

Era ISD Title IA Plan - Statutory required thirteen descriptions [section 1112(b)]

The CNA/DIP//LEA Title IA Plan was developed with timely and meaningful consultation with required Stakeholders: parents, teachers, principals, school leaders, paraprofessionals, specialized instructional support personnel, other school leaders, district leadership, students, Community and Business representatives, and technical assistance providers. The Stakeholder Committee approved the Title IA plan on May 17, 2023 and will be presented to the Board once final STAAAR scores are made available in fall 2023. See note on the last page.

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Title I, Part A—Improving Basic Programs Operated by LEAs

Information will be shared, to the extent practicable, in a language that family members can understand. If you need assistance, or have any questions about this document, please contact Dr. Shannon Luis, Superintendent. Translation services are available.

La información se compartirá, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender. Si necesita ayuda o tiene alguna pregunta sobre este documento, comuníquese con Kristen Martindale, Consejero de primaria. Los servicios de traducción están disponibles.

Intent and Purpose

“To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.” [Section 1001]

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

District Overview/Assurances

Title IA District Reservations:

Title IA funds reserved at the LEA level:

\$ 100 Homeless

\$ 4530 Title technical assistance for Title IA programs, fiscal and compliance activities

- The District Stakeholder Committee involved parents and family members in jointly developing the local educational agency plan (DIP) under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). Section 1116(a)(2)(A)
- Public Comment was received during a Public Hearing on June 26, 2023 for the ESSA Consolidated Application
- Schoolwide Campus: Era School: There are no Targeted Assisted Campuses
- 100% of the following fund sources are used to meet Title IA intents and purposes through REAP: Title IIA and Title IVA
- The District has a Title IA Supplement/Supplant “Exemption” Methodology on file in the business office.
- District reserves Title IA funds for identified needs for Homeless students. Homeless may also be served through local funds or other grants.
- District has reserved an amount of Title IA funds for technical assistance of Title IA programs, fiscal and compliance

- District has reserved an amount of Title IA funds for administration of TIA programs
- District is required to set aside an equitable amount of funding if a private school is participating in any of the ESSA programs. There are no private schools located within the district and no identified students attending private schools outside the district.
- There are no local institutions for neglected/delinquent children or neglected/delinquent children in community day school programs located within district boundaries and no students living in said institutions attending a school located with District boundaries.
- District nor campuses are in any need of improvement statuses
- List of documents available at Administration Building:
 - LEA Parent and Family Engagement Policy
 - Campus Parent and Family Engagement Policy
 - Campus School-Parent Compact
 - Title IA Supplement/Supplant Exemption Methodology-Exemption
 - District Funding Summary (Program/\$ amount/FTEs)
 - Campus Funding Summary (Program/\$ amount/FTEs)
 - 3 year State Assessment review
 - PEIMS Fall Snapshot Disaggregation Program Student Data
 - Comprehensive Needs Assessment Calendar

These plans will remain in effect for the duration of the LEA's participation in Title I programs. The LEA must periodically review and, if necessary, revise its plan. The LEA is responsible for providing any requested information or updates to the Title IA plan and then must update the plan for review of Stakeholders. The plan will be reviewed quarterly and revised (as needed) annually during the Spring and Fall Title IA Coordination of Programs Stakeholder meetings.

- ✓ The LEA Title I, Program Plan is to be developed in a timely and meaningful manner with Stakeholder Consultation. Section 1112(a)(1)(A)

Implementation: School staff will review the TIA LEA Plan (quarterly) and Stakeholders will review/revise (annually) approving the Title IA LEA Plan both during the Spring Stakeholder Evaluation and Planning Meeting as well as the Fall Stakeholder Meeting. Some input may also be requested by surveys. Stakeholders will include teachers, principals, administrators, specialized instructional support personnel, charter and other school leaders, paraprofessionals, parent of children in the schools served under Title I, and other appropriate school personnel, including those involved with other programs defined under ESSA 1112(a)(1)(A)

Evaluation: For each meeting, a list of required Stakeholders and sign-in by position or by electronic attendance rosters; any survey results, meeting agendas, meeting minutes or notes, and any handouts will be available. Other correspondence such as surveys will be available

A list of required Stakeholders and their names is included in the LEA Title IA Plan, as an attachment.

