust with community. **Staff Responsible for Monitoring:** Superintendent			**Nov**	**Jan**	**Mar**	**June**
Strategy 3 Details			Reviews			
Strategy 3: Identify and take action to address survey results			**Formative**			**Summative**
Strategy's Expected Result/Impact: Build trust with community and address items of need from survey. **Staff Responsible for Monitoring:** Superintendent and Principals			**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

Goal 4: Pillar IV: Effective and Efficient Operations

Performance Objective 1: 4.1 Ensure strong financial stewardship and clear communication with all stakeholders

Strategy 1 Details	Reviews			
Strategy 1: Monitor adopted to actual monthly comparison	**Formative**			**Summative**
Strategy's Expected Result/Impact: Strategic monitoring leads to balanced annual spending.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of Business Services				

Strategy 2 Details	Reviews			
Strategy 2: Utilize revenue projection process that aligns with recommendations from TASBO (Texas Association of School Business Officials)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Accurate projections on which to build the annual budget.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of Business Services and Superintendent				

Strategy 3 Details	Reviews			
Strategy 3: Develop and deploy annual budget development calendar	**Formative**			**Summative**
Strategy's Expected Result/Impact: Timely steps are taken in reviewing current year's budget and planning for next year's budget	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of Business Services				

Strategy 4 Details	Reviews			
Strategy 4: Maintain and promote Comptroller Transparency Stars	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensures the highest possible standard for our Business and Finance Department	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of Business Services and Superintendent				

Strategy 5 Details	Reviews			
Strategy 5: Utilize Federal Programs Consultant to provide guidance, training, and monitoring of federal program and spending requirements.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Remain in compliance with all federal program requirements.	**Nov**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Superintendent and CFO

Funding Sources: Federal Programs Consultant - Title I Part A: Fund 211 - 211-13-62XX - $4,600

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |

Goal 4: Pillar IV: Effective and Efficient Operations

Performance Objective 2: 4.2 Development, deployment, and clear communication of coherent facility management process(es)

Strategy 1 Details	Reviews			
Strategy 1: Prioritize and create long-term facility plan	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide means to more strategically update and maintain facilities over time. **Staff Responsible for Monitoring:** Superintendent and Director of Operations **Title I:** 2.4, 2.6	**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Execute long-term facility plan	**Formative**			**Summative**
Strategy's Expected Result/Impact: Strategically update and maintain facilities over time. **Staff Responsible for Monitoring:** Superintendent and Director of Operations **Title I:** 2.4, 2.6	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: Pillar IV: Effective and Efficient Operations

Performance Objective 3: 4.3 Ensure operational effectiveness and efficiency and clear communication with all stakeholders

Strategy 1 Details			Reviews			
Strategy 1: Develop key work processes			**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide means of strategically and consistently addressing operational work in the district.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent **Title I:** 2.4, 2.6						

Strategy 2 Details			Reviews			
Strategy 2: Coherent Risk Management processes			**Formative**			**Summative**
Strategy's Expected Result/Impact: Mitigate risk for the district			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent						

Strategy 3 Details			Reviews			
Strategy 3: Establish and monitor work order and purchase order timelines			**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide consistent and strategic monitoring of processes in the district.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Director of Operations, and Director of Technology **Title I:** 2.4, 2.6						
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue						

District Funding Summary

ESSER II: Fund 281					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Summer School Staff Salaries	281-11-6100	$18,638.00
1	1	7	Training resources for specific instructional areas.	281-13-62XX	$5,000.00
3	1	5	Technology devices	281-11-63XX	$71,614.00
				Sub-Total	**$95,252.00**

ESSER III: Fund 282					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Books for Leveled Library	282-11-63XX	$707.00
2	1	4	Retention Stipend Funds	282-13-61XX	$26,803.00
				Sub-Total	**$27,510.00**

Title I Part A: Fund 211					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8	Additional Kindergarten Teacher	211-13-61XX	$50,832.00
3	2	4	Supplemental supplies for parental involvement	211-13-62XX	$100.00
4	1	5	Federal Programs Consultant	211-13-62XX	$4,600.00
				Sub-Total	**$55,532.00**

Title II Part A: Fund 255					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8	Additional Kindergarten Teacher	255-13-61XX	$10,807.00
3	2	4	Supplemental supplies for parental involvement	255-13-62XX	$100.00
				Sub-Total	**$10,907.00**

Title IV Part A: Fund 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8	Additional Kindergarten Teacher	289-13-61XX	$9,900.00
3	2	4	Supplemental supplies for parental involvement	289-13-62XX	$100.00
				Sub-Total	**$10,000.00**

TCLAS: Fund 429					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	5	Consulting Services for CTE	279-13-62XX	$15,000.00
1	2	6	Equipment Upgrades	279-11-66XX	$169,063.80
1	2	7	Additional supplies for P-TECH POS	279-11-63XX	$190,656.30
				Sub-Total	$374,720.10

