

**Springlake-Earth Independent School District
Campus Improvement Plan- Schoolwide Program Plan
District Improvement Plan – Title 1 Part A LEA Program Plan
2025-2026**

November 10, 2025

Date of School Board Approval

Mission Statement

Our mission is to ensure our students learn the importance of leadership, education, attitude, pride, and service so that they realize their potential as they grow to be the very best students, citizens, and community members they can be.

Leadership

*Do What's Right * Do Your Best * Do More Than Expected*

Education

*Work For The Future * Work To Your Potential * Work To Learn For Yourself*

Attitude

*Be Respectful * Be Positive * Be Honest & Responsible*

Pride

*Show Spirit * Show Honor * Show Support*

Service

*Get Active * Get Involved * Get Results*

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** *The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.*
- GOAL 2:** *The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.*
- GOAL 3:** *The students in the public education system will demonstrate exemplary performance in the understanding of science.*
- GOAL 4:** *The students in the public education system will demonstrate exemplary performance in the understanding of social studies.*

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** *Parents will be full partners with educators in the education of their children.*
- OBJECTIVE 2:** *Students will be encouraged and challenged to meet their full educational potential.*
- OBJECTIVE 3:** *Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.*
- OBJECTIVE 4:** *A well-balanced and appropriate curriculum will be provided to all students.*
- OBJECTIVE 5:** *Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.*
- OBJECTIVE 6:** *Qualified and highly effective personnel will be recruited, developed, and retained.*
- OBJECTIVE 7:** *The state's students will demonstrate exemplary performance in comparison to national and international standards.*
- OBJECTIVE 8:** *School campuses will maintain a safe and disciplined environment conducive to student learning.*
- OBJECTIVE 9:** *Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.*
- OBJECTIVE 10:** *Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.*

Problem Statement: ESL, SPED, English I, II and 8th grade Social Studies are not meeting satisfactory performance levels. *Root Cause:* Academic gaps in Learning.

Goal 1: Academic Achievement: By the end of the 25-26 School year, 70% of students will score meets and/or show expected growth on EOC/STARTELPAS/Circle/TPRI assessments.

Baseline Data: Previous Year State Assessment

3 Year Goal: 85% of students will score meets and/or expected growth on EOC/STARTELPAS assessments.

Activity/Strategy	Priority #	Person(s) Responsible - Areas Involved	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Follow campus assessment calendar and analyze data using multiple sources including DMAC in teacher teams according to professional development calendar.	2,4	Teachers Administrators - PK-12, District	Each 6 Weeks	Local and Federal Funds	Benchmark Data – Data Meeting Notes	Growth on State Exams
RTI students will be monitored every 6 weeks. Students falling behind will be monitored more frequently.	2,4	Teachers Administrators - Grades 1-12	Every 6 weeks or more frequently if needed.	Local and Federal Funds	Teacher Notes and Failure Lists	Improved performance on concept-specific aligned assessment Student growth on Classroom Grades, Tests, and Benchmarks
Edgenuity, i-ready, MindPlay, and/or Lowman will be used in all focus areas.	2,4	Teachers Administrators - Grades K-12	Daily	Local and Federal Funds	Program Reports	Improved performance on concept-specific aligned assessment Student growth on Classroom Grades, Tests, and Benchmarks
Summit K12 will be utilized with EB students.	2,4	Teachers Administrators - Grades 9-12	Daily	Local and Federal Funds	Summit K12 Reports	Improved performance on concept-specific aligned assessment.
Lowman Education Curriculum will be utilized in EOC and STAAR classes.	2,4	Teachers Administrators - Grades 3-12	Daily	Local and Federal Funds	Lesson Plans	Improved performance on concept-specific aligned assessment

Continue to participate in UIL activities.	2,4	Teachers Administrators - Grades 2-12	Throughout the Year	Local Funds	Participation Lists	Student enrichment in academic and leadership skills
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Problem Statement: Continued growth on all State Assessments including PK-Circle, K-2 TPRI, TELPAS. Root Cause: Lack of use of vertically aligned curriculum and strategies. Meeting the needs of special populations.

