

McCamey Independent School District



Accountability Rating: C

2026-2027 District Improvement Plan

Mission Statement

The mission of McCamey ISD is to provide a positive productive environment for students, parents, staff and community in a way that promotes a quality education through high expectations, sound instructional practices and effective communication so that all students become responsible, successful, and lifelong learners.

Vision

ACHIEVEMENT THROUGH COMMITTMENT

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Comprehensive Needs Assessment

Demographics

Summary

McCamey ISD is a small community located in the southern part of the Permian Basin. McCamey is a city in Upton County, West Texas. The Texas legislature has declared McCamey "the Wind Energy Capital of Texas" because of the many wind farms that have been built in the area. Its history, however, is primarily that of an oil boomtown.

McCamey ISD tax base includes primarily oil and gas production, but also wind and solar farms, as well as ranching and homes.

McCamey ISD student population consists of 73% Hispanic, 23.86% White, and 2.28% African American, with a total of about 520 students.

McCamey ISD currently operates as 3 campus; McCamey Primary School (PK-4), McCamey Middle School (5-8), and McCamey High School (9-12).

Special population make up of McCamey ISD is 72.46 economically disadvantaged, 65% considered At-risk, 9.12% special education, and 4.39% EL's.

McCamey ISD enrollment total has remained relatively stable, although COVID-19 has enrollment down currently. It is important to mention the percentages of economically disadvantaged, At-risk, and the Hispanic population have continued to rise over the last 10 years.

Strengths

McCamey ISD is maintaining a steady total enrollment although COVID-19 has contributed to enrollment to currently be down.

McCamey ISD has strong community support in extra-curricular activities and from civic organizations.

McCamey ISD's target groups are basically one in the same. Most of the students that comprise one demographic exist in the others as well. For example, an individual student may be Hispanic, qualify as Low Socio-economic, and be considered At-Risk.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	McCamey ISD's economically disadvantaged students continue to perform below state established expectations on STAAR assessments.	McCamey ISD's economically disadvantaged students mostly come from homes with limited educational backgrounds, vocabulary, and experiences.

 = Priority

Student Learning

Summary

McCamey ISD's state assessment performance tables for 2026.

ALL	APPROACHES	MEETS	MASTERS
1st Time	65%	26%	8%
2026	62%	23%	8%
2025	60%	29%	10%
2024	70%	28%	8%
2023	65%	30%	6%
2022	69%	34%	14%
2021	55%	26%	9%
2019	70%	37%	11%
2018	68%	34%	11%
ALL ELAR	APPROACHES	MEETS	MASTERS
2026	54%	20%	8%
2025	61%	33%	10%
2024	70%	38%	14%
2023	72%	41%	19%
2022	58%	30%	10%
2021	58%	30%	10%
2019	67%	36%	8%
2018	66%	34%	9%
ALL MATH	APPROACHES	MEETS	MASTERS
2026	61%	22%	6%
2025	61%	26%	10%
2024	63%	24%	6%
2023	60%	25%	8%
2022	63%	28%	10%
2021	57%	23%	10%
2019	75%	37%	12%
2018	74%	35%	11%
ALL SCIENCE	APPROACHES	MEETS	MASTERS
2026	63%	23%	8%
2025	54%	21%	7%
2024	54%	18%	0%
2023	68%	22%	2%
2022	61%	26%	7%

	2021	45%	15%	1%
	2019	75%	42%	10%
	2018	66%	33%	16%
	ALL SS	APPROACHES	MEETS	MASTERS
	2026	70%	28%	8%
	2025	58%	24%	13%
	2024	58%	22%	8%
	2023	68%	29%	9%
	2022	55%	26%	11%
	2021	72%	48%	23%
	2019	77%	45%	23%
	2018	67%	34%	16%

Strengths

McCamey ISD has increase scores across all grade levels over the past year.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	McCamey ISD continues to perform below the state on STAAR exams.	McCamey ISD has a large percentage of economically disadvantaged and Hispanic students than the state overall. Both sub-populations have shown to have lower passing rates statewide.
2	McCamey ISD does not have enough students performing at meets or masters grade level in STAAR assessments.	McCamey ISD has struggled to increase just the percentage of students at approaches grade levels in recent years. Students with lower reading levels and limited educational environments at home have contributed to the district having to play "catch-up" with students more than progressing to higher levels.

