Era Independent School District

Comprehensive Needs Assessment

5/20/2019

Table of Contents

Membership Composition of the Site-Based Decision Making Committee

Era ISD SBDM Members	Position	Era Parents & Community	
Ken Coleman (Chair) colemank@eraisd.net	JH Science	Julie Lundberg julie.lundberg@yahoo.com	Community Member
Andrea Clark clarka@eraisd.net	Vocational Agriculture	Autry Hardy autryhardy@gmail.com	Community Member
Vickie Beckham beckhamv@eraisd.net	Special Education	Gretchen Reiter gretchen.reiter@cki.org	Business Member (Reiter Farms)
Melissa Chaffin chaffinm@eraisd.net	2nd Grade Teacher	Shane Riley shane@willsteedhomes.com	Business Member (Will Steed Homes)
Lisa Jones jonesl@eraisd.net	District ESL & Dyslexia / Elementary At-Risk	Shawna Ayers ayers.shawna@gmail.com	Parent
John Erwin erwinj@eraisd.net	District Counselor / Assessment Coordinator	James Bateman jwb071000@gmail.com	Parent
Samantha Gerngross gerngrosss@eraisd.net	District Nurse	Kara Chisum chisum413@yahoo.com	Parent
Michael Parkhill parkhillm@eraisd.net	District Technology Director	Candra Cudd candra@cuddrealty.net	Parent
Leann Spears spearsl@eraisd.net	District Librarian / Gifted & Talented Coordinator	Lori Davies ldavies103@aol.com	Parent
Robin Downe downer@eraisd.net	JH Math	Bryan Garrett bryanagarrett82@yahoo.com	Parent
Rosa Daniels danielsr@eraisd.net	HS Spanish	Krystle Greer krystlegg@gmail.com	Parent
		Shannon Hollis shannon3033@yahoo.com	Parent
		Robin Kime robinkime@ymail.com	Parent
		Carla Marple cgjones831@gmail.com	Parent
		Cheryl Spann spannclan5@gmail.com	Parent
		Suzanne Wheeler suzannewheeler@rocketmail.com	Parent

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

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

BOARD FOCUS GOALS

1. Academic Goal

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

Performance Objectives		Evidence of Progress	
		Formative	Summative
1.1	Identify students who are struggling academically in a timely manner.	DBAs and/or Fall/Spring Benchmarks each six weeks; progress reports and report card grades	STAAR/EOC; final graduation rates and passing rates
1.2	Monitor student academic growth and progress in grades K-2 (non-STAAR tested).	Reading/Math levels at the beginning, middle, and end of the school year (iStation, CEI Lab)	iStation/CEI Lab reading/math levels at the end of school year
1.3	Provide additional academic supports for students who previously did not meet passing standards on STAAR/EOC's.	Summer remediation programs; E-Lab usage; after-school tutorials; study hall and STAAR-prep courses	STAAR/EOC results
1.4	Increase the cumulative assessment performance for 8th grade Social Studies by 10 percentage points.	8th grade curriculum assessment; Fall/Spring benchmarks	8th grade Social Studies STAAR results
1.5	Increase the College Career Military Readiness (CCMR) rate by 5 percentage points.	- Increase opportunities to participate in TSIA and SAT - Increase participation in TSIA, SAT, ACT, CTE Certificates, AP test, IB test	CCMR Rate -TSIA, AP, IB, CTE Certificates, Documented Military Enlistment

2. Workforce Goal

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

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

3. Culture/Climate Goal

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

Performance Objectives		Evidence of Progress	
		Formative	Summative

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

CAMPUS FOCUS GOALS- ELEMENTARY

1. Academic Goal

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

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

2. Technology Goal

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

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

3. Culture/Climate Goal

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

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

Campus Focus Goals - Secondary

1. Academic Goal

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

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

2. Workforce Goal

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

Performance Objectives		Evidence of Progress	
		Formative	**Summative**
2.1	Focus on engaging students in career, college, and military opportunities to the greatest extent possible.	The Scholastic Network, Naviance consideration, Drone Classes, Nursing classes, potential future offerings. Career Exploration activities for both junior high and high school students.	Student survey of classes and content, participation in career events offered, review of in district and out of district career curriculum and events.

2.2	Create partnerships with local industry and businesses to develop career pathways for students. Focus on the development of workprogram course offerings through these partnerships	*Increase connections to local businesses that will work with high school students to prepare them for jobs. Work on developing job opportunities and programs for students to engage in.	Review connections made and work with businesses to get feedback about programming and student performance. Get student feedback about experience in the workforce program.

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

Demographics

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

Enrollment By Grade	Count	%Enroll		Enrollment By Sex	Count	%Enroll			Count	%Enroll
Early Education	1	0.21%		Male	238	49.07%		LEP	7	1.44%
Pre-Kindergarten	0	0.00%		Female	247	50.93%		Immigrant	0	0.00%
Kindergarten	38	7.84%		TOTAL	485	100.00%		Economic Disadvantaged	158	32.58%
Grade 1	32	6.60%						Military Connected	5	1.03%
Grade 2	33	6.80%						Foster Care	1	0.21%
Grade 3	33	6.80%						Homeless	0	0.00%
Grade 4	41	8.45%						Unaccompanied Youth	0	0.00%
Grade 5	33	6.80%						Dyslexia	8	1.65%
Grade 6	44	9.07%						TOTAL	179	
Grade 7	44	9.07%								
Grade 8	32	6.60%								
Grade 9	40	8.25%								
Grade 10	30	6.19%								
Grade 11	48	9.90%		*data taken from Fall 2018 PEIMS Collection						
Grade 12	36	7.42%								
TOTAL	485	100.00%								

	Total Enrollment			Migrants			Eligible- Free/Reduced Meals			Bilingual			ESL		
	Count	%Group	%Enroll	Count	%Group	%Enroll	Count	%Group	%Enroll	Count	%Group	%Enroll	Count	%Group	%Enroll
American Indian / Alaskan	6	1.24%	1.24%	0	0.00%	0.00%	2	1.27%	0.41%	0	0.00%	0.00%	0	0.00%	0.00%
Asian	2	0.41%	0.41%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%
Black / African American	1	0.21%	0.21%	0	0.00%	0.00%	1	0.63%	0.21%	0	0.00%	0.00%	0	0.00%	0.00%
Hispanic / Latino	57	11.75%	11.75%	0	0.00%	0.00%	37	23.42%	7.63%	0	0.00%	0.00%	7	100.00%	1.44%
White	410	84.54%	84.54%	0	0.00%	0.00%	114	72.15%	23.51%	0	0.00%	0.00%	0	0.00%	0.00%
Hawaiian / Pacific Islander	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%
Two or More Races	9	1.86%	1.86%	0	0.00%	0.00%	4	2.53%	0.82%	0	0.00%	0.00%	0	0.00%	0.00%
TOTAL	485	100.00%	100.00%	0	0.00%	0.00%	158	100.00%	32.58%	0	0.00%	0.00%	7	100.00%	1.44%

