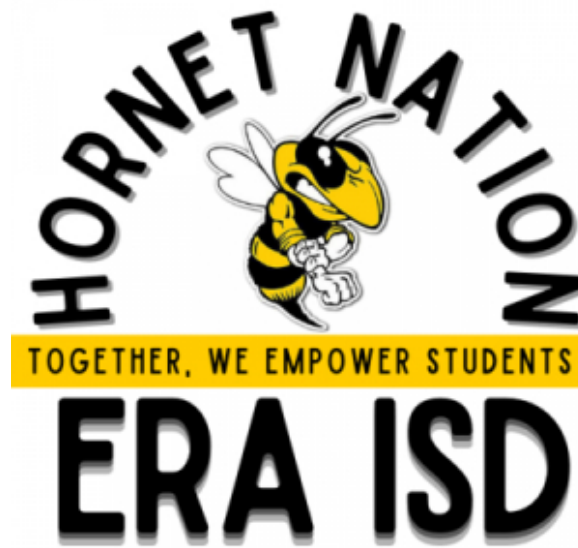


Era Independent School District

District Improvement Plan

2025-2026



Mission Statement

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

Vision

Together, We Empower 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, grade level sizes should be monitored.

Root Cause: Plan in place to monitor number of students in each grade level for 2025-2026.

Student Learning

Student Learning Summary

Texas Education Agency

2023 Accountability Rating Overall Summary ERA ISD (049906) - COOKE COUNTY

* Confidential *

Summary

	Scaled Score	Rating	Proportion of Overall Rating
Overall	88	B	
Student Achievement	86	B	70%
School Progress	80	B	0%
Academic Growth	72	C	
Relative Performance (Eco Dis: 35.3%)	80	B	
Closing the Gaps	92	A	30%

Distinction Designations

**This district is not eligible for this Distinction Designation.
See the 2023 Accountability Manual for more information.**

Released April 17, 2025

TEA | Analytics, Assessment, and Reporting | Performance Reporting

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. A second Pre-Kindergarten class was added for 2025-2026.

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.

Problem Statement 2: There is a need for additional and specific training for staff to assist students with learning challenges.

Root Cause: There is an increase in the number of students presenting with signs of reading challenges.

Problem Statement 3: There is a lack of designated space for hands-on math and science exploration in elementary grades.

Root Cause: Space for hands-on math and science exploration in elementary grades has not been prioritized in past years' planning.

Problem Statement 4: Limited access to a variety of decodable readers to support early literacy instruction.

Root Cause: Classroom libraries and curriculum materials do not have sufficient quantities of decodable texts aligned to foundational phonics skills, making it difficult for teachers to provide targeted reading practice for early readers.

Problem Statement 5: As we build resources and instructional programming, strengthening Tier I, II, and III supports could help ensure all students' needs are met-specially as we are adding materials and specialized spaces.

Root Cause: The current library collection does not adequately reflect the diverse reading levels, backgrounds, and interests of our student population, which can result in disengagement or difficulty finding appropriate books for independent reading.

Problem Statement 6: Students enrolled in dual credit courses currently lack a dedicated space with consistent access to technology, Wi-Fi, and academic support during the school day, which can lead to incomplete assignments, increased stress, and lower success rates.

Root Cause: A space for a dual credit lab has not been prioritized in past years' planning.

Problem Statement 7: Many students begin CTE pathways but do not complete them due to gaps in course sequencing, limited awareness of long-term benefits, and competing scheduling demands that prevent full participation.

Root Cause: There has been a lack of improved scheduling, student advising, and access to required coursework and certifications.

District Processes & Programs

District Processes & Programs Summary

The Era ISD is committed to fostering a culture of continuous improvement through strategic district processes and programs. Our district has made significant strides toward achieving instructional vertical alignment to ensure seamless transitions and consistent expectations across grade levels. To support professional growth, the district has established a Professional Development Committee that identifies and implements targeted training opportunities aligned with our instructional goals. PLC meetings are conducted regularly to enhance collaboration among educators, focusing on data-driven decision-making and best practices. The administrative team operates in a unified and aligned manner, providing consistent support and guidance. Era ISD prioritizes effective communication through multiple platforms, including social media, to keep stakeholders informed and engaged. An open-door policy fosters transparency and accessibility for students, parents, and staff. We offer a variety of student support services tailored to meet diverse needs, ensuring every student has the tools to succeed. A system of checks and balances ensures accountability and continuous evaluation of programs and processes to drive improvement and maintain excellence across the district. Additionally, the district provides one-to-one technology for students.

