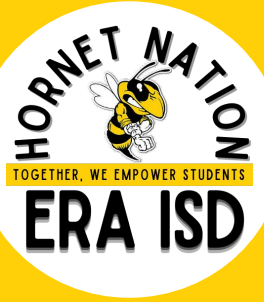


STRATEGIC PLAN

Balanced Scorecard

ERA ISD 2021-2026

November 2021 Goal Progress
Monitor (GPM) Report



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.

GUIDING PILLARS



**STUDENT
SUCCESS**



**FACULTY AND
STAFF
RECRUITMENT,
RETENTION AND
CAPACITY
BUILDING**



**STAKEHOLDER
ENGAGEMENT
AND
SATISFACTION**



**EFFECTIVE
AND
EFFICIENT
OPERATIONS**

ERA ISD STRATEGIC PLAN 2021-2026

PILLAR I: STUDENT SUCCESS

PERFORMANCE OBJECTIVES

1.1 Every Student Grows Every Year

KEY STRATEGIC ACTIONS

1.1.A. Alignment of the written, taught and assessed curriculum

1.1.B. Systematic progress monitoring

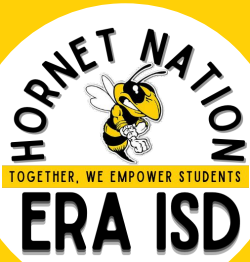
November 2021

Secondary:

- Implementation of yearly scope and sequence (mapping of curriculum)
- Progress Monitoring has not been a systematic process on the Secondary Campus
- Core subject teachers have begun putting progress monitoring assessments that are aligned to the TEKS into Eduphoria.
 - August and October PD days focused on creating these assessments
 - We have an expert teacher who created an implementation guide to help teachers create tests
- January PD days we will hold department meetings to discuss how to implement progress monitoring systems specific to each department, garnering teacher input

Elementary:

- Implementation of yearly scope and sequence (mapping of curriculum)
- Currently, standardized assessments are administered at least three times a year as a progress monitoring measure in the area of reading and math.
- As we “take the next step” we are drilling down into individual student results to determine individual student’s growth. This will assist us in finding a formula to represent a full year’s progress and measure each student against that formula.
- Grades 3-5 are also working to create assessments for measuring progress in core subjects through TEKS aligned assessments in eduphoria.