Goal 2: Professional Development: Provide training on instructional curriculum and strategies.

Baseline Data: 23-24 State Assessments

3 Year Goal: Continue professional development in all areas according to data, surveys, and new and returning teacher profiles.

Activity/Strategy	Priority #	Person(s) Responsible - Areas Involved	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Implement data disaggregation after every 6 weeks and benchmark testing.	1,2,4	Teachers Administrators - PK-12	Every Six Weeks	Local and Federal Funds	Benchmark Data and Agendas	Aligned Instruction
Campus Professional development	1	Teachers Administrators - PK-12 District	See Campus Calendar	Local Funds	Agendas	Effective Teaching
Training in all supplemental programs	1	Teachers Administrators - PK-12	First semester And as needed	Local and Federal Funds	Sign in sheets	Supplemental Program Reports
Training will be provided for state mandated trainings:	1,2,3	Teachers Administrators - PK-12 District	Ongoing	Local Funds	Agendas and Certificates	Effective Use of Training Strategies
Training for new teachers and substitutes	1	Administrators PK-12 District	BOY and as needed.	Local Funds	Sign in Sheets	Minimal disruption to student learning
Reading Academy will be completed by all eligible teachers.	1,2,4	Teachers Administrators PK-3 District	Ongoing	State and Local Funds	Completion Certificates	Student Growth
Math Academy will be completed by all eligible teachers.	1,,2,4	Teachers Administrators PK-3 District	Ongoing	State and Local Funds	Completion Certificates	Student Growth

Problem Statement: Age of technology. Root Cause: Technology is always updating and upgrading. Technology is outdated, limiting instruction efficiency and student engagement.

Goal 3: Technology: Update hardware and software as needed.

Baseline Data: Age and type of technology.

3 Year Goal: Ensure that updated, reliable hardware and software are available.

Activity/Strategy	Priority #	Person(s) Responsible – Areas Involved	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Rotate, update, and increase hardware and software as needed.	1,2,4	Teachers Administrators - PK-12 District	Ongoing	Local and Federal Funds	Inventory Budget Items	Higher Productivity
Researching, planning and purchasing software to help with data disaggregation and instructional improvements	1,2,4	Teachers Administrators - PK-12 District	Ongoing	Local and Federal Funds	Documentation from support Budget Items	Decision made on whether to purchase or not to purchase and Budget
Technology Support Team	1,2,3,4	Administrators District	Ongoing	Local and Federal Funds	Documentation from support Technology Work Tickets	Technology will be working effectively for all.

Problem Statement: Lack of student leadership and engagement skills and growing student apathy. **Root Cause:** Need for improvement in areas of students' behavior, and student and teacher morale.

Goal 4: School Culture and Climate: Recognize students and teachers for high quality characteristics and improve attendance, behaviors, and morale.

Baseline Data: Attendance rates, number of office referrals, lunch detentions, tardies, number of teacher retention, grades.

3 Year Goal: Attendance rates will improve by 1%, office referrals will be down by 1%, fewer students on the failure list, teacher retention rate will not fall below the current level, leadership skills will be developed through various programs.

Activity/Strategy	Priority #	Person(s) Responsible - Areas Involved	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
High quality characteristics will be recognized for teachers and students.	1, 4	Teachers Counselor Administrators PK-12 District	Throughout the year.	Local Funds	Copy of reports Rewards given Photos Event agendas	Higher rate of students rewarded Positive teacher morale Improved student behavior, attendance, and grades
Instruction will be given on high quality characteristics	1, 4	Teachers Counselor Administrators PK-12 District	Throughout the year.	Local Funds	List of characteristics taught.	Positive teacher morale Improved student behavior, attendance, and grades
Non-certified teachers will be provided resources to ensure that teachers not certified will be in a program to ensure emergency certification.	1	Teachers Counselor Administrators PK-12 District	Throughout the year	Local Funds	Non-certified teachers participating in a certification program.	Higher rate of certified teachers.

