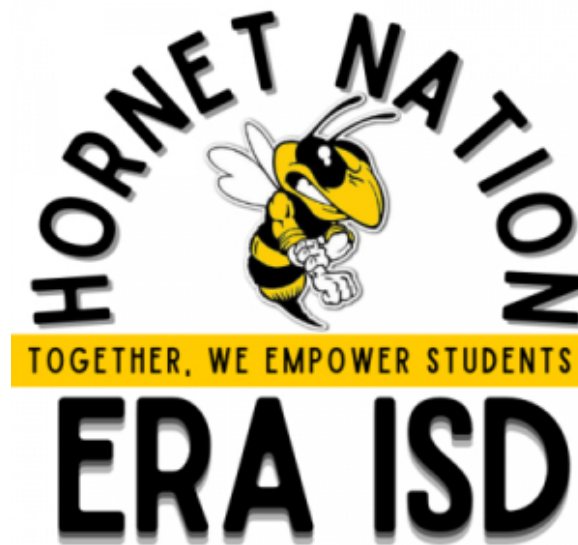


Era Independent School District

District Improvement Plan

2024-2025



Mission Statement

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

Vision

Together, We Empower Students

Value Statement

In Era ISD We Believe...

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Era is a rural agricultural community about 11 miles southwest of Gainesville, Texas, and approximately 30 miles north and west of Denton, Texas. Era ISD encompasses approximately 155 square miles and serves several other small communities, including Leo, Myra, Prairie Point, and Rosston. We are a single campus school district serving grades PK-12, and currently have 500 students enrolled, a decrease of 13 students from 2023-2024.

Era ISD's enrollment is made up of approximately 31.6% transfers in 2024-2025, which is a decrease of 9.4% from what we had in 2023-2024. The majority of the transfer students come to Era from Gainesville ISD. The remaining transfer students come to us from various surrounding school districts.

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

Our enrollment makeup changed minimally for 2024-2025 and is made up of 81.4% White, 13.8% Hispanic, and 4.8% Two or More Races.

42.6% of Era's students qualified as Economically Disadvantaged, 3% are English Learners, and 19.4% were students receiving special education services.

Demographics Strengths

- Small numbers in most grade levels and small class sizes in most areas
- Percent of students who transfer into our school district reflects the quality of our district.
- Representation of students receiving special education services is reflective of student enrollment.
- Parent involvement and support
- Flexibility

Problem Statements Identifying Demographics Needs

Problem Statement 1: In order to best meet the needs of students academically, cohort sizes should be monitored. **Root Cause:** With the potential for an increase of students moving into the district, special attention needs to be paid to the number of transfers for 2024-2025. Plan in place to monitor number of students in each cohort for 2024-2025, with the exception of Pre-Kindergarten and Kindergarten. Those grade levels will likely have a lower cap on the number of transfers taken.

Problem Statement 2: Updating district infrastructure is needed. **Root Cause:** Continuing to update infrastructure.

Student Learning

Student Learning Summary

The 2023 accountability reports are not yet publicly available. The release of these reports is pending judicial ruling and decisions from the 88th Legislature during a special called session.

Student Learning Strengths

- The District's Ag Program is listed as a strength from our District Improvement Team. The number of students participating continues to be high at 164 and Era has representation in events all across the State.
- Era ISD was 100% staffed prior to the start of the 2024-2025 school year.
- Administrators support teachers' teaching styles and allow for flexibility.
- Pre-Kindergarten was added in 2022-2023.
- Once 2023 TAPR is released, content-area specific strengths will be added.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Percentage of teachers across the State and the U.S. choosing to leave education remains on the rise. **Root Cause:** Several factors contribute to this. Research tells us that the number one reason teachers leave is that they do not feel valued. This could be through time to plan and collaborate with colleagues, changes in students post-COVID, and pay. Teacher retention stipends paid from SRSA/REAP (Small Rural School Achievement - Prog. Title Rural Education Achievement Program) and local funding sources.

Problem Statement 2: There is a need for additional and specific training for staff to assist students presenting signs of reading difficulties at both the elementary and secondary level. **Root Cause:** There is an increase in the number of students presenting with signs of reading difficulties, including dyslexia.

District Processes & Programs

District Processes & Programs Summary

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

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

District Processes & Programs Strengths

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

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

Our Reading Interventionist at the elementary campus is currently enrolled in Dyslexia Therapist training utilizing the Scottish Rite: A Comprehensive Intervention for Students with Dyslexia program. This is a two-year comprehensive program- estimated completion date is May 2026.

Era ISD now has an Era Education Foundation, which ended their Founding Donor Campaign December 31, 2023. The EEF will continue to raise funds to award grants and scholarships. Funds raised will go back to the school in various ways to enhance learning opportunities for our students.