District Processes & Programs Strengths

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 (EEF), 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 revisit district processes.

Root Cause: There have been transitions in district leadership positions over the past few years.

Perceptions

Perceptions Summary

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 a high regard for teamwork. Our three core values are Kindness, Integrity, and Respect.

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 values
- 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.

Problem Statement 2: There are limited structured opportunities for families to engage with the school beyond traditional events.

Root Cause: Structured, consistent parent engagement opportunities beyond traditional events (e.g., open house or holiday programs) have been limited, and communication methods have not always effectively reached or invited all families to participate.

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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals





Goal 1: Student Success

Performance Objective 1: Era ISD will provide engaging, meaningful learning experiences that result in students being prepared for the next grade level or post-secondary readiness.

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Alignment of the written, taught and assessed curriculum Strategy's Expected Result/Impact: Increased STAAR Progress Measure Staff Responsible for Monitoring: Principals Funding Sources: Teachers needed to support at-risk learners - State Comp Ed - 199-11-61XX-30 - \$149,545</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Systematic progress monitoring: Progress Learning (K-8), mClass (K-2), Study Island (K-12), IXL (6-8) Strategy's Expected Result/Impact: Increase STAAR Progress Measure Staff Responsible for Monitoring: Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>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 Funding Sources: Supplies and materials to support homeless students. - Title I Part A: Fund 211 - 199-11-63XX - \$300, Professional Development/Contracted Services and Travel for staff learning additional ways to support at-risk learners. - State Comp Ed - 199-11-64XX - \$250, Supplies and Miscellaneous Materials to support at-risk learners. - State Comp Ed - 199-11-62XX & 199-11-63XX - \$25,303, Materials used for students who were not successful on EOC exams - State Comp Ed - 199-11-63XX-EC - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Implementation of consistent guided reading instruction at the elementary campus. 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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to Implement social-emotional curriculum. Provide monthly classroom lessons in PK-12th grade based on required character traits per TEKS to support students in their academic success, social-emotional growth, and overall well-being. 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: Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: 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 - 211-11-61XX - \$51,737, Additional Kindergarten Teacher - Title II Part A: Fund 255 - 255-11-61XX - \$11,121, Additional Kindergarten Teacher - Title IV Part A: Fund 289 - 289-11-61XX - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide teachers in classrooms with interactive technology. Strategy's Expected Result/Impact: Student engagement and participation will be increased. Staff Responsible for Monitoring: Campus Principals Funding Sources: Smartboards - State Comp Ed - 199-11-6399 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: When necessary, Era ISD will keep class sizes small. Strategy's Expected Result/Impact: Students will receive more individualized assistance. Staff Responsible for Monitoring: Superintendent Funding Sources: - State Comp Ed</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 9 Details	Reviews			
<p>Strategy 9: By May 2026, Era Elementary will establish a fully functioning Math and Science Lab to support TEKS-aligned, hands-on learning experiences for grades K-5, with a minimum of 75% of classrooms utilizing the lab for integrated STEM instruction at least once per six weeks.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and academic performance in math and science by providing a hands-on, collaborative learning environment that fosters critical thinking, real-world problem-solving, and STEM curiosity.</p> <p>Staff Responsible for Monitoring: Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: By December 2025, Era Elementary will purchase and implement a set of decodable readers for each K-2 classroom, ensuring that every student has access to at least two decodable texts per week during small group instruction, with teacher usage tracked each grading period.</p> <p>Strategy's Expected Result/Impact: Improved early literacy skills, including decoding and fluency, by ensuring all students have access to developmentally appropriate texts that align with phonics instruction--leading to stronger reading foundations and long-term academic success.</p> <p>Staff Responsible for Monitoring: Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: The current library collection does not adequately reflect the diverse reading levels, backgrounds, and interests of our student population, which can result in disengagement or difficulty finding appropriate books for independent reading.</p> <p>Strategy's Expected Result/Impact: Greater student motivation to read and improved reading stamina and comprehension, as students are better able to access high-interest and appropriately leveled materials that reflect their interests and identities.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Student Success