The LEA mainly uses Title IA funds to meet the basic needs for campuses that deal with providing highly effective instruction by appropriately certified teachers for all students on a schoolwide campus. Other State, Federal and Local funds (See Addendum) are used to develop the overall Title I, Part A intents and purposes:

“To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.” [Section 1001]

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Planning Amounts

| | |
|-----------|---------------|
| \$54,887 | Title IA |
| \$N/A | Title IC |
| \$12,224 | Title IIA |
| \$N/A | Title III-LEP |
| \$10,000 | Title IVA |
| \$200,000 | School Safety |
| \$52,476 | SRSA |
| \$211,325 | TCLAS |

Description 1: How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]-

1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
2. Identifying students who may be at risk for academic failure;

3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

All students are held to rigorous academic standards with students being met at their level of performance and then provided instruction meant to challenge and engage them while learning. Student data is then disaggregated to drive student intervention, enrichment, and tutorial activities to help them accelerate and meet State standards. Students that do not meet state assessments follow the HB4545 requirements for tutorials.

| <i>Implementation</i> | <i>Staff Responsible</i> | <i>Resources</i> | <i>Timeline</i> | <i>#3 SW Element Formative Evaluation</i> | <i>#3 SW Element Summative Evaluation</i> |
|--|---|--|---|--|---|
| <p><u>Comprehensive Needs Assessment:</u> Stakeholder Planning Team will make data-driven decisions for the entire district toward the goal of maximizing student achievement for all students on the State Assessments.</p> <p>The Team will analyze data from *state assessments, attendance, discipline referrals, drug and violence reports, teacher retention, report cards, and surveys. Also review:</p> | <p>Superintendent; Principals; Counselor; Stakeholder Team: Principals, teachers, administrators, specialized instructional support personnel, paraprofessionals, parents of children in the schools serviced under Title IA and other appropriate school personnel,</p> | <p>TAPR; Federal Report card; State Report Card; PEIMS Attendance; Discipline; Oct. Snapshot Staff and parent surveys;</p> | <p>Throughout the school year according to the CNA Calendar</p> | <p>Disaggregated data</p> <p>Draft of strengths and needs by committees</p> <p>3 weeks/6 weeks reports to parents</p> <p>Diagnostic tests in reading/math</p> <p>Rtl identified students</p> | <p>Areas of strengths and weaknesses identified and CNA developed and modified as needs change by Stakeholders.</p> <p>LEA progress on State Assessment and meeting SMART Goal using TIA/ESSA funds</p> <p>See CNA at the beginning of the DIP.</p> <p>Quarterly Evaluation of Activity</p> |

| <i>Implementation</i> | | <i>Staff Responsible</i> | <i>Resources</i> | <i>Timeline</i> | <i>#3 SW Element Formative Evaluation</i> | <i>#3 SW Element Summative Evaluation</i> |
|---|--|--|------------------|-----------------|---|---|
| <p>* Students at-risk by SCE 15 criteria</p> <p>* Students who were marginally successful on the latest administration of the state assessments</p> | | including those involved with other programs defined under ESSA Section 1112(a)(1)(A). | | | Benchmark scores | <p>Completed 1 2 3 4</p> <p>Continue 1 2 3 4</p> <p>Continue/modifications 1 2 3 4</p> <p>Discontinue 1 2 3 4</p> |

Description 2: How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

| <i>Implementation</i> | <i>Staff Responsible</i> | <i>Resources</i> | <i>Timeline</i> | <i>#3 SW Element Formative Evaluation</i> | <i>#3 SW Element Summative Evaluation</i> |
|---|--|---|-------------------------|---|--|
| Teachers fully certified for their assignments will be highly recruited and hired. The campus will review all class rosters to make sure no class or programs that include a majority of low-income/minority students are assigned a non-certified teacher. | Principal (for all) Federal Programs Contact (for all) | time Title IA 6100 \$52,290 Title II A (R) 6100 \$12,601 Title IVA (R) 6100 \$16,522 | By the end of September | List of non-certified teachers and their class rosters. | Notification to parents that they have the right to request information on the qualifications of their child's teachers. Dated letters mailed to parents. |
| The district will review all teacher assignments to make sure they are certified for the classes they are assigned. | | | | | Quarterly Evaluation of Activity Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1 2 3 4 Discontinue 1 2 3 4 |
| All paraprofessionals paid with Title IA funds will be highly qualified by federal guidelines and certified by the State before they are hired and paid as an educational para in the TIA program. | | | | | |
| The District will review and update the District Equity Plans. | | | | | |
| Parents will be notified (by mail) within a timely manner if their child is being taught by a non-certified teacher. Usually, a four-week period is considered timely. | | | | | |