★ = Priority

District Processes & Programs

Summary

McCamey ISD faces ongoing challenges with recruiting and retaining educators. Located in the lower Permian Basin, our community is competing with a rapidly growing oil and gas industry that offers attractive opportunities for workers. At the same time, limited housing and high rent make it difficult for educators to afford to live in the area.

Changes in state funding have also reduced our ability to offer the higher salaries that once helped attract teachers to the Permian Basin. Combined with the increasing demands and pressures placed on educators by TEA and the legislature, recruiting and retaining teachers has become increasingly difficult.

Teacher shortages have resulted in fewer applicants, larger class sizes, and less experienced teachers entering classrooms. McCamey ISD works hard to support our staff through professional development in instruction, curriculum, and assessment. However, when teachers leave for reasons unrelated to their performance, it can feel like we are taking two steps forward and one step back.

Rather than allowing these challenges to limit our students, McCamey ISD continues to look for innovative solutions. Through the **Permian Basin Innovation Zone (PBIZ)**, McCamey has partnered with three other districts to provide data-driven CTE pathways that meet the needs of our local workforce—opportunities we could not provide on our own.

While recruitment and retention remain challenges, our focus is on supporting educators, working together, and creating opportunities that help both our teachers and students succeed.

Strengths

McCamey ISD increased teachers' salaries in the summer of 2026.

Professional development has increased since we obtained new curriculum that is aligned from the Primary to the High School in all core content areas.

McCamey ISD has been proactive in developing an academic calendar that maximizes time in the classroom.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement	Root Cause
1 Curriculum and instruction are not sufficient to overcome the educational challenges of our students and their respective performance on state assessments.	Students have limited reading and writing exposure outside of the normal daily classroom. Teachers are leaving the profession for reasons beyond the district's control or to move to other district's that do not have the educational challenges McCamey ISD faces in preparation for state assessments.

 = Priority

Perceptions

Summary

Overall, McCamey ISD has great students, and serious discipline issues are relatively rare. Most of the behavior concerns we deal with are procedural, such as tardies, unfinished assignments, or behaviors that tend to occur in non-instructional settings. We have very few instances of fighting, disrespect, or major disruptions, and the more serious issues we do have are typically limited to a small number of students.

One of our biggest concerns is academic performance. Our students continue to struggle with state assessments, which has resulted in low accountability ratings and, in turn, can negatively affect staff morale. We also feel that the current accountability system does not always take into account the unique demographics and challenges of a district like McCamey ISD.

Parent involvement is strong when it comes to extracurricular activities, school events, and supporting students in those settings. However, we would like to see more parent involvement when it comes to academics and encouraging students to prioritize their education.

Despite these challenges, our teachers and administrators work hard every day to create a positive, supportive environment for our students, staff, and families. We take pride in our school and continue to look for ways to improve and help our students succeed.

Strengths

Parental support for extra-curricular activities is high.

Student behavior problems are minimal.

McCamey ISD personnel continues to work as a team to accomplish student success.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 There continues to be less parental and student support and emphasis on academics compared to the level of support and interest shown for extracurricular programs and other school activities.	Students and families may see athletic and extracurricular success as a more visible part of the school experience, while academic success is not always emphasized or celebrated to the same degree. This can lead to lower student motivation and limited parental involvement in supporting academic achievement.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ Campus/District improvement plans (current and prior years)

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ SAT and/or ACT assessment data
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments

Student Data: Student Groups

- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (Rtl) student achievement data
- ☒ 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
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data

- ☒ Equity data
- ☒ Classroom and school walkthrough 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
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents



Goals

Goal 1

McCamey ISD will create a consistent/uniform class structure that is enriched and enhanced through strategic vertical planning and mentorship.

Performance Objective 1

District develops and reviews policies and administrative regulations to ensure aligned grading and advancement practices and access to special programming.

Evaluation Data Source: Stakeholders meetings will be utilized quarterly to ensure that input is being received to monitor policies/procedures so that they are aligned with district goals.

Strategy 1

Stakeholder meetings will be utilized quarterly to ensure that input is being received to monitor policies/procedures so that they are aligned with district goals.

Staff Responsible for Monitoring: Superintendent, Principals

Formative Reviews

November

January

March

June

Performance Objective 2

McCamey ISD ensures campuses offer equitable graduation pathways and provides campuses with readiness criteria, course sequence, and expectations.