Problem Statement: Limited growth in students completing college and career ready opportunities. Root Cause: Limited areas for growth.

Goal 5: CCMR Completion will increase in multiple areas, and the current dropout rate will be maintained.

Baseline Data: Current CCMR opportunities and student participation data

3 Year Goal: Every student will be CCMR compliant by graduation.

Activity/Strategy	Priority #	Person(s) Responsible – Areas Involved	Timeline	Resources (Local Funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Monitor CTE participation and completion.	2,3	CTE Teachers Students Counselor Administrators 8-12	Beginning and Ending of Each Six Weeks	Local and Federal Funds	Copy of reports Peims Data	Peims
Monitor Industry Certifications already on campus and investigate adding certifications.	2,3	CTE Teachers Students Counselor Administrators 8-12	Ongoing	Local and Federal Funds	Copy of Reports Certifications	Peims
Campus will update and continue MOU with South Plains College.	3	Teachers Counselor Administrators 8-12 District	Beginning of each semester	Local Funds	PEIMS Data, HR Records, and SPC Grade Reports	Dual credit hours accumulated CCMR Reading/Math Course Completion Rates
TSI Curriculum for classroom, Resource, and Boot Camp.	2,3	Teachers Administrators 10-12	As Needed	Local Funds	Lesson Plans Budget Items Attendance Roster	Higher passing rate on TSI
Allow military and college recruiters to assess Juniors and Seniors	3	Counselor Administrators 11-12	Ongoing	Local and Federal Fund	Documentation of Visits ASVAB Information to Parents	Students gain knowledge of Postsecondary Options
Learn Inc will be available to Seniors to fill out FAFSA paperwork.	3	Counselor Administrators 12 th Grade District	Monitor usage each 6 weeks	Local and Federal Fund	Learn Inc. Reports	Majority of students filing FAFSA

CCMR Testing – ACT and TSI/A2	3	Counselor Administrators 10-12	Ongoing	Local and Federal Fund	Test Participation Logs Test Scores	Higher number of students will be TSI and CCMR Compliant
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Problem Statement: A bigger variety of opportunities are needed for meaningful parent and community involvement. **Root Cause:** Lack of Planning.

Goal 6: Parent, Family, and Community Engagement: The campus will add more opportunities for parents, community, students, and teachers to strengthen partnerships to support student success.

Baseline Data: Types of current engagement activities

3 Year Goal: The campus will implement at least one opportunity for parent, family and/or community engagements for the next three years.

Activity/Strategy	Priority #	Person(s) Responsible – Areas Involved	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Research new opportunities for parent involvement.	2,3,4	All Staff PK-12 District	Ongoing	Local Funding	Notes of planning	A new opportunity provided
Implement a new opportunity for engagement.	2,3,4	All Staff PK-12 District	One Per Year	Local Funding	Calendar Flyers Photos	Increased Participation
Continue EB Parent, Family, and Community Engagements	2,3,4	Teachers Administrators PK-12 District	3 Times Per Year	Local Funding	Flyers, Agendas, and Sign In Sheets	Increased Participation
Continue current communication strategies and investigate and implement other effective strategies.	2,3,4	All Staff PK-12 District	Ongoing	Local Funding	List and examples of types of communication Budget Items	Increased Participation
Student-led activities implemented as appropriate	2,3,4	Teachers Administrators PK-12	Ongoing	Local Funding	Flyers, Agendas, Sign in sheets, photos	Increased Participation
Host Title I Meetings to share communication sources	2,3,4 Title 1 – Part A	Teachers Administrators PK-12 District	Ongoing	Local and Federal Funding	Flyers, Agendas, Sign in Sheets	Increased Participation

Problem Statement: Constant need for improving physical plant and meeting all student needs. **Root Cause:** Continual changes in physical plant and student needs.

Goal 7: Campus Commitments: The campus will prioritize and complete at least 1 update or general clean-up project during the school year, as well as continue to look at data to meet all student needs.