| <i>Implementation</i> | <i>Staff Responsible</i> | <i>Resources</i> | <i>Timeline</i> | <i>#3 SW Element Formative Evaluation</i> | <i>#3 SW Element Summative Evaluation</i> |
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| | | | | | |

Description 3: How the LEA will carry out its School Support Improvement activities responsibilities under Section 1111(d)(1) and (2)

| | | | | | |
|---|--|--------------------------------|--|--|--|
| Currently the District has no campuses under School Support Improvement | Principal Federal Programs Contact | School Improvement Grant Funds | | School Improvement Plans developed LEA TIA Plan developed | Quarterly Evaluation of Activity Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4 |
|---|--|--------------------------------|--|--|--|

Description 4. The poverty criteria that will be used to select school attendance area under Section 1113

| <i>Implementation</i> | <i>Staff Responsible</i> | <i>Resources</i> | <i>Timeline</i> | <i>#3 SW Element Formative Evaluation</i> | <i>#3 SW Element Summative Evaluation</i> |
|---|--|------------------|-----------------|---|---|
| LEA and all campuses will use the TSDS PEIMS Disaggregation of PEIMS Student Data Fall Collection Economic Disadvantage/Free Reduced Percentages. | PEIMS Coordinator Federal Programs Director | | February | Copy of LEA and each campus TSDS PEIMS Disaggregation of PEIMS Student Data Fall Collection | SC5000 of the Consolidated ESSA Application will be completed using this data. Quarterly Evaluation of Activity Completed 1 2 3 4 |

| <i>Implementation</i> | <i>Staff Responsible</i> | <i>Resources</i> | <i>Timeline</i> | <i>#3 SW Element Formative Evaluation</i> | <i>#3 SW Element Summative Evaluation</i> |
|--|-----------------------------|------------------|-----------------|---|---|
| Our district has less than 1,000 students and is not required to rank and serve campuses from highest to lowest economic status percentages. | Principal Superintendent | | | | Continue 1 2 3 4 Continue/modifications 1 2 3 4 Discontinue 1 2 3 4 |

Description 5. The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, IIA educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs.

| <i>Implementation</i> | <i>Staff Responsible</i> | <i>Resources</i> | <i>Timeline</i> | <i>#3 SW Element Formative Evaluation</i> | <i>#3 SW Element Summative Evaluation</i> |
|---|---|------------------|-----------------|---|---|
| There are no local institutions for neglected/delinquent children or neglected/delinquent children in community day school programs located within the district boundaries and no students living in said institutions are attending a school within the LEA. | Principals, Federal Programs Contact, Superintendent (for all) | | | | Student growth on the State Assessments and meeting SMART Goal using TIA funds Quarterly Evaluation of Activity Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1 2 3 4 Delete – not working 1 2 3 4 |
| Schoolwide Activities/Programs available for students at-risk of being successful on State Assessments may include but are not limited to: | | | | | |

| <i>Implementation</i> | <i>Staff Responsible</i> | <i>Resources</i> | <i>Timeline</i> | <i>#3 SW Element Formative Evaluation</i> | <i>#3 SW Element Summative Evaluation</i> |
|--|--------------------------|--|-----------------|--|--|
| Highly Effective/Certified Staff (Teachers/Paras) | | | | | |
| Response to Intervention (RtI) in reading/math | | | | | |
| Academic specialists work with student and or staff | | Title IA 6100 \$50,300 Title IIA (R) 6100 \$9,900 Title IVA (R) 6100 \$9,900 | Monthly | Student achievement increases as measured by local and State assessments | Student achievement increases as measured by local and State assessments |
| Provide highly effective professional development for TIA campuses | | | | | |
| Extra time for learning – tutoring/accelerated instruction outside the school day, Saturday School, Summer programs. | | PD- Title IV 6200 \$0 6400 \$0 Title IIA ESC 6200 \$0 ESC SSA PD-FSC contracts Title IA 6200 \$4,600 | | | |
| Technical Assistance for TIA programs, fiscal and compliance activities | | | | | |
| Identified homeless student services | | Extended Learning | | | |