Addendums

HORNET NATION
TOGETHER, WE EMPOWER STUDENTS
ERA ISD
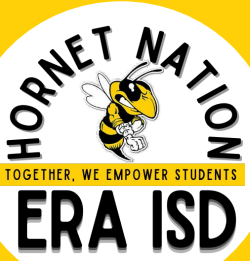
VISION:
Together, We Empower Students

MISSION:
A Community Dedicated to Equipping and Empowering Students for a Lifetime of Success

In Era ISD We Believe…

- *Students* are at the center of our work and will be instructed in a way that maintains the flexibility to engage in a variety of programs, and with that freedom, the student shall accept the responsibility of maintaining the integrity of Era ISD.
- *Parents and Families* should be the greatest of advocates for their children, flexible, involved, encouraging, and seek to partner with, and support our teachers as an investment in the future success of our students.
- *Faculty and Staff* are respected role models in our community who challenge themselves and our students to be continual learners in a way that supports them in and out of the classroom to equip our children for success in life.
- *Campus Leaders* are trustworthy, committed and invested in our students and community, and hold themselves and others accountable in a way that inspires and empowers.
- *The Superintendent and Central Office Staff* are servant leaders who demonstrate integrity, transparency, and open communication in a way that values diversity and directs resources towards the overall mission while maintaining accountability to all stakeholders.
- *The School Board* members are trusted leaders with integrity who are actively involved in the community while providing checks and balances, adherence to the chain of command, strong financial stewardship and always acting in the best interest of Era ISD students.

<u>Pillar I</u>: Student Success	**1.1** Every Student Grows Every Year **1.2** Annually Increase the Percentage of Students Who Are College and/or Career and/or Military Ready **1.3** Increase Student Engagement and Performance in Extracurricular and Co-Curricular
<u>Pillar II</u>: Faculty and Staff Recruitment, Retention and Capacity-Building	**2.1** Annually increase faculty and staff satisfaction **2.2** Annually increase faculty and staff engagement **2.3** Professional development plans are developed and required for all categories of employees
<u>Pillar III</u>: Stakeholder Engagement and Satisfaction	**3.1** Annually increase student engagement and satisfaction **3.2** Annually increase parent engagement and satisfaction **3.3** Annually increase community engagement and satisfaction
<u>Pillar IV</u>: Effective and Efficient Operations	**4.1** Ensure strong financial stewardship and clear communication with all stakeholders **4.2** Development, deployment, and clear communication of coherent facility management process(es) **4.3** Ensure operational effectiveness and efficiency and clear communication with all stakeholders

Early Childhood Literacy Board Outcome Goal					Early Childhood Math Board Outcome Goal					CCMR Board Outcome Goal				
The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 44% to 60% by June 2024.					The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 38% to 55% by June 2024.					The percentage of graduates that meet the criteria for CCMR will increase from 90% to 95% by August 2024.				
Yearly Target Goals					Yearly Target Goals					Yearly Target Goals				
2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
47%	50%	53%	56%	60%	43%	46%	50%	52%	55%	91%	92%	93%	94%	95%
Early Childhood Literacy Progress Measure 1					Early Childhood Math Progress Measure 1					CCMR Progress Measure 1				
The percent of K students that score on grade level or above in EOY Reading ISIP will increase from 86% to 95% by June 2024.					The percent of K students that score on grade level or above in EOY math ISIP will increase from 76% to 85% by June 2024.					The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase from 68% to 75% by August 2024.				
Yearly Target Goals					Yearly Target Goals					Yearly Target Goals				
2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
87%	89%	91%	93%	95%	77%	79%	81%	83%	95%	69%	70%	71%	73%	75%
Early Childhood Literacy Progress Measure 2					Early Childhood Math Progress Measure 2					CCMR Progress Measure 2				
The percent of 1 students that score on grade level or above in EOY Reading ISIP will increase from 74% to 83% by June 2024.					The percent of 1st grade students that score on grade level or above in EOY math ISIP will increase from 71% to 82% by June 2024.					The percent of CCMR students that achieve Advanced dual-credit course completion will increase from 37% to 45% by August 2024.				
Yearly Target Goals					Yearly Target Goals					Yearly Target Goals				
2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
75%	77%	79%	81%	83%	72%	75%	77%	79%	82%	38%	39%	41%	43%	45%
Early Childhood Literacy Progress Measure 3					Early Childhood Math Progress Measure 3					CCMR Progress Measure 3				
The average percent of 2nd and 3rd grade students that score on grade level or above in EOY Reading ISIP will increase from 80% to 90% by June 2024.					The average percent of 2nd and 3rd grade students that score on grade level or above in EOY math ISIP will increase from 92% to 95% by June 2024.					The percent of CCMR students that meet criteria for CCMR Outcomes Bonus for TSIA (both subjects) will increase from 38% to 45% by August 2024.				
Yearly Target Goals					Yearly Target Goals					Yearly Target Goals				
2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
82%	84%	86%	88%	90%	93%	93%	94%	94%	95%	39%	40%	41%	43%	45%