Baseline Data: Data from current physical plant needs and current needs assessment.

3 Year Goal: The campus will prioritize and complete at least 3 updates and/or general clean-up projects.

Activity/Strategy	Priority #	Person(s) Responsible – Areas Involved	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Involve the Site Base Decision Team in planning and prioritizing the physical plant updates.	1, 4	Site Base Team Administrators District	Ongoing	Local Funds Grant Dollars	Sign In Sheets and Meeting Minutes Planning Notes	Completed Projects
Provide support for homeless students.	2,3,4	All Staff District	Ongoing	State, Local Funds	Documentation of support given McKinney-Vento paperwork.	Student growth
Provide support for PRS students.	2,3,4	All Staff 8-12 District	Ongoing	State and Local Funds	PEIMS	Student growth
Continue to monitor and adjust procedures.	1,4	All Staff PK-12 District	Ongoing	State, Local, Federal Funds	PEIMS Notes on updated procedures	Efficient and effective operations
Implement a comprehensive data-driven approach to reduce the overuse of discipline practices that remove students from the classroom.	1,2,3,4	Administrators PK-12	Ongoing	State, Local, Federal Funds	Regular Review Notes	Reduce time spent out of the classroom
Effective school library programs will be provided for students and the community.	Title 1-Part A	Librarian Administrators PK-12	Ongoing	State, Local, Federal Funds	Library Programs in Use Library Board Minutes	Number of students and patrons using Library resources

Problem Statement:

Goal 8: Special Programs: Support Students of Special Populations.

Baseline Data: Current Dyslexia, GT Program data

3 Year Goal: Dyslexia and GT will be executed with fidelity, monitored, and updated to ensure student progress.

Activity/Strategy	Priority #	Person(s) Responsible – Areas Involved	Timeline	Resources (Local Funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Keep inventory on materials to ensure sufficient materials can be provided	2	Dyslexia Instructor K-7	Ongoing	State and Federal Funds	Inventory Sheet	Sufficient materials for all students.
All student groups will have the necessary materials.	2	Dyslexia Instructor Administrator K-7	Ongoing	State and Federal Funds	Sufficient materials for all students.	Student Progress
Procedures are in place to identify and serve gifted and talented students.	Title I – Part A	GT Coordinator PK-12	Ongoing	State, Local, Federal Funds	GT Committee Planning Notes	GT Student Participation
Income verification paperwork will be filled out by parent for all students	Title I – Part A	Nurse Office Staff PK-12 District	Ongoing	State, Local, Federal Funds	Copies of Income Verification Forms	Student Growth
Migrant students are identified through the ESC	Title I – Part A	ESC Staff Office Staff	Ongoing	State, Local, Federal Funds	See ESC	Migrant students identified and receive services on the same basis as other students
The LEA will participate if selected in the NAEP progress assessment	Title I – Part A	ESC Staff Administrators	Ongoing	State, Local, Federal Funds	Documentation of completion of NAEP requirements	Data from student completion
The LEA will coordinate among programs	Title I – Part A	Program Coordinators Administrators	Ongoing	State, Local, Federal Funds	Student Schedules	Ensure that special student groups show growth without duplication or fragmentation
The LEA will coordinate with Child Welfare Agencies as needed	Title I – Part A	Administrators PK-12 District	Ongoing	State, Local, Federal Funds	Documentation of meeting with Child Welfare Agency	Compliance with Child Welfare Agency Requirements

The LEA will coordinate transportation services with Foster Agencies as needed	Title I – Part A	Administrators PK-12 District	Ongoing	State, Local, Federal Funds	Documentation of transportation meeting	Transportation being provided
Early childhood programs will meet the requirements of the Head Start Act	Title I – Part A	Administrators PK-12 District	Ongoing	State, Local, Federal Funds	State testing data	Student Growth

Title I, Part A LEA Program Plan

Springlake-Earth ISD

2025-2026

Timely and Meaningful Consultation [1112(a)(1)(A)]:

Springlake -Earth ISD regularly communicates with stakeholders, parents, staff, and students asking them to give input regarding topics of interest at the district through open forum sessions, called meetings, and feedback surveys.