| <i>Implementation</i> | <i>Staff Responsible</i> | <i>Resources</i> | <i>Timeline</i> | <i>#3 SW Element Formative Evaluation</i> | <i>#3 SW Element Summative Evaluation</i> |
|---|--------------------------|--|-----------------|--|--|
| <p>LEA TIA Administrator</p> <p>Other strategies that will address loss of learning time or other needs due to COVID interruptions of student learning in the traditional classroom</p> | | <p>Technical Assistance Title IA 6200 \$4,600</p> <p>Title IA - homeless \$100</p> <p>TIA LEA Administrator Title IA \$4,600</p> <p>TIA 6300 \$100</p> <p>TIIA 6300 \$100</p> <p>TIVA 6300 \$100</p> | Monthly | Student achievement increases as measured by local and State assessments | Student achievement increases as measured by local and State assessments |

Description 6. The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act.

| <i>Implementation</i> | <i>Staff Responsible</i> | <i>Resources</i> | <i>Timeline</i> | <i>#3 SW Element Formative Evaluation</i> | <i>#3 SW Element Summative Evaluation</i> |
|--|--|--|--|---|--|
| <p>The LEA does not have a McKinney-Vento Homeless Assistance grant.</p> <p>The LEA will reserve an amount from Title IA funds for needed Homeless services that may not ordinarily be provided to other Title I students. Such services may include but are not limited to:</p> <p>Items of clothing, particularly as necessary to meet a school's dress or uniform requirement; Clothing and shoes necessary to participate in physical education classes.</p> <p>Student fees that are necessary to participate in the general education program.</p> <p>Personal school supplies such as backpacks and notebooks</p> <p>Medical and dental services, including eyeglasses and hearing aids</p> | <p>Homeless Liaison (for all)</p> <p>Federal Programs Contact (for all)</p> <p>PEIMS Coordinator (for all)</p> | <p>Time</p> <p>Homeless Surveys</p> <p>Title IA \$100.00</p> | <p>Services are provided ongoing throughout the school year, with monthly checks to ensure all students are being served, as applicable (same for all)</p> | <p>List of identified homeless students</p> | <p>List of needed services provided during the year</p> <p>Quarterly Evaluation of Activity:</p> <p>Completed 1 2 3 4</p> <p>Continue 1 2 3 4</p> <p>Continue/modifications 1 2 3 4</p> <p>Discontinue 1 2 3 4</p> |

| <i>Implementation</i> | <i>Staff Responsible</i> | <i>Resources</i> | <i>Timeline</i> | <i>#3 SW Element Formative Evaluation</i> | <i>#3 SW Element Summative Evaluation</i> |
|---|--|--|--|---|--|
| <p>Counseling services to address anxiety related to homelessness that is impeding learning</p> <p>Food</p> <p>Immunizations</p> <p>Fees for AP/IB testing, college entrance exams (SAT/ACT) and GED testing for school-age students.</p> <p>The district homeless liaison will coordinate the identification and needs of the homeless for the district.</p> | <p>Homeless Liaison (for all)</p> <p>Federal Programs Contact (for all)</p> <p>PEIMS Coordinator (for all)</p> | <p>Time</p> <p>Homeless Surveys</p> <p>Title IA \$100.00</p> | <p>Services are provided ongoing throughout the school year, with monthly checks to ensure all students are being served, as applicable (same for all)</p> | <p>List of identified homeless students</p> | <p>List of needed services provided during the year</p> <p>Quarterly Evaluation of Activity:</p> <p>Completed 1 2 3 4</p> <p>Continue 1 2 3 4</p> <p>Continue/modifications 1 2 3 4</p> <p>Discontinue 1 2 3 4</p> |

Description 7. The strategy the LEA will use to implement effective parent and family engagement (PFE) under Section 1116

Our district does not receive \$500,000 or more in Title IA funds (including any Transferability funds). Local funds will be used for parent and family engagement.