Era ISD has added several course pathways that will better equip our students for success in their careers after graduation. These pathways are part of our P-TECH program and include: welding, business management, child development, horticulture, and computer information systems technology. The District has partnered with several local entities (North Central Texas College, Trident Process Systems, Lil'

Leopards Learning Ladder, Nortex Communications, and Petroflex) to accomplish the training and education requirements of these pathways. Additional elective classes have been added for high school students per feedback and requests. Art and Sports Medicine classes will again be offered for the 2024-2025 school year.

Updates were made to our Ag classrooms and shop. Changes to the floorplan allow for better and more effective use of the space and were completed during fall 2023.

Era ISD has also worked closely with North Central Texas College to obtain 100% participation of senior students in the Red River Promise. The Red River Promise will build a stronger college-going culture, produce students ready to achieve their educational goals and provide well-educated and trained graduates to strengthen our local and state-wide workforce. Graduating seniors are eligible to receive varied support services and the cost of tuition and fees covered for credit courses for up to two years or 60 credit hours.

Problem Statements Identifying District Processes & Programs Needs

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

Perceptions

Perceptions Summary

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

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

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

Perceptions Strengths

- Sunshine Committee was a success for the 2023-2024 school year and continues to receive more support across the campus for 2024-2025. This is helping to bring staff together as everyone is shown appreciation across the campus.
- Sense of community
- Shared core beliefs
- Making decision based on what is best for students

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: November 6, 2024

Goal 1: Pillar I: Student Success


Performance Objective 1: 1.1 Every student grows every year


HB3 Goal


Strategy 1 Details	Reviews			
Strategy 1: 1.1.A. Alignment of the written, taught and assessed curriculum: Curriculum-Based Unit Assessments Strategy's Expected Result/Impact: Increased STAAR Progress Measure Staff Responsible for Monitoring: Principals Title I: 2.4 Funding Sources: Teachers needed to support at-risk learners. - State Comp Ed - 199-11-6119-4-24 - \$216,528	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 1.1.B. Systematic progress monitoring: Progress Learning (K-8), mClass (K-2), Study Island (K-12) Strategy's Expected Result/Impact: Increased STAAR Progress Measure Staff Responsible for Monitoring: Principals Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June


Strategy 3 Details	Reviews			
Strategy 3: Implementation of Accelerated Instruction Plans for all students who did not meet standard on previous year STAAR/EOC. Strategy's Expected Result/Impact: Students with AIPs will meet standard on subsequent year STAAR/EOC. Staff Responsible for Monitoring: Principals Title I: 2.4, 2.5, 2.6 Funding Sources: Supplies and Miscellaneous Materials to support at-risk learners. - State Comp Ed - \$17,050, Materials used for students who were not successful on EOC exams - State Comp Ed - \$500, Supplies and materials to support homeless students. - State Comp Ed - \$300, Professional Development/Contracted Services and Travel for staff learning additional ways to support at-risk learners. - State Comp Ed - \$4,850	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Implementation of consistent guided reading instruction at the elementary campus through use of the leveled library. Strategy's Expected Result/Impact: Increase number of students reading on or above grade level by the end of each academic year. Staff Responsible for Monitoring: Elementary Principal Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Continue to Implement social-emotional curriculum. Strategy's Expected Result/Impact: Students are better-equipped to cope with personal stress and anxiety as well as learn relationship skills. Staff Responsible for Monitoring: Principals Funding Sources: Social Emotional Curriculum (Committee for Children:Second Step) needed to support students. - State Comp Ed - 199-11-62XX - \$3,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide training for staff, with the goal being 100% of staff trained, in specific instructional areas including, but not limited to, GT and Dyslexia. Strategy's Expected Result/Impact: Increase in percentage of students who make one year's growth each year. Staff Responsible for Monitoring: Superintendent and Principals	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Fund an additional Kindergarten teacher to assist in reaching the goal: Strategy's Expected Result/Impact: The kindergarten cohort will have 80% of students reading on a level C/3 or higher by the end of the 2024-2025 school year. Staff Responsible for Monitoring: Elementary Principal Funding Sources: Additional Kindergarten Teacher - Title I Part A: Fund 211 - 211-13-61XX - \$28,697, Additional Kindergarten Teacher - Title II Part A: Fund 255 - 255-13-61XX - \$14,349, Additional Kindergarten Teacher - Title IV Part A: Fund 289 - 289-13-61XX - \$14,348	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 1: Pillar I: Student Success