- Teachers
- Principals
- Other School Leaders
- Paraprofessionals
- Specialized instructional support personnel
- Administrators (including who manage Title I, Part C, and Title I, Part D Programs)
- Other appropriate school personnel
- Parents of children served under Title I, Part A

Coordination [1112(a)(1)(8)]:

Springlake-Earth ISD ensures compliance and cohesion between programs through in person meetings with lead program personnel.

- Other ESSA Programs
- Title II, Part A- Not Applicable due to REAP
- Title III, Part A - Title I Coordinator is also responsible for the Title III programs and works in conjunction with the Region Center 17 ESC Specialist personnel to plan expenses and compliance.
- Title IV, Part - A -Not applicable due to REAP
- Individuals with Disabilities Education Act (IDEA) - IDEA lead meets with Title I Coordinator, Counselor, and Teachers to ensure alignment of program requirements and student needs.
- Rehabilitation Act of 1973: Section 504 - Counselor meets with Title I, IDEA, and McKinney-Vento leads on a regular basis.
- Carl D. Perkins Career and Technical Education Act of 2006 - Title I Coordinator meets with Counselor and Principal to align services with student outcomes and program goals
- Workforce Innovation and Opportunity Act - Counselor, IDEA, and 504 Coordinator work with the Texas Workforce Commission to ensure services are communicated effectively for those who qualify for services.

- McKinney-Vento Homeless - Counselor meets with Title I, IDEA, and Section 504 leads on a regular basis.

Other Acts as appropriate

Currently, Springlake-Earth ISD does not have any other programs in operation.

Observation of Student Progress in Meeting the Challenging State Academic Standards [11112(a)(3)(B)(i)]:

Springlake-Earth ISD will monitor students’ progress in meeting the challenging State Academic standards by utilizing CLI, TPRI, STAAR Benchmark Assessments, STAAR Test results, TSA and ACT assessments.

Periodic Review and Revision [11112(a)(5)]:

Springlake-Earth has reviewed and revised the Title I Part A LEA Program Plan on:

- November 6, 2025
- November 18, 2025
- December 4, 2025
- February 5, 2026
- February 11, 2026
- February 20, 2026
- February 25, 2026

Title I, Part A 13 Statutorily Required Descriptions

Monitoring Student Progress in Meeting the Challenging State academic standards [ESSA Sec. 11112(b)(1), Descriptor I]:

- Springlake-Earth ISD will monitor Student Achievement, Teacher Quality, and Curriculum, Instruction and Assessment to determine progress made and make adjustments to improve outcomes. Springlake-Earth ISD will provide individualized assistance such as tutoring, programs such as iReady and Edgenuity, after school tutorials, and summer learning opportunities as needed to those students identified with gaps in compliance with Texas House Bill 1416.
- Springlake-Earth utilizes teacher observations, data meetings, mastery grades, CLI benchmarks, and state assessment results as well as all other criteria outlined by Texas law to determine a student as At-Risk.
- Springlake-Earth ISD works with all stakeholders and region center personnel for feedback on curriculum and instruction, school climate, and student achievement to identify areas of growth and implement plans for positive enhancement for student learning

Equity Plan [ESSA Sec. 1112(b)(2), Descriptor 2]:

All students at Springlake-Earth are taught by the same teachers. To the greatest extent possible, Springlake-Earth hires teachers that are experienced and certified. Springlake-Earth utilizes T-TESS to evaluate the current practices of the teachers in the classroom.

School Support & Improvement [ESSA Sec. 1112(b)(3), Descriptor 3]:

Springlake-Earth is not a District that has required school improvements.

Poverty Criteria [ESSA Sec. 1112(b)(4), Descriptor 4]:

Springlake-Earth ISD uses the following criteria to determine school attendance areas.