| <i>Implementation</i> | <i>Staff Responsible</i> | <i>Resources</i> | <i>Timeline</i> | <i>#3 SW Element Formative Evaluation</i> | <i>#3 SW Element Summative Evaluation</i> |
|--|--------------------------|------------------|-----------------|---|--|
| LEA Parent and Family Engagement Policy | Superintendent | Surveys | Activities/ | Meetings scheduled according to the | Invitations, agendas, sign-ins, notes/minutes, |

| Implementation | Staff Responsible | Resources | Timeline | #3 SW Element Formative Evaluation | #3 SW Element Summative Evaluation |
|---|---|--|--|--|------------------------------------|
| Parents are surveyed to provide input on the LEA Parent and Family Engagement Policy during the months of March/April. | Principal Federal Programs Contact | 1% required reservation of Title IA entitlement if \$500,000 or more | Meetings will be held as noted on the CNA Process Calendar (for all) | CNA Process Calendar | handouts of above meetings. |
| The LEA (with the assistance of Stakeholders-including parents) will develop, evaluate, and approve the LEA Parent and Family Engagement Policy (PFE) during the months of April-May. | Stakeholders | \$N/A | | Campus Plans with parent activities planned with Title IA funds and other funds. | Quarterly Evaluation of Activity: |
| The LEA PFE policy will be distributed by | Parents (for all) | | | Copy of Parent and Family Engagement Plans. | Completed 1 2 3 4 |
| *registration process, | | | | | Continue 1 2 3 4 |
| *available during Title IA required parent conferences, | | | | | Continue/modifications 1 2 3 |
| *placed on the district/campus websites by end of September | | | | | 4 |
| *These district/campus PFE policies will also be distributed and reviewed during the FALL Stakeholder Meeting. | | | | Copy of Parent Activities Calendar(for all) | Discontinue 1 2 3 4 |
| Examples of Parent Activities | | | | | |

| <i>Implementation</i> | <i>Staff Responsible</i> | <i>Resources</i> | <i>Timeline</i> | <i>#3 SW Element Formative Evaluation</i> | <i>#3 SW Element Summative Evaluation</i> |
|--|--------------------------|------------------|-----------------|---|---|
| <p><i>Annual Title IA Parent Meetings held at the beginning of first semester within a 2-week period</i></p> <p><i>Schedule Title IA Annual Parent Meetings at a time to coordinate with other parent meetings (Welcome Back Night, Reading Nights, Math Nights, Open House)</i></p> <p><i>Interpreters are available at any Title IA meeting, conference, on request by parents or staff.</i></p> <p><i>If parents are not able to attend either meeting, they may contact the Principal for pertinent information or check the district/campus website.</i></p> <p><i>Calendar of parent meetings sent home</i></p> <p><i>Parent/Family Surveys</i></p> <p><i>Stakeholder/SBDM meetings</i></p> <p><i>Parent/Teacher conferences – required for grades PK-5</i></p> <p><i>Discuss the School-Parent Compact as it relates to academics and overall success</i></p> | | | | | |

| <i>Implementation</i> | <i>Staff Responsible</i> | <i>Resources</i> | <i>Timeline</i> | <i>#3 SW Element Formative Evaluation</i> | <i>#3 SW Element Summative Evaluation</i> |
|---|--------------------------|------------------|-----------------|---|---|
| <i>Interpreters are available for any meeting/conference</i> <i>Parent requested conferences</i> <i>Calendar of activities for parents/families</i> <i>Calendar of Parent/Family activities directed toward academics and overall school success</i> | | | | | |

Description 8. If applicable, how the LEA will support, coordinate, and integrate services provided with Title I Part A, with early childhood education programs at the LEA or individual school level, including plans for the “transition” of participants in such programs to local elementary school programs.