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

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: 1.2.A. Annually increase the percentage of students who are College Ready: Master Schedule and CCMR Tracker alignment Strategy's Expected Result/Impact: Increase in College, Career and Military Readiness Indicator- Texas Accountability System Staff Responsible for Monitoring: Superintendent and Secondary Principal Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 1.2.B. Annually increase the percentage of students who are Career Ready: Master Schedule and CCMR Tracker alignment Strategy's Expected Result/Impact: Increase in College, Career and Military Readiness Indicator- Texas Accountability System Staff Responsible for Monitoring: Superintendent and Secondary Principal Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 1.2.C. Annually increase the percentage of students who are Military Ready: Increased opportunity for military engagement Strategy's Expected Result/Impact: Increase in College, Career and Military Readiness Indicator- Texas Accountability System Staff Responsible for Monitoring: Superintendent and Secondary Principal Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide targeted preparation for students taking the TSIA, including remediation plan for students who need to retake the exam during the year. Strategy's Expected Result/Impact: Increased number of students meeting the college-ready indicator on TSIA. Staff Responsible for Monitoring: Principal and Secondary Counselor Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide CTE teachers additional support to enhance Program of Study options for students aligned to an industry-based certification and Associates Degree. Strategy's Expected Result/Impact: Students graduating with an Associates Degree or on the path to reaching that goal. Staff Responsible for Monitoring: Superintendent & Secondary Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Enhance CTE instructional programs through upgrading equipment. Strategy's Expected Result/Impact: Increased number of students meeting career ready goal on an annual basis. Staff Responsible for Monitoring: Superintendent and Secondary Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Enhancing student instruction by purchasing additional supplies for CTE program that align to P-TECH Programs of Study Strategy's Expected Result/Impact: Increase number of students graduating college/career ready Staff Responsible for Monitoring: Superintendent/Secondary Principal	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Pillar I: Student Success

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

Strategy 1 Details	Reviews			
Strategy 1: 1.3.A. Continue implementation and tracking of the "Hornet Cup" point structure: District-created rubric. District score decreased from 893 in 2023 to 843 in 2024. Strategy's Expected Result/Impact: Increased rubric score annually Staff Responsible for Monitoring: District Leadership Team Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div>Continue/Modify</div></div> <div><div><div></div></div><div>Discontinue</div></div>				





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

Performance Objective 1: 2.1 Annually increase faculty and staff satisfaction

Strategy 1 Details	Reviews			
Strategy 1: Continue to implement Retention Stipend for all staff. Strategy's Expected Result/Impact: Assist in retaining teachers from year to year and use as recruiting tool when necessary. Staff Responsible for Monitoring: Superintendent and CFO Funding Sources: Retention Stipend Funds - SRSA: Fund 270 - \$38,883	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

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

Performance Objective 2: 2.2 Annually increase faculty and staff engagement

Strategy 1 Details	Reviews			
Strategy 1: Staff engagement survey administered in fall and spring: AAAOT (Accuracy, Accessibility, Attitude, Operational Efficiency, Timeliness) survey will be administered in the fall and the satisfaction survey will be administered in the spring. Strategy's Expected Result/Impact: Increased results from pre- to post-survey Staff Responsible for Monitoring: Superintendent and Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct Focus Groups to gain further insight into survey results. Strategy's Expected Result/Impact: Gain further insight into survey results and build trust with staff. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Identify and take action to address survey results Strategy's Expected Result/Impact: Build trust with staff and address items of need from survey. Staff Responsible for Monitoring: Superintendent and Principals	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Strategy 1 Details	Reviews			
Strategy 1: All employees have goal-setting conference with their supervisor in the fall Strategy's Expected Result/Impact: All employees have set goals specific to their work to build capacity in all staff. Staff Responsible for Monitoring: Superintendent, Coordinators/ED for Bus Services, and Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Professional Development Plans are developed for all employees based on goal-setting conferences Strategy's Expected Result/Impact: Employees have increased capacity due to completion of Professional Development Plans Staff Responsible for Monitoring: Superintendent, Coordinators/ED for Bus Services, and Principals	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





Goal 3: Pillar III: Stakeholder Engagement and Satisfaction

Performance Objective 1: 3.1 Annually increase student engagement and satisfaction

Strategy 1 Details	Reviews			
Strategy 1: Era ISD does not tolerate dating violence and ensures procedures are in place for reporting and notifying a parent if a report identifies a student as an alleged victim or perpetrator. Guidelines are provided for students who are victims. Reference Policy FFH(LOCAL) for further information. Strategy's Expected Result/Impact: Provide safe learning environment for students. Staff Responsible for Monitoring: Principals Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Sustain student engagement with instructional practices by updating/replacing student technology devices. Strategy's Expected Result/Impact: Sustain student engagement results on annual survey. Staff Responsible for Monitoring: Superintendent and technology staff	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 3: Pillar III: Stakeholder Engagement and Satisfaction

Performance Objective 2: 3.2 Annually increase parent engagement and satisfaction