	At Risk			Career & Technical			Special Ed			Gifted & Talented					
	Count	%Group	%Enroll	Count	%Group	%Enroll	Count	%Group	%Enroll	Count	%Group	%Enroll			
American Indian / Alaskan	2	1.26%	0.41%	4	2.86%	0.82%	0	0.00%	0.00%	0	0.00%	0.00%			
Asian	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	1	3.45%	0.21%			
Black / African American	0	0.00%	0.00%	1	0.71%	0.21%	0	0.00%	0.00%	0	0.00%	0.00%			
Hispanic / Latino	31	19.50%	6.39%	21	15.00%	4.33%	4	7.41%	0.82%	1	3.45%	0.21%			
White	123	77.36%	25.36%	112	80.00%	23.09%	49	90.74%	10.10%	26	89.66%	5.36%			
Hawaiian / Pacific Islander	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%			
Two or More Races	3	1.89%	0.62%	2	1.43%	0.41%	1	1.85%	0.21%	1	3.45%	0.21%			
TOTAL	159	100.00%	32.78%	140	100.00%	28.87%	54	100.00%	11.13%	29	100.00%	5.98%			

Student Achievement

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

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount	Actual Expenditures	Evaluation (did it work?)	Continue Next Year?
1	Maintain and improve district website: counselor's page; include info on college admissions, FAFSA, and Texas Grant program	Counselor Principal				Needs improvement, will continue to monitor.	yes
2	Coordinate with NCTC's financial aid information night and FAFSA completion night Tech school presentations	Counselor College Reps (NCTC)				continues to be effective	yes
3	Offer PSAT (11th), ACT/SAT Spring semester 11th; Offer ACT/SAT Prep Course for all juniors	Counselor Teachers				continues to be effective, Move PSAT to 10th grade and begin paying for it	yes
4	Utilize HS Allotment funds to pay fees for students to take ACT/SAT at the end of their JUNIOR year.	Counselor Principal Superintendent	199.11.6499.00.001.931	$3,375.00		continues to be effective	yes
5	NASA Educational programs to enhance science learning and provide research experience	Science Coordinator	NASA-provided materials			continues to be effective	yes
6	Offer multiple dual-credit online courses; Provide local scholarships for all DC; Changed to a reimbursement process - students are reimbursed at the end of the semester on a sliding scale based on their course grades	Counselor Principal Sec Teachers	199.11.6223.00.001.931 NCTC Link -Schedule	$5,000.00		Offer Dual Credit English on campus at Era ISD	yes
7	Offer additional staff development days during the school year with additional flexibility in the calendar					continues to be effective	yes
8	Utilize Eduphoria Aware for data disaggregation and student achievement info	Administration Core Teachers	199.11.6239.02.001.911	$3,845.00		continues to be effective	yes
			TOTALS	$12,220.00	$0.00		

Summary of Strengths What were the identified strengths?		Summary of Needs What were the identified needs?		Priorities	
Teachers utilizing Aware to create assessments		-Offer Dual Credit on site for English			

Federal Programs

Strategies	Person(s) Responsible	Funding Source	Budgeted Amount	Actual Expenditures	Continue Next Year?
Salary and Payroll Costs (1 FTE - KG)	Superintendent	211.11.6100	$60,171.00		yes
Contract for technical assistance for ESSA grant programs	Superintendent	211.11.6219.00.701.930	$3,240.00		yes
			$63,411.00		
Title I, Part A (Fund 211)	Program is "school wide" in the District. Funds are primarily used for teacher salaries, to reduce class sizes on the elementary campus. Additionally, the fees for the District's Fed Programs Consultant are paid from this account.				
	Planned activities for serving students include research-based programs and/or strategies for Math, Reading, Science, Arts, Writing, & Social Studies.				
	Reservation of funds for LEA activities: Administration - Fed Programs Consultant				
	Reservation of funds to meet Teacher Quality and Paraprofessional Qualifications: 0%				
	Private School fair share: there are no private schools within the LEA boundaries				
	Era ISD currently applies for Title I, A funds to be used on the Schoolwide campus. Intent and purposes of the program as well as the Requirements of a Schoolwide Program are addressed in the District/Campus Plan.				
	2019-2020:	**Planning amount: $62,622.** Era ISD will plan to continue to use allocated funds in the instructional salaries budget, and in contracted services for the fees associated with maintaining our contract with our Federal Programs Consultant.			
Title II Supplies (Technology)	Superintendent	255-11-6399-00-001-911	$7,488.00		yes
Title II, Part A (Fund 255) Teacher and Principal Training and Recruitment	Era ISD currently REAPs Title II funds to be used for Title I, Part A, purposes. Currently, funds are used primarily for upgrading instructional technology supplies for students, which is an ongoing need in the absence of dedicated state technology allotments.				
	2019-2020:	**Planning amount: $11,510.** Era ISD will plan to continue to designate these funds for the primary purpose of supplementing and upgrading District technology, specifically for student use such as Google Chromebooks and iPads. Note that State Technology Allotment funding was discontinued starting with the 2012-13 school year.			
Title VI / Small Rural School Achievement Program (SRSA)	Superintendent	Rural Education Achievement Program (REAP)	**$70,899.00**		yes
Title VI, Part B, Subpart 1 Small Rural School Achievement Program (USDE)	The purpose of the REAP program is to help eligible local education agencies (LEAs) address local academic needs more effectively by giving them greater flexibility in the use of limited federal resources. REAP is designed to address the unique needs of rural school districts that frequently (1) lack the personnel and resources needed to compete effectively for Federal competitive grants; and (2) receive formula allocations in amounts too small to be effective in meeting their intended purposes. [Title VI, Part B, Subpart 1, Section 6211 of P.L.107-110]				
	An LEA is eligible to participate in REAP if (a) the total number of students in average daily attendance is less than 600; or all campuses served by the LEA are designated with a School Locale Code of 7 or 8 as determined by the U.S. Department of Education's National Center for Educational Statistics and (b) each county in which a school served by the LEA is located has a total population density of fewer than 10 persons per square mile.				

	In order for an LEA to participate in REAP for more than three consecutive school years, the LEA must show that students served by the LEA have made adequate yearly progress (AYP) during the original three-year period of participation. After the review of progress on student achievement at the end of the three-year period, an LEA that fails to meet AYP after three years may continue to participate in REAP if it uses all of its "applicable funding" (i.e., fund that the LEA receives by formula under Title II, Part A; Title II, Part D; Title IV, Part A; and Title V, Part A) to carry out improvement requirements of section 1116 of the ESEA. An LEA that does not desire to use all of its "applicable funding" to carry out the requirements of section 1116 may not exercise REAP.				
	In the current year, Era ISD REAP'ed the following programs: Title II, A - Preparing, Training, and Recruiting High Quality Teachers and Principals By REAP'ing these program funds, the district does not have to meet the specific intents and purposes of each program with only a small amount of dollars.				
	2019-2020:	Era ISD intends to continue to REAP the Title IIA funds in the coming year.			
Title IV, Part A (SSAE)	Intent is to provide a well-rounded education to all students. Districts accepting these funds would address well-rounded educational opportunities, safe and healthy students and effective uses of technology.				
Salary and Payroll Costs (partial FTE)	Superintendent	289-11-6100	$10,000.00		
	2019-2020:	**Planning amount: $10,000.** Era ISD will plan to continue to allot these funds to instructional salaries.			
Salary and Payroll Costs (1 FTE)	Superintendent	289-11-6100	$48,735.00		
Supplies	Superintendent	289-11-6399-00-001-911	$100.00		
USDE Small, Rural School Achievement (SRSA) Program Grant (Fund 289)	Era ISD currently utilizes all SRSA Grant funds for Title I, Part A, purposes. Funds are used primarily for teacher salaries in combination with Title 1-A funds.				
	2019-2020:	Era ISD will plan to continue to allot these funds to instructional salaries.			
		TOTALS	**$264,044.00**	**$0.00**	

State Compensatory Education: Program Overview

Program Purpose

In keeping with the intent and purpose of Section 29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, **Era ISD** provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are a part of the regular education program for students identified as at risk of dropping out of school at **Era Schools**, a 40% poverty schoolwide campus. The District has chosen to use its supplemental SCE funds to support the schoolwide program for upgrading the entire educational program. On all other campuses, the district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met – to increase the academic achievement and reduce the drop out rate of students meeting the State-defined eligibility criteria.