| <i>Implementation</i> | <i>Staff Responsible</i> | <i>Resources</i> | <i>Timeline</i> | <i>#3 SW Element Formative Evaluation</i> | <i>#3 SW Element Summative Evaluation</i> |
|---|---|------------------|----------------------------------|---|---|
| Transition: Preschool to Elementary <ul style="list-style-type: none"> Visit the Kindergarten classes and pay close attention to details. Identify skills needed for | Superintendent Principal Federal Programs Contact Stakeholders | local | Toward the end of the year (May) | Notice/invitation to activities (for all) | Invitations, agendas, sign-ins, notes/minutes, handouts of meetings. Quarterly Evaluation of Activity: Completed 1 2 3 4 |

| <i>Implementation</i> | <i>Staff Responsible</i> | <i>Resources</i> | <i>Timeline</i> | <i>#3 SW Element Formative Evaluation</i> | <i>#3 SW Element Summative Evaluation</i> |
|---|--------------------------|------------------|-----------------|---|--|
| <p>success, both academically and socially.</p> <ul style="list-style-type: none"> • Invite a kindergarten teacher to visit your class and explain what happens in kindergarten. Let children ask questions. • Make a list of children's ideas about what kindergarten will be like. • Encourage parent involvement in home and preschool. • Parent meetings, newsletters can help parents learn how to work with school staff, learn about school opportunities, and prepare their child at home for kindergarten. <p><u>Ideas for Elementary Schools</u></p> <ul style="list-style-type: none"> • Invite preschool teachers to visit and discuss what students need to know and be able to do when they come to kindergarten. • Transfer student interviews including | Parents (for all) | | | | <p>Continue 1 2 3 4</p> <p>Continue/modifications 1 2 3 4</p> <p>Discontinue 1 2 3 4</p> |

| <i>Implementation</i> | <i>Staff Responsible</i> | <i>Resources</i> | <i>Timeline</i> | <i>#3 SW Element Formative Evaluation</i> | <i>#3 SW Element Summative Evaluation</i> |
|--|--------------------------|------------------|-----------------|---|---|
| <p>campus visits for students and families</p> <ul style="list-style-type: none"> • Pre-K and KG Round-Up • Meet the Teacher Night prior to the first day of school • Initiate conversations and collaborate with preschool teachers, planning ahead to meet specific student needs • Maintain a welcoming environment and lay the foundation for a positive relationship with parents • Invite parents to an introductory meeting. Have open discussions about expectations and philosophy. Overview services available. Tour the school. • Provide quality parent engagement activities to help them become engaged in the school quickly. | | | | | |

| <i>Implementation</i> | <i>Staff Responsible</i> | <i>Resources</i> | <i>Timeline</i> | <i>#3 SW Element Formative Evaluation</i> | <i>#3 SW Element Summative Evaluation</i> |
|-----------------------|--------------------------|------------------|-----------------|---|---|
| | | | | | |

Description 9. How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title 1, Part A.

| <i>Implementation</i> | <i>Staff Responsible</i> | <i>Resources</i> | <i>Timeline</i> | <i>#3 SW Element Formative Evaluation</i> | <i>#3 SW Element Summative Evaluation</i> |
|--|--------------------------|------------------|-----------------|---|---|
| Not applicable - <i>All Title I, Part A campuses within the District are Schoolwide.</i> | | | | | |

Description 10. How the LEA will implement strategies to facilitate effective transitions for students from Junior High to High School and from High School to post-secondary education including, if applicable [Section 1112(b)(10)]

1. Coordination with institutions of higher education, employers, and other local partners; AND
2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

| <i>Implementation</i> | <i>Staff Responsible</i> | <i>Resources</i> | <i>Timeline</i> | <i>#3 SW Element Formative Evaluation</i> | <i>#3 SW Element Summative Evaluation</i> |
|--|--|------------------|---|--|---|
| <p>For Elementary to Middle School some of the activities that may take place include but are not limited to: Meet the Teacher Night and Schedule Pick-Up of schedules prior to the first day of school</p> <p>Collaborate with middle school staff to discuss academic and social expectations as well as student needs. Students should meet as many teachers as possible.</p> <p>Schedule a “field trip” to tour the middle school</p> <p>Invite current middle school students to come back and talk to elementary students about what is different about middle school.</p> <p>For Middle School to High School some of the activities that may take place include but are not limited to: Invite ninth grade students to come back and visit with eighth grade students</p> <p>8th grade parent night in the spring; introduction to high school course offerings/course selections</p> | <p>Principals</p> <p>Counselors</p> <p>Teachers</p> <p>Parents (for all)</p> | | <p>Towards the end of the school year (May) (for all)</p> | <p>Stakeholders review transitions and provide input on which activities seem appropriate for needs.</p> | <p>Documentation of transition activities completed</p> <p>Quarterly Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1 2 3 4 Discontinue 1 2 3 4</p> |