Strategy 1

Students and parents will be communication with the administration to ensure that the students' classes are sequenced correctly and they are on a path for graduation.

Staff Responsible for Monitoring: Principals and Counselors

Formative Reviews

November

January

March

June

Performance Objective 3

McCamey ISD identifies pathways that maximize student opportunities to participate in high-growth, high demand occupations and identifies work-based learning opportunities for those pathways.

Strategy 1

McCamey ISD will continue to partner with PBIZ to provide CTE career pathways for students in the areas of education, nursing, welding, oil and gas, printing and imaging, and accounting.

Formative Reviews

November	January	March	June
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Goal 2

McCamey ISD will provide a rigorous, well balanced curriculum in alignment with the TEKS to ensure students reach their full academic potential.

Performance Objective 1

Student instruction will be aligned with the TEKS and will be utilized to provide high quality instruction to all students.

Evaluation Data Source: student report cards, lesson plans, transcripts, data walks, aggressive monitoring sheets

Strategy 1

Master scheduling will provide for Professional Learning Communities times and lesson internalization weekly. Teachers will utilize this time to implement PLC strategies with fidelity.

Strategy's Expected Result/Impact: Teachers will ensure 100% of the TEKS are covered for each respective course they are responsible for teaching.

Staff Responsible for Monitoring: Administrators and Teachers

Formative Reviews

November

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Strategy 2

Dual credit courses and college prep courses will be aligned to the dual credit handbook and courses will be offered consistently throughout the district so that they align with course sequencing.

Strategy's Expected Result/Impact: All seniors will have completed at least one dual credit or college preparatory course prior to graduating.

Staff Responsible for Monitoring: Administrators, Counselors, Teachers

Formative Reviews

November

January

March

June

Strategy 3

All high school students will have a personal graduation plan developed and will be monitored to ensure consistent progress toward a diploma and prevention of dropping out.

Strategy's Expected Result/Impact: McCamey ISD will make sure that a 0% drop out rate occurs.

Staff Responsible for Monitoring: Administrators, counselors, and teachers

Formative Reviews

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Goal 3

McCamey ISD will offer multi-tiered strategies that empower all students to excel beyond high school graduation.

Performance Objective 1 High Priority

McCamey ISD provides upfront and ongoing training to ensure teachers, instructional leaders, and coaches have a role-aligned classroom management, intervention, additional and personalized learning time, and special populations supports.

Evaluation Data Source: Master Schedule

Performance Objective 2

McCamey ISD will identify and provide upfront training on a coherent approach to Tier 1, Tier 2, and Tier 3 academic supports.

Performance Objective 3

McCamey ISD establishes systems for collaboration among Special Education, Counseling, and General Education, including clear roles/responsibilities for shared accountability and how to implement inclusion best practices.

Goal 4

McCamey ISD will continue to recruit and retain quality administrators, teachers, and other staff.

Performance Objective 1

 High Priority

McCamey ISD will be proactive in providing district benefits that maximize staff retention and recruitment.

Evaluation Data Source: Staff retention data, new hire survey

Strategy 1

McCamey ISD will be proactive in creating an academic calendar that entices current and new staff to McCamey ISD.

Strategy's Expected Result/Impact: Fill all positions at McCamey ISD
Better staff attendance rate
Maximize staff performance
Maximize student performance

Staff Responsible for Monitoring: Administration

Formative Reviews

November

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March

June

Strategy 2

Continuation of benefits for certified personnel consisting of but not limited to quality health insurance, matching annuities, low-rent school housing, opportunities for advancement and financial support for additional certifications, and retention incentives.

Strategy's Expected Result/Impact: McCamey ISD will have higher employee retention rates due to appreciation of employee benefits.
Staff Responsible for Monitoring: Superintendent
Business Manager
School Board

Formative Reviews

November

January

March

June

Performance Objective 2

McCamey ISD will implement TMT (Texas Mentorship Training) to support new teachers.

Strategy 1

Beginning teachers to the district will be paired with veteran teachers and go through the TMT program.

Staff Responsible for Monitoring: Administrators
Mentor teachers

Formative Reviews

November

January

March

June

Goal 5

McCamey ISD will continue to identify students within special populations including at-risk, economically disadvantaged, 504 and Dyslexia, Special Education, and English learners using state/federal criteria and will provide programs and services to address their academic, social, and emotional needs.