Program Goals

The goals of all **Era ISD** SCE services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce/eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (§29.081, Texas Education Code and 77(R) SB 702 Enrolled).

General Use of Funds

Era ISD uses all SCE funds to supplement services beyond those offered through the regular education program, less 15% administrative costs and the 18% allowable to provide baseline services at the District's AEP. The only exception to this ruling is where SCE funds are used to support one or more of the ten components at **Era School,** our Title I, Part A schoolwide campus, which exceeds 40% low income students. SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and which consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

Use of Funds on Title I, Part A Campuses

As appropriate and necessary, SCE funds will be used to support one or more of the ten Title I, Part A Schoolwide Program Components at **Era School**, so long as the campus continues to meet, at a minimum, the 40% poverty threshold. The district ensures that all campuses shall continue to receive their fair share of state and local funds for conducting the regular education program and ensures that the intent and purpose of the SCE Program will be met.

Section II: Student Eligibility

Era ISD has adopted the thirteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at risk of dropping out of school includes each student who is under 21 years of age and who...

1. Is in pre-kindergarten, kindergarten or grade 1,2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

2. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

3. Was not advanced from one grade level to the next for one or more school years. (The exception is a student who did not advance from Pre-K or Kindergarten to the next grade level only as a result of the request of the student's parents.

4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

5. Is pregnant or is a parent;

6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;

7. Has been expelled in accordance with §37.007 during the preceding or current school year;

8. Is currently on parole, probation, deferred prosecution, or other conditional release;

9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

10. Is a student of limited English proficiency, as defined by §29.052;

11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

12. Is homeless, as defined by 42 U.S.C. §11302, and its subsequent amendments; or

13. Resided, in the preceding school year, or who resides, in the current school year, in a residential placement facility within the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

At-Risk / Compensatory Education

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount	Actual Expenditures	Evaluation (did it work?)	Continue Next Year?
1	Teacher Salaries / Aide Salaries	Superintendent	199.11.6119.00.001.924	$92,111.00			
	Payroll Costs (FICA, Health Ins, TRS)	Principals	199.11.6129.00.001.924	$22,838.00			
	Substitutes		payroll costs- various	$24,261.00			
2	DAEP	Superintendent Principals	199.11.6112.00.001.928	$1,000.00		continue to offer	yes
3	Use Study Island online curriculum for target areas of assistance	Superintendent Principals	199.11.6399.00.001.924	$2,200.00		Continues to be effective. Adjusted to use in certain areas	yes
4	Utilize CEI Lab for elementary students for increased performance on phonetic based learning	Superintendent Principals	199.11.6399.00.001.924	$3,500.00		Transition to new progamming to meet these needs	yes
5	iStation Reading program (Elementary Schoolwide)	Superintendent	199.11.6399.00.001.	$2,556.00		excellent resource. very effective	yes
	Elementary CompEd supplies	Principals	199.11.6399.20.001.924	$2,500.00			
6	Continue to utilize after-school tutorials program weekly for targeted student assistanceProvide Saturday School as needed for academic and attendance concerns. ($25/hr. for teachers)	Principals Teachers	199.11.6119.05.001.911 199.11.6119.01.001.924	$1,000.00 $2,000.00		Continues to meet our needs and be effective for students.	yes
7	Provide additional supplies for elementary reading specialist to use in assisting struggling readers to return to grade levels in reading proficiency	Principal Elementary Reading Specialist	199.11.6399.20.001.924	$2,000.00		effective	yes
8	Provide assessment remediation to students who do not pass EOC or SSI assessments; After School Tutorials, Summer Study Sessions (SW9)	Teachers Principal	199.11.6119.02.001.924	$2,500.00		Continues to be effective	yes
9	Utilize learning labs ("E-Lab") where struggling student can go, or be sent to, when they need additional individual help. Utilize E-Lab as CMC source for secondary SpEd students (include as part of RtI strategies) (SW2, SW9)	Principals Assigned Teachers				Continues to be effective	yes
10	Utilize Texas Virtual School Network for credit recovery and acceleration purposes; TAKS/STAAR remediation (SW9)	Principals Counselor	289 - TxVSN Grant	$59,000.00		grant ends at end of this fiscal year, will transition to Odyssey Ware	yes
			TOTALS	$217,466.00	$0.00		

Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities
Interventions are effective. Additional interventionist part time at elementary is helping us meet the needs of struggling students sooner which is proving to be very successful.	Improvement of RTI Documentation New programming to replace CEI- considering istation	

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- through graduation	GT Director Teachers Students				Ability to have work time with 7th-12th is challenging. The 4th, 5th & 6th grader GT students all have working portfolios and are updating them throughout the school year. So for those grade levels - yes, it is working.	yes
2	Budget available GT funds to best serve appropriate student population	GT Director Teachers Principal	199.11.6100	$14,928.00		yes	yes
			199.11.6399.00.001.721	$685.00			
			199.11.6400...721	$1,015.00			
3	HS trip to local University for Admissions tour. The trip to the Sixth Floor Museum was very beneficial and all the students seemed to learn a lot on this trip.	GT Director				University trips are very difficult to set up and complete because of the amount of students we have, the requirement of a bus driver to stay with the bus at all times and the benefit of the tours for our students. This year, we toured Scottish Rites Hospital in Dallas and this was a successful trip. We also attended the Chamber Theater Group Plays and learned about some different literary works that had also been read during high school English Classes. We will continue to try to have enrichment trips that are diverse to meet different needs.	yes
4	Elem & JH trip to Perot Museum (or other relevant museum or cultural activity)Fall. Spring trip to Fort Worth Museum of Science & History.	GT Director				This fall, we participated in the ESC 11 STEAM Carnival and submitted a proposal for the Student Showcase. The kids presented to several hundred students and adults. This spring, we Museum of Flight 's Engineering Day.	yes
5	Elementary Weekly GT Time	GT Director				This is very beneficial and I would like to expand it to include 7th & 8th grade as well. Being able to implement STEM lessons and concepts adds some upper level thinking for these students that regular classrooms don't always have the time to do.	yes
6	Participate in Student Showcase at ESC11 STEAM Carniv	GT Director				This was a great learning experience for everyone. Our students worked together, learned many different aspects of engineering, presentations - oral and technical as well as the actual hands on presentation. We have plans to submit a proposal first thing in the fall for next year's event.	yes
			TOTALS	$16,628.00	$0.00		

Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities
Enrichment activities and projects. All HS students assisted with Innovator's Day in the elementary and some even ran certain components of the activities. Having weekly time is good for many aspects of their diversified learning.	More time together, being able to implement 7th & 8th into the Friday time slots to work on the STEAM Showcase would have been very helpful. We spent many afternoons after school working on this. Having a time to work on portfolios with HS would be very helpful	

Career & Technology Education

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount	Actual Expenditures	Evaluation (did it work?)	Continue Next Year?
1	Establish and utilize CTE advisory committee	CTE teachers Community				Yes this committee meets throughout the year, is effective	yes
2	Create CTE graduation pathways for students who do not intend to pursue university admission after graduation (SW10)	Principal Counselor CTE teachers				continues to be effective	yes
3	Budget available CTE funds to best serve appropriate student population	Superintendent CTE teachers	199.11.6100 ... 922 199.11.6300 ... 922 199.11.6400 ... 922	$171,234.00 $21,000.00 $17,200.00		continues to be effective	yes
4	Increase variety of Vocational offerings for students	Secondary Principal Vocational teachers				Considering new course offerings in this area for next school year	yes
5	Work with Cooke County administrators, representatives from local manufacturing companies, North Central Texas College, Workforce Texoma, and Gainesville Economic Development to provide programs which introduce students to opportunities available for jobs and certification programs beyond high school.	Counselor, Secondary Principal, CTE Teachers				continues to be effective; ongoing meetings with the Cooke County Manufacturing Consortium	yes
6	Utilize Carl Perkins Funds to purchase supplies and equipment to enhance current courses offered	Superintendent, Secondary Principal, CTE Teachers	Carl Perkins Grant				
7	Students will participate in Manufacturing Day to learn about future careers in manufacturing by visiting local Manufacturing companies.	Principal, Counselor				continues to be effective	yes
8	Host Career Day to start conversations about possible careers.	Principal, Counselor				great feedback about this event, will continue	yes
			TOTALS	$209,434.00	$0.00		

Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities
New advisory committee Career Day/Manufacturing Day were a great success	Additional course offerings for Vocational areas	

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. However, we have 2 that will be returning to Sp. Ed. for direct instruction due to the fact that certain academic courses have become way too strenuous (academically) even with numerous accommodations & modified TEKS.	Yes. However, we currently have one aide in the Secondary Sp. Ed. classroom that also functions as an Inclusion Aide on a daily basis and for 6 out of the 8 class periods. Another paraprofessional needs to be hired to assist with Resource CMC needs and to also function as an Inclusion Aide in high school classes.
2	Utilize Response to Intervention (RtI) 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-5	Tech Director ESL/Dyslexia teacher and aide				Yes	Yes
4	Provide access to professional development, as needed, by appropriate SpEd staff		199.13.6411.00.001.923SEC 199.13.6411.01.001.923ELE	$250.00 $250.00		Yes	Yes
5	Budget available Special Ed funds to best serve appropriate student population		199.11.6100 ... 823 199.11.6300 ... 823 199.11.6400 ... 823 CCSEC 199.93.6492.00.001.823	$142,807.00 $2,000.00 $200.00 $148,537.00			
			TOTALS	**$294,044.00**			

Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities
The strengths are the Sp. Ed. personnel. They are dedicated to expecting the best from our Sp. Ed. students; supporting them in the most appropriate ways for each student; and following the set goals/objectives, accommodations, & modifications for each student.	Consider adding another paraprofessional to function as an Inclusion Aide with specific Era High School Sp. Ed. students in specific general ed. courses and replace the Interactive Whiteboard Strip in the Era Secondary Sp. Ed. classroom with a true Interactive Whiteboard.	Consider adding another paraprofessional to work as an Inclusion Aide with designated Sp. Ed. high school students in designated high school courses.

LEP & Dyslexia

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount	Actual Expenditures	Evaluation (did it work?)	Continue Next Year?
1	Provide ESL classes for qualified students LPAC meetings attended by appropriate staff and parents	ESL Teacher & Aide, Principal	Funds- ESL budgets			Yes	Yes
2	Send ESL & Dyslexia teachers to professional development (SW4)	ESL/Dyslexia Coordinators Principal	Staff development funds			Yes	Yes
3	Budget available ESL/Dyslexia funds to best serve appropriate student population		199.11.6100 ... 925 199.11.6300 ... 925	$1,100.00 $1,000.00		Yes, we were able to acquire new resources for working with our struggling readers, dyslexia students, and ELLs.	Yes
4	Initial screening for dyslexia for students in Kinder and First through istation and TPRI assessments					Yes. We no longer use the TPRI assessment, but our iStation screening has proven to be an accurate measure of student's progress & need.	Yes
			TOTALS	**$2,100.00**			

Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities
The addition of a part-time Reading Specialist has allowed us more opportunities to provide one-on-one interventions for our ELLs and students with dyslexia.	There is a need for secondary teachers (particularly ELA teachers) who have an ESL Certification.	

School Culture & Climate

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

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount	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 / Coaches GT Students	Athletics character training You Matter - elem program			Character ed has been a great focus on elementary campus for the past two years. Continues to improve	yes
2	Regular, random visits by Drug Dog	Principal Superintendent	199.11.6219.01.001.911	$1,500.00		continues to be effective	yes
3	Students will actively participate in Red Ribbon Week	Counselor Principal Teachers	Materials from PTO Daily/Weekly prizes			continues to be effective	yes
4	Recognize elementary students with perfect attendance; students with 100% attendance will receive incentive awards	Elem Principal	Activity fund (Elementary Principal's fund)			continues to be effective	yes
5	Students who exhibit excellent citizenship are honored each six weeks as Hornet Hero	Elem Principal	Activity fund (Elementary Principal's fund)			continues to be effective	yes
6	Continued implementation of Defender Program (ongoing training and supplies)	Superintendent	199.52.6100 ... 999	$2,762.00		continues to be effective	yes
			199.52.6299.00.001.999	$2,000.00			
			199.52.6399.00.001.999	$5,500.00			
			199.52.6411.00.001.999	$1,500.00			
7	Raptor School Check-in System (Background check and badge system for visitors to campus)	Superintendent, Campus offices	199.52.6399.01.001.999	$1,500.00		Struggled with software, working on reinstall. Great program and need is definitely there.	yes
8	Continuation of Drug Testing Policy for Students participating in Extracurricular activities	Superintendent	199.36.6219.03.001.991ATH	$5,000.00		continues to be effective	yes
9	Start with Hello program K-12					continues to be effective, expand into spring as well	yes
10	Elementary Counselor provides character guidance lessons to all students in Elementary once per six weeks	Elementary Counselor				This has been very well received and made great impacts across the elementary campus	yes
			TOTALS	$19,762.00	$0.00		

Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities
Improved security for the campus, added fencing and card readers to school doors. Added Security Cameras. Elementary Counselor has been extremely useful and made a great impact on our campus.	Implement Mental Health First Aid programs	