| <i>Implementation</i> | <i>Staff Responsible</i> | <i>Resources</i> | <i>Timeline</i> | <i>#3 SW Element Formative Evaluation</i> | <i>#3 SW Element Summative Evaluation</i> |
|---|--------------------------|------------------|-----------------|---|---|
| <p>Meet the Teacher Night/Schedule Pick-Up of schedules prior to the first day of school</p> <p>Invite high school students for a panel discussion, allowing eighth grade students to ask or submit questions</p> <p>Have a meeting with parents discussing credits for graduation, policies on attendance, grades, tardies, and important dates</p> <p>Complete 4-year plan</p> <p>Give parent a copy of the Parent and Family Engagement Policy (PFE) and School-Parent Compact if a Title IA campus</p> <p>For High School to Post-Secondary education some of the activities that may take place include but are not limited to:</p> <p>Host college nights on campus</p> <p>Provide a time for military recruiters to visit</p> <p>Explore vocational/job related interests</p> | | | | | |

| <i>Implementation</i> | <i>Staff Responsible</i> | <i>Resources</i> | <i>Timeline</i> | <i>#3 SW Element Formative Evaluation</i> | <i>#3 SW Element Summative Evaluation</i> |
|--|--------------------------|------------------|-----------------|---|---|
| <p>Explore the possibility of shadowing for a day</p> <p>Assist and encourage students to register for ACT and/or SAT</p> <p>Arrange student visits to college campuses</p> <p>Help students complete FAFSA documents</p> <p>Provide dual credit/concurrent programs</p> <p>Teach a life preparation class or seminar covering (finances, budgeting, cooking, credit cards, etc.</p> | | | | | |

Description 11. How the LEA will support efforts to reduce the overuse of discipline practice that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.

| Implementation | Staff Responsible | Resources | Timeline | #3 SW Element Formative Evaluation | #3 SW Element Summative Evaluation |
|---|---|-----------|----------|--|---|
| During the Comprehensive Needs Assessment (CNA) process, the District and each campus will: review the 425 records for any patterns of any subgroups being removed from classrooms more than others. | PEIMS Coordinator Principal Federal Programs Director | | | Data from the 3-year reviews presented during the CNA process. | Quarterly Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1 2 3 4 Discontinue 1 2 3 4 |
| Conduct a three-year review will produce any substantial patterns. | | | | | |
| Conduct a three-year review of the Violent/Criminal Acts reports will also be reviewed. | | | | | |

Description 12. If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)]

1. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; AND

2. Work-based learning opportunities that provide students in-depth interaction with industry professionals and , if appropriate, academic credit

| <i>Implementation</i> | <i>Staff Responsible</i> | <i>Resources</i> | <i>Timeline</i> | <i>#3 SW Element Formative Evaluation</i> | <i>#3 SW Element Summative Evaluation</i> |
|---|---|--------------------|---|---|--|
| The district will coordinate and support such programs that provide career and technical education and work-based learning opportunities, but Title IA funds will not be used for these programs. | Secondary Principal CTE Coordinator PEIMS Coordinator | CTE Long-Term Plan | Review of students plans for CTE when scheduling. | List of CTE Programs of Study and Perkins Evaluation List of CTE courses that are also math/science credit List of available work programs or internships | List of students enrolled in each of the CTE programs Quarterly Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/modifications 1 2 3 4 Discontinue 1 2 3 4 |

Description 13. Any other information on how the LEA proposes to use funds to meet the purpose of this grant and that the LEA determines appropriate to provide, which may include how the LEA [Section 11 12(b)(13)]

1. Assist schools in identifying and serving gifted and talented students; AND
2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement

| Implementation | Staff Responsible | Resources | Timeline | #3 SW Element Formative Evaluation | #3 SW Element Summative Evaluation |
|--|--|-------------|---|------------------------------------|---|
| The District will coordinate with programs, but TIA funds will not be used for these purposes. | Positions responsible for GT/Library services. | State Funds | Review and plan at the end of the year. | | Quarterly Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4 |

This LEA Title IA Program Plan was developed with timely and meaningful consultation and reviewed by the District Stakeholders of the Era Independent School District on May 17, 2023.

[Signature]
Superintendent

[Signature]
Date