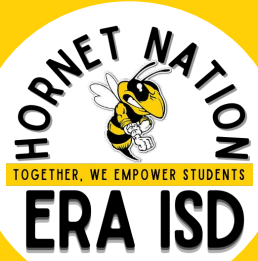
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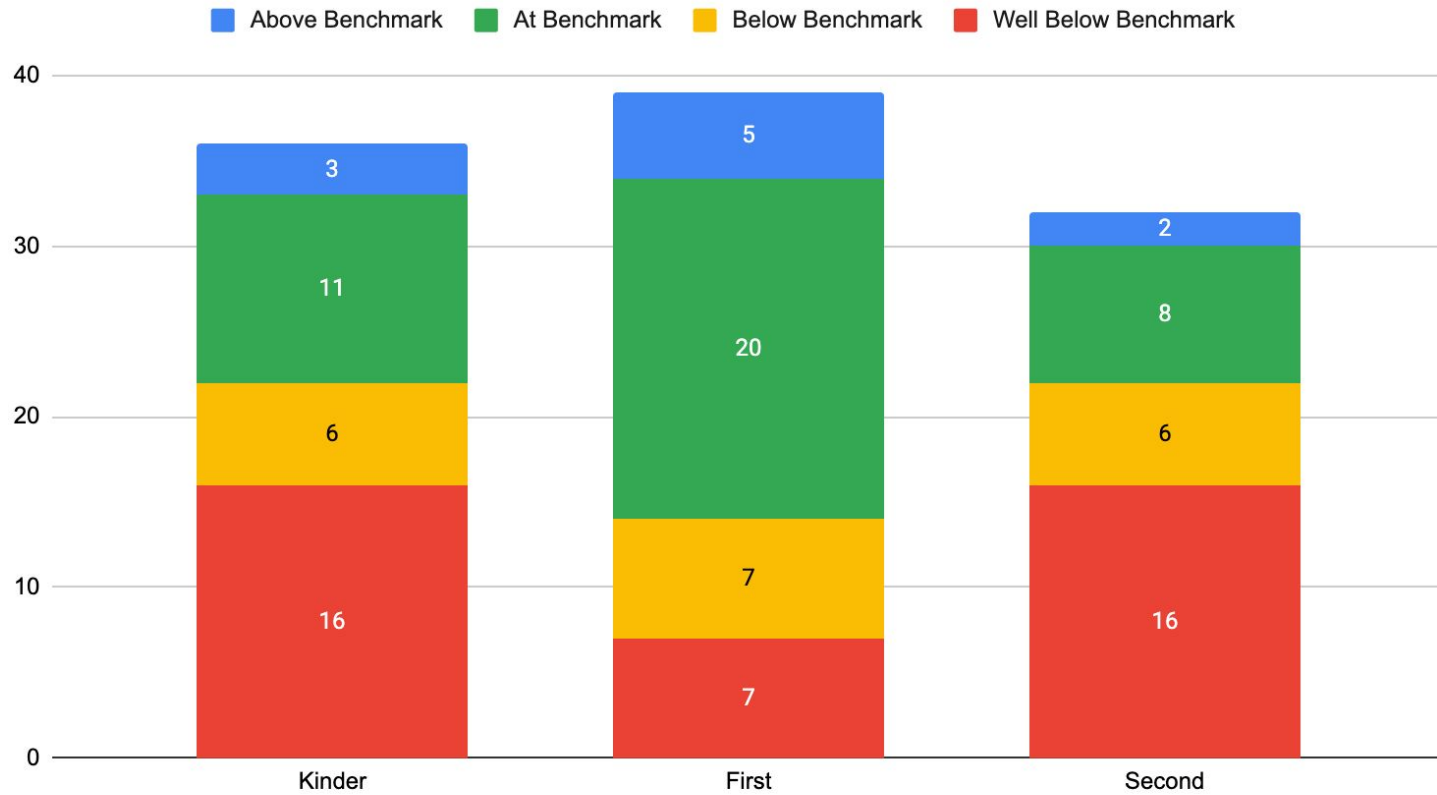
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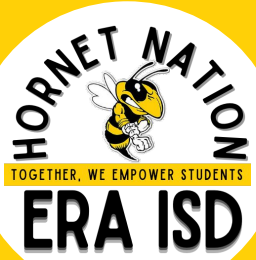
K-2 BOY Amplify Reading Data



Beginning of Year Data - Reading

- Kindergarten- 39% at or above grade level; 61% below or well below grade level
- First Grade- 64% at or below grade level; 36% below or well below grade level
- Second Grade- 31% at or above grade level; 69% below or well below grade level