Staff Quality / Professional Development

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

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount	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	Administration Teachers Other staff	199-13 staff development funds	$15,750.00			
2	All teachers will maintain a scope and sequence document for each class	Teachers Principals				continues to be effective	yes
3	Employ additional HQ educational aides as needed to support classroom instruction in resource setting	Administration SpEd Coordinator	Special education funds- salaries			continues to be effective	yes
4	Seek ongoing professional training for SpEd aides and teachers		Special education funds- professional development			continues to be effective	yes
5	Provide "just-in-time" and other professional development in new technology areas to improve teacher instruction in classroom setting	Tech Coordinator Principals Superintendent	Professional Development Budgets			continues to be effective	yes
6	Provide opportunities for teachers to attend Denton TIA Annual Conference to help blend pedagogy and technology in instructional practices.	Tech Coordinator Principals Superintendent	Registration			continues to be effective	yes
7	Era ISD will attract/retain HQ teachers by providing a Retention Stipend for qualified staff	Administration	199.11.6119.04.001.911 199.11.6129.02.001.911	$73,400.00 $13,500.00		continues to be effective	yes
8	Era ISD will attract HQ teachers by advertising available positions in a variety of places and by maintaining an updated District website.	Administration ESCXI				continues to be effective	yes
9	Era ISD will analyze data for all current and new educational professionals to assure HQ requirements are met.	Superintendent HR Dept				continues to be effective	yes
10	All students, regardless of low-income or minority status, will be taught by HQ teachers at the same level as students who are not low-income or minority.	Administration				continues to be effective	yes
11	Provide access to high-quality, ongoing professional development.	Administration Teachers ESC 11	Professional development funds			continues to be effective	yes
12	Maintain an effective local mentor program for new educators	Administration Teachers ESC 11				Create time in schedule for master teachers to mentor staff	yes
13	Require that all educational aides employed by the district meet the guidelines for "highly qualified"; Utilize the PAKS assessment tool	Administration				continues to be effective	yes
14	Educate educational aides and long-term subs about the Educational Aide Exemption Program	Administration				continues to be effective	yes
15	Strive to financially compensate professional educator staff to a degree that is competitive with local school districts and the public school market in Texas to the extent possible	Superintendent Business Office	Payroll Costs			continues to be effective, transitioned to midpoint salary structure	yes

16	Teachers will participate Teachers observing Teachers for professional development opportunities to learn from one another.	Principal Teachers				continues to be effective	yes
			TOTALS	$102,650.00	$0.00		

Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities
Teachers observing teachers is a great addition to our practices for staff development.	-Update teacher/staff web pages -develop syllabus for courses at 7-12 level -Literacy Coalition with ESC 11 -add vertical teaming times to professional development calendar - add master teachers to work as mentors for staff	

Curriculum Instruction & Assessment

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

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount	Actual Expenditures	Evaluation (did it work?)	Continue Next Year?
1	Enhance classroom instruction by providing hands on, real world, discovery model educational experiences.	Teachers				continues to be effective	yes
2	Teachers will incorporate critical thinking skills and reasoning as a regular part of daily instruction.	Teachers				continues to be effective	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.	Teachers Principals				Very effective, will create more purposeful time for this to occur	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.	Principals Counselor				continues to be effective	yes
5	Create collaborative planning time for teachers to plan collaboratively through a Professional Learning Community	Principals Counselor				Very effective, will create more purposeful time for this to occur	yes
6	Students will receive small group instruction in reading daily with focus on fluency.	Teachers				continues to be effective	yes
7	Employ instructional aides to provide more individualized or small group assistance to at-risk students.	Superintendent HR				continues to be effective	yes
8	Innovators Day at Elementary Campus twice annually to increase STEAM instruction and learning	Principal Teachers				continues to be effective	yes
			TOTALS	$0.00	$0.00		

Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities
-Move it Monday continues to increase hands on learning opportunities for studetns -Interventions are effective -Innovators Day - aides for interventions really helps teachers get great intervention to each student	Improved opportunities for vertical teaming and alignment.	

Family & Community Involvement

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

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount	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				continues to be effective	yes
2	Utilize SchoolWires website hosting Enhance distribution of information to the school community	Tech Coordinator Principal Teachers				Schoolwires web hosting allows us to create and manage website effectively	yes
3	Utilize Blackboard Parent Link to contact parents daily regarding student absences, school emergencies and other school announcements; cafeteria balance information communicated through my school bucks	Principal Superintendent Secretaries	199.11.6399.11.001.911TEC	$4,500.00		Parent link is an effective tool for communication district wide.	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			Electronic sign serves to inform the community of events at school	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				continues to be effective	yes
6	8th grade HS orientation meeting FAFSA workshop for Junior and Senior Parents	Secondary Principal Counselor				continues to be effective	yes
7	Parent and student orientation meeting for grades K-12 at "Meet the Teacher" open house night. Provide handbooks in hard copy and on school website	Principals Counselor Teachers				continues to be effective	yes
8	Provide the following opportunities: Parent Volunteer Program, Student Awards Assemblies, Innovators Day (SW6) PTO, Athletic Booster Club, Era Youth Supporters Student Music programs Mini-Olympics (K-5)	Administration Teachers				continues to be effective	yes
9	Set up parent conferences each grading period with parents of students who are failing more than one class or who are accumulating too many absences. Mail warning letters to absent/truant students	Principals Secretaries Teachers				continues to be effective	yes
10	Require teacher to communicate about class assignments through local website, class dojo, or other electronic communication.	Teachers Tech Director				teachers communicate assignments through website and google classroom, canvas or class dojo	yes
11	Send home pamphlets explaining SSI process/program. Regularly update parents on their child's progress and benchmark results	Principals Teachers				continues to be effective	yes
			TOTALS	$4,500.00	$0.00		

Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities
-Blackboard parent link has been a great tool for school to home communication -Class Dojo at elementary level has improved school to home relationship and communication	Improvement of district website- needs updating	

Technology

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

	Strategies	Person(s) Responsible	Funding Source	Budgeted Amount	Actual Expenditures	Evaluation (did it work?)	Continue Next Year?
1	Add new and maintain existing technology hardware and software as needed.	Tech Director Superintendent	Supply and Capital Outlay Budgets				
2	Continue to implement one to one initiative in grades 4-12 utilizing Chromebooks 4-12 and sets of 5 ipads in grades K-2	Tech Director Superintendent	255.11.6399.00.001.811	$7,488.00		Adding chromebooks in K-2 to replace ipads, Middle School Chromebooks will remain in carts at school.	yes
3	Evaluate the Z-Space Lab (3D, Virtual Reality) to consider continued implementation in future years	Tech Director Principals Teachers	410.11.6321.00.001.811	$0.00	$0.00	Discontinued z-space lab	no
			TOTALS	**$7,488.00**	**$0.00**		

Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities
	- improvement in intercom system - improvement in network infrastructure	

Spring 2019 - Era ISD Parent Survey (CNA) Responses

63 total responses

	Elem (K-6)	JH (7-8)	HS (9-12)		
I am a parent of children on the following campus(es): (Select all that apply)	64.7%	19.6%	39.2%		