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





HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: 1.2.A. Annually increase the percentage of students who are College an/or Career Ready: Master Schedule and CCMR Tracker alignment</p> <p>Strategy's Expected Result/Impact: Increase in College, Career and Military Readiness Indicator- Texas Accountability System</p> <p>Staff Responsible for Monitoring: Superintendent and Secondary Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 1.2.B. Annually increase the percentage of students who are Military Ready: Increased opportunity for military engagement</p> <p>Strategy's Expected Result/Impact: Increase in College, Career and Military Readiness Indicator- Texas Accountability System</p> <p>Staff Responsible for Monitoring: Superintendent and Secondary Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide targeted preparation for students taking the TSIA, including remediation plan for students who need to retake the exam during the year.</p> <p>Strategy's Expected Result/Impact: Increased number of students meeting the college-ready indicator on TSIA.</p> <p>Staff Responsible for Monitoring: Principal and Secondary Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide CTE teachers additional support to enhance Program of Study options for students aligned to an industry-based certification and Associates Degree.</p> <p>Strategy's Expected Result/Impact: Students graduating with an Associates Degree or on the path to reaching that goal.</p> <p>Staff Responsible for Monitoring: Superintendent & Secondary Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: 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 6 Details	Reviews			
Strategy 6: 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
Strategy 7 Details	Reviews			
Strategy 7: By the end of the 2025-2026 school year, Era High School will increase the number of students completing at least one full CTE pathway (Health Science, Floral Design, or Welding) by 25%, through improved scheduling, student advising, and access to required coursework and certifications. Strategy's Expected Result/Impact: Higher CTE pathway completion rates will lead to increased student engagement, career readiness, and postsecondary opportunities, while also strengthening industry partnerships and improving accountability outcomes for the district. Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: By May 2026, Era High School will establish a designated Dual Credit Lab equipped with the necessary technology and workspace to support at least 90% of enrolled dual credit students in completing college-level coursework on campus during the school day. Strategy's Expected Result/Impact: Improved student performance and completion rates in dual credit courses, increased college and career readiness, and expanded equitable access to higher education opportunities for all high school students. Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





Goal 1: Student Success

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

Strategy 1 Details	Reviews			
Strategy 1: Continue tracking of student performance of extracurricular and co-curricular activities. Strategy's Expected Result/Impact: Increased student participation and performance Staff Responsible for Monitoring: Extracurricular and Co-Curricular Coordinators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





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

Performance Objective 1: Annually increase faculty and staff satisfaction and engagement

Strategy 1 Details	Reviews			
<p>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 - 270-11-61XX - \$49,336</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to involve staff and faculty at all levels in decision making processes Strategy's Expected Result/Impact: Staff feels valued and teacher retention Staff Responsible for Monitoring: Superintendent and Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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

Performance Objective 2: Professional development plans are developed with employees

Strategy 1 Details	Reviews			
Strategy 1: Employees have goal-setting conference with their supervisor in the fall Strategy's Expected Result/Impact: Employees have set goals specific to their work to build capacity in all staff. Staff Responsible for Monitoring: Superintendent, Coordinators, and Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Professional Development Plans are developed with employees based on performance and/or 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, and Principals	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Stakeholder Engagement and Satisfaction

Performance Objective 1: Annually increase student engagement and satisfaction

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Provide safe learning environment for students.</p> <p>Staff Responsible for Monitoring: Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Sustain student engagement with instructional practices by updating/replacing student technology devices.</p> <p>Strategy's Expected Result/Impact: Sustain student engagement results on annual survey.</p> <p>Staff Responsible for Monitoring: Superintendent and technology staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 3: Stakeholder Engagement and Satisfaction

Performance Objective 2: Annually increase parent engagement and satisfaction

Strategy 1 Details	Reviews			
<p>Strategy 1: 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</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Structured, consistent parent engagement opportunities beyond traditional events (e.g., open house or holiday programs) have been limited, and communication methods have not always effectively reached or invited all families to participate. Strategy's Expected Result/Impact: Enhanced student achievement, behavior, and attendance as a result of stronger school-home partnerships, increased family engagement, and a more connected and inclusive campus culture. Staff Responsible for Monitoring: Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Launch the WATCH D.O.G.S. (Dads of Great Students) program at Era Elementary to increase meaningful male role model presence on campus and strengthen school-family-community partnerships. Strategy's Expected Result/Impact: Increased engagement amongst parents not reached with other events/programs. Staff Responsible for Monitoring: Elementary Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 3: Stakeholder Engagement and Satisfaction