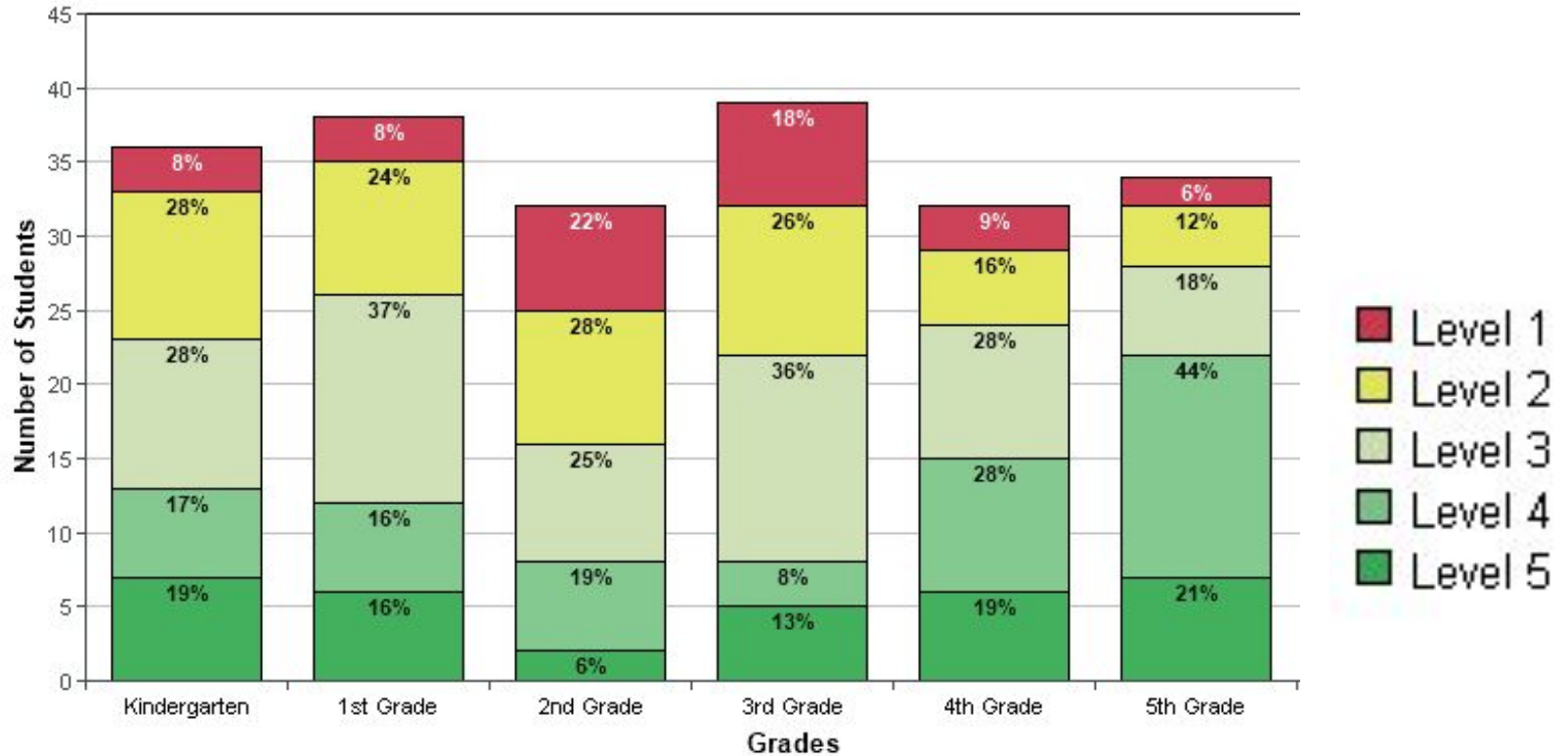
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All Grades - September 2021