For each statement, select the answer that best matches your opinion or experience of the extent to which the statement is true of your school campus.	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**No opinion / Not sure**
[Teachers expect students to do their best work.]	65.1%	33.3%	1.6%	0.0%	0.0%
[My child has grown academically this school year.]	54.0%	36.5%	7.9%	0.0%	1.6%
[As a parent, I feel free to communicate openly with the campus principal.]	63.5%	23.8%	6.3%	4.8%	1.6%
[My child is comfortable communicating openly with the campus principal.]	42.9%	34.9%	11.1%	6.3%	4.8%
[Teachers do a good job keeping me up to date on my child's progress.]	47.6%	42.9%	4.8%	0.0%	4.8%
[The teachers and administration are willing to listen to parental concerns and suggestions.]	57.1%	33.3%	3.2%	3.2%	3.2%
[Era Schools are a safe and secure place in which to learn.]	65.1%	33.3%	1.6%	0.0%	0.0%
[The District's automated calling system is a good way for the school to communicate with me.]	63.5%	34.9%	1.6%	0.0%	0.0%
[I have used the MySchoolBucks program to monitor my child's cafeteria activity or to pay for lunches.]	42.9%	23.8%	14.3%	4.8%	14.3%
[The District website is a useful site that I visit regularly.]	46.0%	42.9%	6.3%	0.0%	4.8%
[Era Schools have high expectations for student academic achievement.]	55.6%	42.9%	0.0%	0.0%	1.6%
[Student discipline is enforced fairly and consistently.]	44.4%	34.9%	12.7%	0.0%	7.9%
[Buildings and grounds are clean, well-maintained, and in good repair.]	49.2%	50.8%	0.0%	0.0%	0.0%
[There is sufficient and open communication between parents and teachers.]	52.4%	38.1%	7.9%	0.0%	1.6%
[Students in Era are respected regardless of their academic achievement level.]	49.2%	33.3%	12.7%	0.0%	4.8%
[Both teachers and students treat each other with respect.]	41.3%	44.4%	7.9%	4.8%	1.6%
["Bullying" is a major problem in Era schools.]	3.2%	17.5%	46.0%	19.0%	14.3%
[My child's grades are fair and appropriate.]	49.2%	46.0%	1.6%	1.6%	1.6%
[The amount of homework assigned in my child's classes seems to be reasonable.]	46.0%	49.2%	0.0%	3.2%	1.6%
[The homework assigned to my child seems to be useful and relevant.]	41.3%	49.2%	3.2%	3.2%	3.2%
[I communicate with my child's teacher(s) often.]	25.4%	57.1%	11.1%	0.0%	6.3%
[I would prefer that Era Schools placed a stronger emphasis on accountability testing (STAAR).]	3.2%	12.7%	49.2%	28.6%	6.3%
[Computers and technology are used effectively to teach my child.]	44.4%	44.4%	4.8%	0.0%	6.3%
[The Superintendent is visible at school events, and provides academic leadership for the District.]	66.7%	27.0%	1.6%	0.0%	4.8%
[As a parent, I feel free to communicate with the Superintendent if need be.]	65.1%	27.0%	3.2%	1.6%	3.2%

For each statement, select the answer that best matches your opinion or experience of the extent to which the statement is true of your school campus.	Strongly Agree	Agree	Disagree	Strongly Disagree	No opinion / Not sure
[Era students generally graduate from Era High School fully prepared to attend college, technical school, or join the workforce.]	44.4%	31.7%	9.5%	0.0%	14.3%
[Era students are expected to take responsibility for themselves, their property, and their actions.]	55.6%	41.3%	3.2%	0.0%	0.0%
[Era students have a significant problem with the abuse of drugs and alcohol.]	4.8%	11.1%	44.4%	17.5%	22.2%
[Parent ideas are solicited and used in planning and decision-making / Parents are viewed as partners in teaching students.]	19.0%	57.1%	12.7%	0.0%	11.1%
[Parent-teacher conferences are generally productive and result in helping students.]	33.3%	49.2%	9.5%	0.0%	7.9%
[Era provides opportunities for students to excel in areas of individual strengths or talents, and recognizes their efforts to do so.]	46.0%	44.4%	3.2%	0.0%	6.3%
[My child is willing to approach teachers for advice or help.]	42.9%	44.4%	7.9%	1.6%	3.2%
[Teachers are willing to go "above and beyond" to help students in need.]	44.4%	39.7%	11.1%	1.6%	3.2%
[Era ISD places the appropriate emphasis on academics as compared to extracurricular activities.]	44.4%	42.9%	6.3%	0.0%	6.3%
[Era ISD has a system of communication that is open, regular, and honest.]	54.0%	38.1%	3.2%	0.0%	4.8%
[Era School Board members are often present at school events, and are supportive of teachers, staff and students.]	38.1%	39.7%	7.9%	0.0%	14.3%
[Teachers and staff are generally supportive of each other, the administration, and my child.]	52.4%	39.7%	4.8%	0.0%	3.2%
[Era Schools are an asset to the Era community.]	69.8%	25.4%	0.0%	0.0%	4.8%
[I am proud to be a part of Era ISD.]	76.2%	19.0%	0.0%	0.0%	4.8%

	Yes	No	Didn't know		
Do you currently have internet service / WiFi available at your home that your children can access?	85.7%	12.7%	0.0%		
Do you currently follow Era ISD news on its official Facebook page? (www.facebook.com/EraISD)	74.6%	15.9%	0.0%		
Do you follow Era ISD's official Twitter account (@eraisdhornets) in order to get updates on school information?	3.2%	84.1%	9.5%		
Do you use the District's mobile phone app to get school updates and information?	87.3%	12.7%	0.0%		
Do you as parents use the District's Parent Portal to monitor your child's grades or attendance?	77.8%	19.0%	0.0%		

	Electronic	Paper			
Do you prefer to receive information from the school electronically (via email or secure website), or as paper copies sent home with your child or in the mail?	71.4%	23.8%			