- o Eligible for free or reduced-priced lunch (FRPL) under the Richard B. Russell National School Lunch Act (including children counted through the Community Eligibility Provision);
- o The number of public school children in families receiving assistance under the State program funded under Title IV, Part A of the Social Security Act (Temporary Assistance for Needy Families);
- o The number of public school children Eligible to receive medical assistance under the Medicaid program;
- o The number of public school children Ages 5-17 in poverty as counted in the most recent LEA-level census poverty data approved by the Department; or
- o The number of public school children Counted by the LEA using a composite of any of the above measures.

Program Opportunities for Neglected and Delinquent Facilities [ESSA Sec. 1112(b)(5), Descriptor 5]

Statute is not applicable to Springlake-Earth ISD.

Services Provided to Homeless Children and Youth [ESSA Sec. 1112(b)(6), Descriptor 6]

Springlake-Earth ISD will provide the following services for the success of those students identified as Homeless Children and Youth.

1. Transportation for homeless students to and from school.
2. Transportation of homeless students to employment.
3. Costs for extracurricular activities such as sports equipment or sports uniforms.
4. Clothing and personal essentials.

5. Academic programs and educational support services.
6. Basic school supplies (ex. Books, Backpacks, Notebooks, etc).
7. Counseling services, domestic violence counseling and violence prevention counseling
8. Intervention programs.
9. Books and Materials to support Homeless Education
10. Tutoring services, remedial or accelerated instruction.
11. Mentoring.
12. Homework assistance
13. Before-school, afterschool and/or summer programs.
14. Parent involvement expenses and activities: including materials, food, and supplies.
15. Costs of obtaining a GED for unaccompanied homeless youth.
16. Costs for obtaining a GED for students participating in Head Start or Even Start.
17. Graduation fees, cap and gown.
18. The work of the Homeless School Liaison.
19. Student fees required to participate in the general education program.
20. Outreach efforts to identify the homeless population.
21. Homeless awareness activities.
22. Fees and costs associated with tracking, obtaining, and transferring records of homeless students.
23. Data collection to access the needs and progress of students in temporary living situations.

Parent and Family Engagement [ESSA Sec. 1112(b)(7), Descriptor 7]

Springlake-Earth will utilize formal meetings, feedback surveyed, and social media to engage families in activities and events aimed at including families in events to support student learning and success. Springlake-Earth will provide meetings or event information in a language that is understandable in order for parents and families to support their children's success.

Early Childhood Education Programs [ESSA Sec. 1112(b)(8), Descriptor 8]

Springlake-Earth ISD operates a preschool program that is included in our regular campus. They are included in all campus operations. We do not have any separate programs in our district.

Targeted Participants [ESSA Sec. 1112(b)(6), Descriptor 9]

Springlake-Earth does not operate as a Targeted Assistance School Program.

Transitions to High School & Post-Secondary Education [ESSA Sec. 1112(b)(10), Descriptor 10]

Springlake-Earth ISD administrators, counselors, teachers and the SSA work with students and their families to develop and implement individualized transition plans for students as they navigate through K-12 educational programs.

Discipline [ESSA, Sec. 1112(b)(11), Descriptor 11]:

Springlake-Earth utilizes a multitude of discipline strategies and looks at data to reduce the overuse of discipline practices in order to keep students in the classroom.

Coordination with Career/Technical Education and Work-Based Learning Opportunities [ESSA Sec. 1112(b)(12), Descriptor 12]:

Springlake-Earth ISD utilizes specialized curriculum to aid in the instruction of CTE skill courses and are actively seeking out post-secondary institutions and business partners to further enhance CTE opportunities.

Intent to Meet Purposes of Grant [ESSA Sec. 1112(b)(13), Descriptor 13]

Springlake-Earth ISD utilizes Title 1 funding to provide for the instruction and materials for specialized programs that challenge students who are gifted and talented. This funding also provides for the identification process associated with the program. Title 1 funding also is utilized to purchase technology and curriculum resources that further enable students to develop their skills utilizing technology.