Performance Objective 1

Special needs students (at-risk, special education, EL, gifted/talented, 504, dyslexic, pregnancy-related, economically disadvantaged, homeless and migrant) will be identified through the year, following federally mandated timelines, and will be provided appropriate programs and services.

Evaluation Data Source: student permanent records
TELPAS data

Strategy 1

Specifically designed curriculum and instruction will be provided to: at-risk,- tutorials and counseling; SPED- mainstream, inclusion, resource, and necessary therapies; SPED- speech services including early childhood, RTI strategies, and identification; EL- early identification of students and assistant for EB parents to ensure success as EL students enter school and the ESL program; G/T- identification and updating of teacher hours, instruction in regular classes by G/T trained teachers. 504 instructional modifications and teacher trainings; Pregnancy-related PRS counseling. Migrant/homeless counseling to assess needs.

Strategy's Expected Result/Impact: 100% of students that should or do qualify for a special population will be identified and documented appropriately.

Staff Responsible for Monitoring: Administrators

ESL Coordinator
Special Education Director
Teachers
Support Personnel
Nurse
Therapists
Diagnosticians

Formative Reviews

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June

Strategy 2

A review of all student folders will be conducted to make sure students are properly identified for specific populations.

Strategy's Expected Result/Impact: 100% of student permanent folders will be reviewed and contain necessary documentation.

Staff Responsible for Monitoring: Administrators
Secretaries

Formative Reviews

NovemberJanuaryMarchJune

Strategy 3

All teachers and administrators will receive professional development in proper conduct for ARD committee meetings, required components of IEP implementation, implementation of accommodations and modifications, and ELPS trainings.

Strategy's Expected Result/Impact: Teachers will understand the importance of following and implementing IEPs for respective students.

Staff Responsible for Monitoring: Special Education Director
Special Education teachers
ESL Coordinator
Administrators
Diagnosticians

Formative Reviews

NovemberJanuaryMarchJune

Strategy 4

Specific courses/instructional time and activities will be offered to EL and G/T students.

Strategy's Expected Result/Impact: 100% of identified G/T and ESL students will receive enhanced instruction as necessary.

Staff Responsible for Monitoring: Administrators
Teachers
G/T Certified Teachers
ESL Certified Teachers

Formative Reviews

NovemberJanuaryMarchJune

Strategy 5

All instructional staff will be trained in Texas Behavior Support Initiative.

Strategy's Expected Result/Impact: 100% of instructional staff will complete the online TBSI training.

Staff Responsible for Monitoring: Administrators

Formative Reviews

November

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June

Strategy 6

Secure supplemental consulting by SAFE Services, LLC. for focusing on compliance, evaluation and enhancing strategies to achieve program goals of federally funded programs.

Strategy's Expected Result/Impact: Maintain compliance with all state and federal mandates related to federal funded programs.

Staff Responsible for Monitoring: Administrators
Consultants

Funding Sources: Title I,

Formative Reviews

November

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Strategy 7

Provide extra duty pay for instructional aides that provide additional services for students in at-risk, economically disadvantaged, and EL student population when they exceed the standard local work week hours providing additional support, instruction, and remediation.

Strategy's Expected Result/Impact: Instructional aides will receive necessary compensation for serving students beyond their normal working hours.

Staff Responsible for Monitoring: Administrators
Teachers
Instructional aides

Funding Sources: Title I,

Formative Reviews

November

January

March

June

Goal 6

McCamey ISD will maintain a positive, safe, disciplined, and drug-free environment conducive to learning.

Performance Objective 1

All students will be provided a safe and secure learning environment.

Evaluation Data Source: School surveys

Weekly checks

Emergency plans

Yearly audits

Strategy 1

Continue to maintain and update emergency management plans at all campuses.

Strategy's Expected Result/Impact: The district will continue to maintain and adjust its emergency management plans as necessary.

Staff Responsible for Monitoring: Administrators

Directors

Teachers

Formative Reviews

November

January

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June

Strategy 2

Continue to work with construction company and sub contractors to ensure safety of staff and students during construction.

Strategy's Expected Result/Impact: The district along with the construction company will continue to ensure that construction does not endanger students or staff at any time.

Staff Responsible for Monitoring: Administrators

Directors

Formative Reviews

November

January

March

June

Strategy 3

Review campus policies in regards to discipline, the Code of Conduct, legislative changes, ad drug and alcohol prevention policies.