Performance Objective 3: Annually increase community engagement and satisfaction

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor school-district led activities that encourage community involvement to increase participation</p> <p>Strategy's Expected Result/Impact: Use data from monitoring events and collaboration with participating faculty to consider diversifying programs in the future</p> <p>Staff Responsible for Monitoring: Superintendent, Principals, and Coordinators</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 4: Effective and Efficient Operations

Performance Objective 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
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Effective and Efficient Operations

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

Strategy 1 Details	Reviews			
Strategy 1: Continue to review, monitor, update, and execute 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	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$175,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Era ISD provides the basic instructional programs for students as well as supplemental programs and interventions. Some of these include one-to-one technology devices, interactive smartboards in the classrooms, high quality professional development and instructional material geared to students with different learning needs. Era ISD assists students who are identified as at risk by increasing engagement and enhancing instruction in order to increase academic achievement. Era ISD provides supplemental programs: reading intervention programs, smaller classroom sizes and counseling services designed to support mental and emotional health and relational well-being, software, and tutoring when necessary. Funds designated in the 24-25 school year budget as State Comp Ed: 61XX \$126,491 62XX \$ 16,250 63XX \$ 13,500 64XX \$ 250

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

Title I Part A: Fund 211					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplies and materials to support homeless students.	199-11-63XX	\$300.00
1	1	6	Additional Kindergarten Teacher	211-11-61XX	\$51,737.00
Sub-Total					\$52,037.00
Title II Part A: Fund 255					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Additional Kindergarten Teacher	255-11-61XX	\$11,121.00
3	2	1	Supplemental Supplies	255-11-63XX	\$100.00
Sub-Total					\$11,221.00
Title IV Part A: Fund 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Additional Kindergarten Teacher	289-11-61XX	\$10,000.00
3	2	1	Supplemental Supplies	289-11-63XX	\$100.00
Sub-Total					\$10,100.00
SRSA: Fund 270					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Retention Stipend Funds	270-11-61XX	\$49,336.00
Sub-Total					\$49,336.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teachers needed to support at-risk learners	199-11-61XX-30	\$149,545.00
1	1	3	Professional Development/Contracted Services and Travel for staff learning additional ways to support at-risk learners.	199-11-64XX	\$250.00
1	1	3	Supplies and Miscellaneous Materials to support at-risk learners.	199-11-62XX & 199-11-63XX	\$25,303.00
1	1	3	Materials used for students who were not successful on EOC exams	199-11-63XX-EC	\$500.00
1	1	7	Smartboards	199-11-6399	\$10,000.00
1	1	8			\$0.00
Sub-Total					\$185,598.00

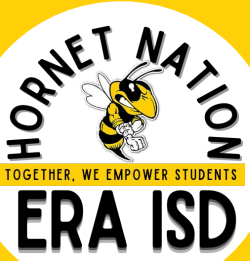
Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Grace Mayhew	12/5/2024
Child Abuse and Neglect			Grace Mayhew	12/5/2024
Coordinated Health Program			Grace Mayhew	12/5/2024
Decision-Making and Planning Policy Evaluation			Grace Mayhew	12/5/2024
Disciplinary Alternative Education Program (DAEP)			Grace Mayhew	12/5/2024
Dropout Prevention			Grace Mayhew	12/5/2024
Dyslexia Treatment Program			Grace Mayhew	12/5/2024
Pregnancy Related Services			Grace Mayhew	12/5/2024
Post-Secondary Preparedness			Grace Mayhew	12/5/2024
Recruiting Teachers and Paraprofessionals			Grace Mayhew	12/5/2024
Student Welfare: Crisis Intervention Programs and Training			Grace Mayhew	12/5/2024
Student Welfare: Discipline/Conflict/Violence Management			Grace Mayhew	12/5/2024
Technology Integration			Grace Mayhew	12/5/2024
Job Description for Peace Officers, Resource Officers & Security Personnel			Grace Mayhew	12/5/2024
Trauma-Informed Practices Policy			Grace Mayhew	12/5/2024
SRO Duties			Grace Mayhew	5/15/2025

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%