Spring 2019 - Era ISD Faculty Survey (CNA) Responses

**22 responses*

For each statement, select the answer that best matches your opinion or experience of the extent to which the statement is true of your school campus.	Strongly Agree	Agree	Disagree	Strongly Disagree	No opinion / Not sure
[Teachers consistently expect students to do their best work.]	40.9%	59.1%	0.0%	0.0%	0.0%
[Teachers have adequate materials and supplies to support their classroom teaching.]	31.8%	59.1%	9.1%	0.0%	0.0%
[Teachers have adequate access to high quality professional development.]	31.8%	68.2%	0.0%	0.0%	0.0%
[Teachers and students have access to adequate and high-quality technology in the classroom.]	31.8%	45.5%	13.6%	9.1%	0.0%
[Era Schools are a safe and secure place in which to learn.]	59.1%	40.9%	0.0%	0.0%	0.0%
[The school has shared expectations and rationale for disciplinary policies and procedures.]	36.4%	63.6%	0.0%	0.0%	0.0%
[Era Schools have high expectations for student academic achievement.]	50.0%	50.0%	0.0%	0.0%	0.0%
[Era has good teacher and staff morale.]	50.0%	40.9%	4.5%	0.0%	4.5%
[Student discipline is enforced fairly and consistently.]	27.3%	59.1%	9.1%	0.0%	4.5%
[Buildings and grounds are clean, well-maintained, and in good repair.]	59.1%	40.9%	0.0%	0.0%	0.0%
[There is sufficient and open communication between parents and teachers.]	59.1%	40.9%	0.0%	0.0%	0.0%
[Students in Era are respected regardless of their academic achievement level.]	50.0%	50.0%	0.0%	0.0%	0.0%
[Both teachers and students treat each other with respect.]	50.0%	45.5%	4.5%	0.0%	0.0%
[Teachers are equitably and consistently held accountable for compliance with district policies and rules.]	45.5%	45.5%	9.1%	0.0%	0.0%
[Students are equitably and consistenly held accountable for compliance with district policies and rules.]	31.8%	54.5%	13.6%	0.0%	0.0%
[Teachers are held to a high standard of student achievement in a fair and reasonable manner.]	59.1%	36.4%	4.5%	0.0%	0.0%
[I would prefer that Era Schools placed a stronger emphasis on accountability testing (STAAR).]	4.5%	0.0%	45.5%	36.4%	13.6%
[Computers and technology are used effectively to teach students at Era ISD.]	22.7%	54.5%	13.6%	4.5%	4.5%
[Era school is a highly academically challenging environment for students.]	22.7%	77.3%	0.0%	0.0%	0.0%
[Era students generally graduate from Era High School fully prepared to attend college, technical school, or join the workforce.]	18.2%	63.6%	9.1%	0.0%	9.1%
[Era students are expected to take responsibility for themselves, their property, and their actions.]	27.3%	63.6%	9.1%	0.0%	0.0%
[Era students have a significant problem with the abuse of drugs and alcohol.]	4.5%	27.3%	27.3%	13.6%	27.3%
[Parent ideas are solicited and used in planning and decision-making / Parents are viewed as partners in teaching students.]	13.6%	72.7%	9.1%	0.0%	4.5%
[Parent-teacher conferences are generally productive and result in helping students.]	31.8%	59.1%	4.5%	0.0%	4.5%
[Era provides opportunities for students to excel in areas of individual strengths or talents, and recognizes their efforts to do so.]	40.9%	59.1%	0.0%	0.0%	0.0%
[Teachers feel free to communicate openly with the campus principal.]	40.9%	40.9%	13.6%	0.0%	4.5%

For each statement, select the answer that best matches your opinion or experience of the extent to which the statement is true of your school campus.	Strongly Agree	Agree	Disagree	Strongly Disagree	No opinion / Not sure
[Students feel free to communicate openly with the campus principal.]	27.3%	45.5%	22.7%	0.0%	4.5%
[The principal has a high level of visibility on the campus.]	59.1%	40.9%	0.0%	0.0%	0.0%
[The principal provides strong academic leadership and takes an active interest in the well-being of both teachers and students.]	45.5%	50.0%	4.5%	0.0%	0.0%
[The Superintendent has a high level of visibility on the campuses.]	54.5%	45.5%	0.0%	0.0%	0.0%
[The Superintendent provides academic leadership for the District.]	59.1%	40.9%	0.0%	0.0%	0.0%
[Teachers and students feel free to communicate with the Superintendent.]	59.1%	40.9%	0.0%	0.0%	0.0%
[Students are willing to approach teachers for advice or help.]	45.5%	54.5%	0.0%	0.0%	0.0%
[Teachers are willing to go "above and beyond" to help students in need.]	63.6%	31.8%	4.5%	0.0%	0.0%
[Era ISD places the appropriate emphasis on academics as compared to extracurricular activities.]	36.4%	50.0%	13.6%	0.0%	0.0%
[Era ISD has a system of communication that is open, regular, and honest.]	45.5%	54.5%	0.0%	0.0%	0.0%
[Era School Board members are often present at school events, and are supportive of teachers, staff and students.]	40.9%	50.0%	0.0%	0.0%	9.1%
[Teachers and staff are generally supportive of each other, the administration, and my child.]	59.1%	31.8%	4.5%	0.0%	4.5%
[Era Schools are an asset to the Era community.]	90.9%	9.1%	0.0%	0.0%	0.0%
[I am proud to be a part of Era ISD.]	86.4%	13.6%	0.0%	0.0%	0.0%

ESSA – Title Program Descriptions

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

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

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

1. Allows integrated planning based on student needs

2. Allows for building level decisions about program design, program delivery, and resources.

3. Promotes campus reformation/restructuring for the purpose of increasing student performance.

4. Comprehensive needs assessment tied to the state campus planning process.

5. Supplement, not supplant, is based on funds not a program activity.

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

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

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

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

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

REAP – Rural Education Achievement Program

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

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

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

Title I - Helping Disadvantaged Children Meet High Standards

Program Intent and Purpose

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

General Questions and Answers

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

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

What services does Title I provide?

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

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

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

How does Title I funding breakdown by grade level?

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

What about children with disabilities?

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

What about children with limited English proficiency?

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

For more information, contact: For more information, contact:	
U.S. Department of Education	Texas Education Agency
Office of Elementary and Secondary Education	ESSA Division
400 Maryland Ave, SW	1701 N. Congress Avenue
Washington, DC 20202	Austin, Texas 78701
(202) 301-4000	(512) 463-9374
http://www.ed.gov	http://www.tea.state.tx.us/ESSA/

ESSA Title I Schoolwide Program Requirements

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

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

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

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

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

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

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

if programs are consolidated, the specific State educational agency and local educational agency programs and other Federal programs that will be consolidated in the schoolwide program.

Activities that May Address the Needs of Students

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

Campus Improvement Plan Requirements

- ☑ Developed during a one-year period, unless less time is needed to develop and implement the schoolwide program; or the school already is operating a schoolwide program prior to the enactment of ESSA.

☑	Includes the involvement of parents (as included in this document, could be defined as extended family members, legal guardians, foster parents, or any adult that participates in the student's education), community members, teachers, principals, other school leaders, paraprofessionals, administrators, the LEA, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, students (if a secondary school), and other individuals determined by the school.
☑	Remains in effect for the duration of the school's participation in a schoolwide program, with regular monitoring and revision (evaluation) as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.
☑	Available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
☑	If appropriate and applicable, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and campuses implementing comprehensive support and improvement activities or targeted support and improvement activities under ESSA (Section 1111(d)).

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

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

	School Parent and Family Engagement Policy
	Campuses served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
	Each campus served under this part shall:
☑	convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in a SWP and to explain the requirements and the right of the parents to be involved;
☑	offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement;
☑	involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, except if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children
☑	provide parents of participating children:
	* timely information about programs under this part;
	* a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
	* if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

	*	if the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.

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

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

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

☑ address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:

* parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

* frequent reports to parents on their children's progress;

* reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

* ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Building Capacity for Involvement Section 1116(e-f)

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

☑ shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

☑ shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;

☑ shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

☑ shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public pre-school programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; and

☑ shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and

☑ shall provide such other reasonable support for parental involvement activities under this section as parents may request.