Strategy's Expected Result/Impact: McCamey ISD policies will be compliant with state law and ensure a safe and highly effective learning environment for staff and students.

Staff Responsible for Monitoring: School Board
Campus Improvement Team

Formative Reviews

November

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June

Strategy 4

All campuses will participate in fire drills, lock-downs, and bad weather procedures during the school year.

Strategy's Expected Result/Impact: 100% of staff and students will be aware of proper emergency procedures.

Staff Responsible for Monitoring: Administrators
Teachers
Directors
Secretaries

Formative Reviews

November

January

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Strategy 5

McCamey ISD will partner with Upton County Sheriff's Office to provide law enforcement personnel in the district.

Strategy's Expected Result/Impact: McCamey ISD will have off-duty Upton County Sheriff Deputies in the district or hire full-time School Resource Officer.

Staff Responsible for Monitoring: Superintendent

Formative Reviews

November

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Strategy 6

McCamey ISD will have the intruder-resistant film installed on all TEA-deemed glass entryways.

Strategy's Expected Result/Impact: McCamey ISD will be in compliance with all TEA Safety Mandates.

Staff Responsible for Monitoring: Superintendent

Formative Reviews

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Goal 7

McCamey ISD will demonstrate Badger Pride through daily actions & activities that cultivate an Inclusive, Engaged, and Supportive Community where everyone feels a sense of belonging.

Performance Objective 1

McCamey ISD sets expectations for implementing student supports teams to engage families and external partners in identifying individual students strengths and needs, implementing individual support strategies, and using a case management system to monitor student progress.

Evaluation Data Source: School Surveys
Parent and Community Engagement Meeting Agenda and Sign-in Forms.

Strategy 1

Continue to support and work cooperatively with the McCamey ISD Parent-Teacher Organization.

Strategy's Expected Result/Impact: The district will continue to work with the PTO to facilitate parent and community engagement in the schools.

Staff Responsible for Monitoring: Administrators
Teachers
PTO members
Campus Improvement teams

Formative Reviews

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Strategy 2

McCamey ISD will offer a minimum of two parent involvement meetings at each campus during the academic year to comply with district-wide Title 1 requirements.

Strategy's Expected Result/Impact: Parents and community members will be informed of the Title 1 program and services at McCamey ISD.

Staff Responsible for Monitoring: Administrators

Formative Reviews

Strategy 3

Update district Parent and Community Engagement Policy as well as Parent-Teacher compacts which will be displayed in classrooms.

Strategy's Expected Result/Impact: McCamey ISD and parents will work cooperatively to help educate all students.

Staff Responsible for Monitoring: Administrators
Teachers

Formative Reviews

November

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Strategy 4

Continue to expand our communication with all stakeholders via programs such as Remind system notifications, McCamey ISD Facebook page, and routinely updated district website.

Strategy's Expected Result/Impact: All parents and community members will be aware of activities, events, and/or emergencies involving McCamey ISD.

Staff Responsible for Monitoring: Administrators
Teachers
Secretaries
Directors
Coordinators

Formative Reviews

November

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Strategy 5

Communication/Round-up for prospective Pre-Kindergarten students and relay information to McCamey Head-start program

Strategy's Expected Result/Impact: All prospective Pre-K student parents for the next school year will have an opportunity to register their child and ask questions involving Pre-K.

Staff Responsible for Monitoring: Administrator
Pre-K Teacher

Formative Reviews

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June

Strategy 6

All required internet postings will be kept up to date on the school website and required documentation to be sent home will be done in accordance with TEA guidelines and be communicated in both English and Spanish.

Strategy's Expected Result/Impact: McCamey ISD will be in compliance with proper documentation of parent communication and information.

Staff Responsible for Monitoring: Administrators
Teachers

Formative Reviews

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Strategy 7

District will offer additional parental involvement opportunities such as Family Game Night, Night at the Library, and College and Career night.

Strategy's Expected Result/Impact: Parents will be more involved in their child's education and the district overall.

Staff Responsible for Monitoring: Administrators
Teachers
Directors

Formative Reviews

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Performance Objective 2

McCamey ISD sets clear expectations for campus level culture setting aligned to district-level guiding commitments and vision and inclusive aspects of culture foundational to student readiness to learn. (KP 3.1.1)



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



Funding Summary

Funding Summary

Title I

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	1	6		--	\$0.00
5	1	7		--	\$0.00
Sub-Total					\$0.00