Strategy 1 Details	Reviews			
Strategy 1: Provide supplemental supplies for students/families receiving homeless services. Strategy's Expected Result/Impact: Homeless services provided for families. Staff Responsible for Monitoring: Principals Funding Sources: Supplemental supplies for parental involvement - Title I Part A: Fund 211 - 211-11-63XX - \$100	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide supplemental supplies for parents to increase participation in engagement activities. Strategy's Expected Result/Impact: Increased engagement from families. Staff Responsible for Monitoring: Principals Funding Sources: Supplemental Supplies - Title II Part A: Fund 255 - 255-11-63XX - \$100, Supplemental Supplies - Title IV Part A: Fund 289 - 289-11-63XX - \$100	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Pillar III: Stakeholder Engagement and Satisfaction

Performance Objective 3: 3.3 Annually increase community engagement and satisfaction

Goal 4: Pillar IV: Effective and Efficient Operations

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

Strategy 1 Details	Reviews			
Strategy 1: Monitor adopted to actual monthly comparison Strategy's Expected Result/Impact: Strategic monitoring leads to balanced annual spending. Staff Responsible for Monitoring: Executive Director of Business Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize revenue projection process that aligns with recommendations from TASBO (Texas Association of School Business Officials) Strategy's Expected Result/Impact: Accurate projections on which to build the annual budget. Staff Responsible for Monitoring: Executive Director of Business Services and Superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Develop and deploy annual budget development calendar Strategy's Expected Result/Impact: Timely steps are taken in reviewing current year's budget and planning for next year's budget Staff Responsible for Monitoring: Executive Director of Business Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Maintain and promote Comptroller Transparency Stars Strategy's Expected Result/Impact: Ensures the highest possible standard for our Business and Finance Department Staff Responsible for Monitoring: Executive Director of Business Services and Superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Utilize Federal Programs Consultant to provide guidance, training, and monitoring of federal program and spending requirements. Strategy's Expected Result/Impact: Remain in compliance with all federal program requirements. Staff Responsible for Monitoring: Superintendent and CFO Funding Sources: Federal Programs Consultant - Title I Part A: Fund 211 - 211-11-62XX - \$4,600	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue





Goal 4: Pillar IV: Effective and Efficient Operations

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

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

Goal 4: Pillar IV: Effective and Efficient Operations

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

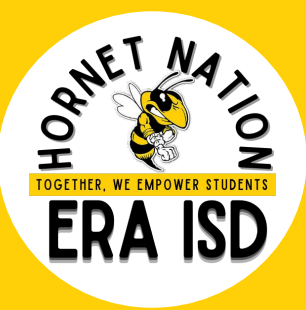
Strategy 1 Details	Reviews			
Strategy 1: Continue to review, update, and communicate key work processes Strategy's Expected Result/Impact: Provide means of strategically and consistently addressing operational work in the district. Staff Responsible for Monitoring: Superintendent Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Coherent Risk Management processes Strategy's Expected Result/Impact: Mitigate risk for the district Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Establish and monitor work order and purchase order timelines Strategy's Expected Result/Impact: Provide consistent and strategic monitoring of processes in the district. Staff Responsible for Monitoring: Superintendent, Ed for Bus Services, Coordinator of Operations Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Funding Summary

Title I Part A: Fund 211					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Additional Kindergarten Teacher	211-13-61XX	\$28,697.00
3	2	1	Supplemental supplies for parental involvement	211-11-63XX	\$100.00
4	1	5	Federal Programs Consultant	211-11-62XX	\$4,600.00
Sub-Total					\$33,397.00
Title II Part A: Fund 255					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Additional Kindergarten Teacher	255-13-61XX	\$14,349.00
3	2	2	Supplemental Supplies	255-11-63XX	\$100.00
Sub-Total					\$14,449.00
Title IV Part A: Fund 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Additional Kindergarten Teacher	289-13-61XX	\$14,348.00
3	2	2	Supplemental Supplies	289-11-63XX	\$100.00
Sub-Total					\$14,448.00
SRSA: Fund 270					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Retention Stipend Funds		\$38,883.00
Sub-Total					\$38,883.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teachers needed to support at-risk learners.	199-11-6119-4-24	\$216,528.00
1	1	3	Materials used for students who were not successful on EOC exams		\$500.00
1	1	3	Professional Development/Contracted Services and Travel for staff learning additional ways to support at-risk learners.		\$4,850.00
1	1	3	Supplies and materials to support homeless students.		\$300.00
1	1	3	Supplies and Miscellaneous Materials to support at-risk learners.		\$17,050.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Social Emotional Curriculum (Committee for Children:Second Step) needed to support students.	199-11-62XX	\$3,500.00
Sub-Total					\$242,728.00

Addendums



ERA ISD STRATEGIC PLAN 2021-2026

VISION:

Together, We
Empower
Students

MISSION:

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

In Era ISD We Believe...

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

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

Era ISD HB3 Outcome Goals: Board Adopted 2020

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