Title I, Part A Statutorily Required Additional Assurances
Springlake-Earth ISD's Additional Statutorily Required Assurances
[ESSA. Sec. 1112(c)(1-7)]

Migrant Children [ESSA Sec. 1112(c)(1)]

Springlake-Earth ISD works in conjunction with ESC 17 to ensure that there is an equitable approach to the services provided to ensure that migrant children have the same resources and support as their peers.

Private School Services [ESSA Sec. 1112(c)(2)]

If applicable, Springlake-Earth ISD ensures prompt and meaningful discussions with private school officials about these services. At this time, there are no private schools within the boundaries of Springlake-Earth ISD.

National Assessment of Educational Progress [ESSA Sec. 1112(c)(3)]

If selected, Springlake-Earth ISD will participate in the National Assessment of Educational Progress (NAEP) in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act.

Coordination of Services with Other Educational Services at the LEA or Individual School Level [ESSA Sec. 1112(c)(4)]

Springlake-Earth works closely with Region 17 to remain in compliance with rules and regulations and to better serve the needs of students in these groups.

- Emergent Bilingual students
- Children with Disabilities
- Migrant children
- American Indian children
- Alaska Native children
- Native Hawaiian children
- Homeless children and Youths
- Gifted and Talented students

Collaborate with State or Local Child Welfare Agency *[ESSA Sec. 1112(c)(5)I]*

*LEA only has to have a policy in place as to how they collaborated with the welfare agency and the agreement related to transportation and transportation costs.

Springlake-Earth ISD will:

- designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and
- by not later than 1 year after the date of enactment of the Every Student Succeeds Act, 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, which procedures shall—
 - ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
 - ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
 - the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - the local educational agency agrees to pay for the cost of such transportation; or
 - the local educational agency and the local child welfare agency agree to share the cost of such transportation; and

Teacher and Paraprofessional State Certification *[ESSA Sec. 1112(c)(6)I]*

Springlake-Earth ISD ensures that teachers and paraprofessionals working in a program supported with funds under Title I, Part meet applicable state certification and licensure requirements.

Early Childhood Education Services *[ESSA Sec. 1112(c)(7)I]*

Title I funds are not utilized for Earth Childhood Programs.

Title I, Part A LEA Program Plan Other Statutorily Required Items to Consider

Parents' Right to Know *[ESSA Sec. 1112(c)(1-3)I]*

Springlake-Earth complies with the Parents' Right to Know requirements as outlined in ESSA Sec. 1112(c)(1-3). Springlake-Earth ISD will hold parent engagement events to ensure that parents are given the opportunity to receive information regarding the Parent's Right to Know and Testing Transparency. Springlake-Earth also works with Region 17 to ensure we are reaching out to the parents of Emergent Bilingual students as required by law.

Public Comment /ESSA Sec. 1116(b)(4)

If the LEA Program Plan is not satisfactory to the parents of participating children, the LEA shall submit any parent comments with the plan when the LEA submits the plan to the State.

Plan Availability /ESSA Sec. 1114(b)(4)

This Title I, Part A Program Plan is available upon request at the administration office. This plan can be translated if requested by the parent or other interested party.

Notice and Format /ESSA Sec. 1112(e)(4)

Springlake-Earth will provide notice to the public about the Title I, Part A Program Plan and will work with requesting individuals to ensure that the format is understandable and allows for ease of interpretation.

Program Assurances /ESSA Sec. 8306(a)(1-7)

- Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
 - the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in an eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provided for assistance to those entities; and
- (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;

Single Set of Assurances /ESSA Sec. 8306(a)(1-7)

- Springlake-Earth ISD's single set of assurances includes;
- Methods of administering each program, including-

- enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
- correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation
- Cooperation in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials
- LEA will use fiscal control and fund accounting procedures and ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
- The LEA/applicant will submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program
- The LEA/applicant will maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
- Before the application was submitted, the applicant afforded reasonable opportunity for public comment on the application and considered such comment.