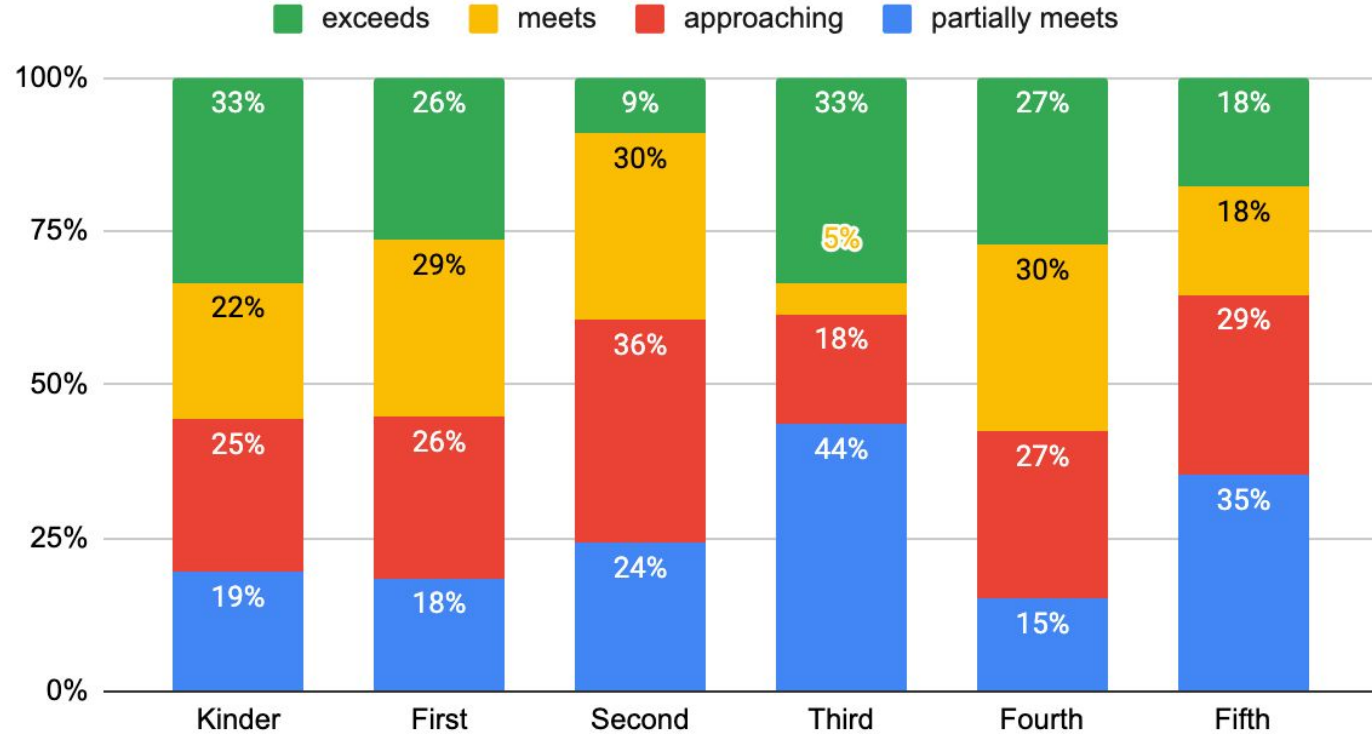
Beginning of Year Data- Reading(iStation)

- K- 64% at or above grade level; 36% below grade level
- 1- 69% at or above grade level; 32% below grade level
- 2- 50% at or above grade level; 50% below grade level
- 3- 57% at or above grade level; 44% below grade level
- 4- 75% at or above grade level; 25% below grade level
- 5- 83% at or above grade level; 18% below grade level

Combined Average- 66% K-5 Students on grade level to begin the year. In comparison, last years beginning of year average was 57%, as measured by Istation's Indicators of Progress.

ERA ISD STRATEGIC PLAN 2021-2026

partially meets, approaching, meets and exceeds

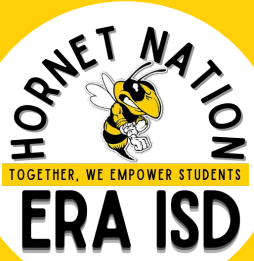


Beginning of Year Data - Math

- K- 56% at or above grade level; 44% below grade level
- 1- 55% at or above grade level; 45% below grade level
- 2- 39% at or above grade level; 61% below grade level
- 3- 38% at or above grade level; 62% below grade level
- 4- 58% at or above grade level; 42% below grade level
- 5- 35% at or above grade level; 65% below grade level

Combined Average- 47% K-5 Students on grade level to begin the year. In comparison, last year's beginning of year average was 52%.

Data was collected using a different program for math. Therefore, this is not necessarily an apples to apples comparison.



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