	In carrying out the parent and family engagement requirements of this part, LEAs and campuses, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and required school reports in a format and, to the extent practicable, in a language such parents understand.
	* **Special Rule**-If the campus has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the above requirements.
	* **Amendment**-If the LEA has a parent and family engagement policy that applies to all parents and family members in all campuses served by the LEA, it may amend the policy, if necessary, to meet the above requirements.
	* **Parental Comments**-If the LEA plan is not satisfactory to the parents of participating children, the LEA shall submit any parent comments with the plan when the LEA submits the plan to the State.
	Activities that May Address Building Capacity for Parent and Family Engagement
☑	involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
☐	provide necessary literacy training from funds received under this part if the LEA has exhausted all other reasonably available sources of funding for such training
☐	pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
☐	train parents to enhance the involvement of other parents
☑	arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation
☑	adopt and implement model approaches to improving parental involvement
☐	may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section
☑	may develop appropriate roles for community-based organizations and businesses in parent involvement activities

2018/19 Summary of District Accomplishments

ACADEMICS	CHOIR
Junior High One Act Play 1st Place	UIL Solo and Ensemble (19 Events Qualified for Texas State Solo and Ensemble)
JH UIL Academics 2nd Place	UIL Concert and Sight-reading Competition (Varsity Treble Choir Sweepstakes; Varsity Mixed Choir Division II ratings)
UIL Academics District Overall Champions	TMEA Region 2's Region Choir (Hailey Adams, Sara Jennings, and Sydney Ponce)

ACADEMICS	AG/FFA
HS One Act Play - Advanced to Regionals	
Regional UIL Journalism Team Award	Awards in Ag Mech (Blue Ribbon Award) @Ft Worth, San Antonio & Houston- Randy Lewis, Ben Vega, Weston Hardowin
UIL State NewsWriting	FFA Proficiency Award- District & Area winner (Zachary Downe) in Small Animal Production
UIL Academic District Speech Champions	**FFA Judging Teams**
24 Regional Qualifers - UIL Academics	Nursery Landscape #1 in District, #7 in Area
Elementary UIL Academics - 2nd place District	Floriculture #3 in District
Current Issues & Events Regional Champions	Milk Quality #1 in District, #9 in Area
Current Issues & Events State Qualifiers Team	Horse Judging Jr. FFA 3rd Place team @ San Antonio
Started first TAFE chapter	LIvestock Judging #5 in District
Cameron University Writing Contest 2nd Place (Allie Foreman)	**FFA LDE**
Publication NCTC April Perrennial (both Middle and High School)	Jr Quiz Team #3 District
Rylie Dean - State Recognition in the Duke University Talent Search	Sr Quiz Team #4 District
Elementary & JH GT Presentation at Student Showcase of the ESC 11 STEAM Carnival	Spanish Creed #3 District Ricardo Villegas

ATHLETICS	
Football advanced to First Round of Playoffs	TABC All State Honors (Briana Knabe)
Cross Country Regional Qualifiers-Womens Team Chloe Flack-State Qualifier	Womens Track Regional Champions; 7 State Qualifiers; Briana Knabe 3rd Place State Track Meet in 100; 4x100 relay 5th place (Madison Strickland, Faith Proffer, Maddie Thompson, Briana Knabe) Samantha Smtih 6th Place Shot Put; 4x400 Relay 5th Place State (Faith Proffer, Kiara Franklin, Hope Proffer, Briana Knabe)
Girls Basketball - District Champs, Bi District Champs, Area Champs, Advanced to Regional Finals	
Boys Basketball advanced to Bi District Championship	Mens Track 6 Regional Qualifiers Josh Hickson 5th place State Track Meet High Jump
TABC Awards (Briana Knabe, Sandra Christian, and Karlee Tucker)	Fort Worth Special Olympics: William Cowdrey-2nd in 10m Wheel Chair race, Landry Baker-2nd in 25m walk

Cooke County Livestock Show Results	
Goats: Andy Bentley 2nd, 4th place in his class	**FCCLA**
Goats: Jacki Groce 3rd, 4th place in her class	Art: Black & White Drawing-Bethany Waterscheid, Blue Ribbon
Goats: Abby Bryan 6th in both of her classes	Color Drawing-Bethany Waterscheid, Blue Ribbon
Goats: Sydney Lane 3rd ,6th place in her class	Mixed Media 2D & Relief-Samantha Smith, Blue Ribbon and Class Champion, Second Place
Steer: Hayden Pearman 4th place in his class	Opaque Painting-Keri Colson, Blue Ribbon
Heifers: Simon Buchanan 2nd in class	Clothing and Textiles: Needlework-Amanda Almon, Blue Ribbon and Class Champion, First Place
Heifers: Samantha Buchanan 3rd in class	Clothing and Textiles: Stuffed Animal-Keri Colson, Blue Ribbon and Class Champion Second Place
Ag Mechanic Projects: Nathan Taraba - small metal 1st place	Clothing and Textiles: Decorated Clothing-BethanyWalterscheid, Blue Ribbon and Class Champion Second Place
Ag Mechanic Projects: Colton Stokes - large metal 2nd place	Creative Arts: 3 D Project-Victoria Zimmer, Blue Ribbon and Class Champion Second Place
Rabbits: Zachary Downe: Grand and Reserve Champion Meat Pen	Foods: Chocolote Chip Cookies-Bethany Walterscheid, Red Ribbon
Rabbits: Grand and Reserve Champion Breeding Rabbits	
Rabbits: Connor Weatherly : Breed Champion Rabbit	
Rabbits: Will Ayers: 15th place meat pen	
Swine: Landen Weaver: Grand Champion Pig	
Swine: Aly Richardson : 3rd in class	
Swine: Honor Jones: 6th in class	
Swine: Macey Savell: 4th in class	
Swine: Brieanna Crisp- 5th in class	
Swine: Dylan Archer - 2nd in class	
Swine: Ella Haseloff - 5th in class	

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities	Documents Reviewed
Student Achievement	Teachers utilizing Aware to create assessments	-Offer Dual Credit on site for English		• Standardized Assessment Results • Texas Academic Performance Reports (TAPR) • Adequate Yearly Progress (AYP) • AMAOS • TELPAS • CBAs • Class Grades/Report Cards
School Culture and Climate	Improved security for the campus, added fencing and card readers to school doors. Added Security Cameras. Elementary Counselor has been extremely useful and made a great impact on our campus.	Implement Mental Health First Aid programs		Staff Survey Parent Survey Student Survey
Staff Quality - Professional Development	Teachers observing teachers is a great addition to our practices for staff development.	-Update teacher/staff web pages -develop syllabus for courses at 7-12 level -Literacy Coalition with ESC 11 -add vertical teaming times to professional development calendar - add master teachers to work as mentors for staff		• Teacher certification/qualification data • Staff attendance report • PDAS
Curriculum, Instruction, Assessment	-Move it Monday continues to increase hands on learning opportunities for studetns -Interventions are effective -Innovators Day - aides for interventions really helps teachers get great intervention to each student	Improved opportunities for vertical teaming and alignment.		• Scope and Sequence Documents • Master Schedule • Class Schedule • Technology Plan • RTI Schedule • Inclusion schedule
Family and Community Involvement	-Blackboard parent link has been a great tool for school to home communication -Class Dojo at elementary level has improved school to home relationship and communication	Improvement of district website- needs updating		
Technology		- improvement in intercom system - improvement in network infrastructure		District Technology Plan, Bright Bytes Data