

# DISTRICT & CAMPUS IMPROVEMENT PLAN TEMPLATE

## ALIGNED WITH ESSA

**INSTRUCTIONS:** Any red text indicates an area for the user to input relevant information. All red text should be edited, formatted to black text, and/or deleted.

### **TEMPLATE INCLUDES:**

- *\*Condensed\** Checklist of requirements for ESSA, Texas Education Code, State Compensatory Education  
For a *detailed* checklist, access ESSA/TEC statute.  
*\*Note:* For single campus LEAs, be sure to include all District requirements, as well as all SW Campus requirements in your single improvement plan.
- District/Campus Plan Intro
  - Board Approval
  - Legal References/Mission Statement
  - District/Campus Improvement Planning Committee Roster
  - State Goals and Objectives
  - Texas Commissioner's Strategic Priorities
  - District ESSA Requirements (aside from those requirements embedded as activities in the plan)
  - Schoolwide ESSA Requirements (aside from those requirements embedded as activities in the plan)
  - State Compensatory Education
    - State/Local Criteria
    - Policies, FTEs, Entry/Exit Process
    - Statement regarding Title I Support
    - SCE Data
  - Federal, State, Local Funding Sources
    - List of funding sources and amount
    - Statement of Schoolwide Consolidation option
- Improvement Plan Goals, Objectives, Activities
- CNA – include summary of CNA

## IMPROVEMENT PLAN CHECKLISTS - CONDENSED VERSION

ESSA REQUIREMENTS	
DISTRICT PLANS	CAMPUS PLANS
<b>Monitor student progress</b> [Sec 1112(b)(1)] <ol style="list-style-type: none"> <li>Well-rounded program; meet academic needs of ALL students</li> <li>Identify students at-risk of academic failure</li> <li>Additional academic assistance to students in need</li> <li>Strategies to strengthen academics and improve student learning</li> </ol>	<b>Development:</b>
	<b>Develop</b> during 1-year period [Sec 1114(b)(1)]
	<b>Develop</b> with relevant stakeholders [Sec 1114(b)(2)]
<b>Equity Plan</b> [Sec 1112(b)(2)]	<b>Monitor &amp; revise</b> as long as SW program is implemented [Sec. 1114(b)(3)]
<b>School Support &amp; Improvement</b> [Sec 1118(b)(3)] (Comprehensive/Targeted Support)	<b>Available</b> to LEA, parents, public - language/format [Sec. 1114(b)(4)]
<b>Poverty Criteria</b> [Sec 1112(b)(4)]	<b>Coordinate/Integrate</b> resources [Sec. 1114(b)(5)]
<b>Targeted &amp; Schoolwide Programs</b> [Sec 1112(b)(5)]	Based on <b>CNA</b> [Sec. 1114(b)(6)]
<b>Homeless Students</b> [Sec 1112(b)(6)]	<b>Content:</b> [Sec. 1114(b)(7)(A-B)]
<b>Parent &amp; Family Engagement</b> [Sec 1112(b)(7)]	<b>Opportunities</b> for <u>all</u> children to meet State standards
<b>Early Childhood Education</b> [Sec 1112(b)(8)]	<b>Methods/Instructional strategies</b> that: <ul style="list-style-type: none"> <li>Strengthen academic program</li> <li>Increase amount/quality of learning time, and</li> <li>Provide enriched/accelerated curriculum</li> </ul>
<b>Identify Targeted Participants</b> [Sec 1112(b)(9)] (only LEAs with Targeted campuses)	
<b>Transitions to High School &amp; Post-Secondary Educ.</b> [Sec 1112(b)(10)] <ul style="list-style-type: none"> <li>Coordinate with higher ed, employers, local partners</li> <li>Early college HS, dual/concurrent enrollment or career counseling</li> </ul>	<b>Address needs</b> of <u>all</u> children, <i>in particular those at-risk</i>
<b>Discipline</b> [Sec 1112(b)(11)]	<b>Consolidation:</b> Specify which programs are consolidated
<b>Coordination with Career/Technical Education</b> [Sec 1112(b)(12)] <ul style="list-style-type: none"> <li>Experiential learning; promote in-demand occupational skills</li> <li>Work-based learning opportunities</li> </ul>	

### TEXAS EDUCATION CODE (TEC) REQUIREMENTS

<b>DISTRICT PLANS</b> Developed, evaluated, and revised annually [TEC 11.252]	<b>CAMPUS PLANS</b> Developed, evaluated, and revised annually [TEC 11.253]
<b>Purpose:</b> Improvement of student performance for all student groups [TEC 11.252]	<b>Purpose:</b> Improvement of student performance for all student groups [TEC 11.253]
<b>Goals:</b> [TEC 11.251] At a minimum, support State goals and objectives under Chapter 4	<b>Goals:</b> [TEC 11.251] At a minimum, support State goals and objectives under Chapter 4
<b>Provisions for:</b> [TEC 11.252] (through lens of State Accountability System) Comprehensive Needs Assessment (not an inclusive list) <ul style="list-style-type: none"> <li>• At-Risk</li> <li>• Bilingual/EL</li> <li>• GT</li> <li>• CTE</li> <li>• SpEd</li> <li>• Title I-A</li> <li>• Migrant</li> <li>• Ethnicity</li> <li>• Gender</li> <li>• Eco. Dis.</li> <li>• Attendance</li> <li>• Graduation Rates</li> <li>• Staff</li> <li>• Failure Rates</li> <li>• Drop-out Rates</li> </ul> *Include Roster/Sign-in Sheets and summary from CNA	<b>Provisions for:</b> [TEC 11.253] (through lens of State Accountability System) Assessing needs of all student groups (not an inclusive list) <ul style="list-style-type: none"> <li>• At-Risk</li> <li>• Bilingual/EL</li> <li>• GT</li> <li>• CTE</li> <li>• SpEd</li> <li>• Title I-A</li> <li>• Migrant</li> <li>• Ethnicity</li> <li>• Gender</li> <li>• Eco. Dis.</li> <li>• Attendance</li> <li>• Graduation Rates</li> <li>• Staff</li> <li>• Failure Rates</li> <li>• Drop-out Rates</li> </ul> *Include Roster/Sign-in Sheets and summary from CNA
<b>Measurable Objectives</b> [TEC 11.251] Board shall annually approve district/campus performance objectives	<b>Measurable Objectives</b> [TEC 11.251] Board shall annually approve district/campus performance objectives
<b>Objectives/Strategies that include:</b> [TEC 11.252] <ul style="list-style-type: none"> <li>• Methods for addressing needs of all students</li> <li>• Suicide prevention programs</li> <li>• Conflict resolutions</li> <li>• Violence prevention programs</li> <li>• Dyslexia treatment programs</li> <li>• Dropout reduction</li> <li>• Integration of technology</li> <li>• Discipline Management</li> <li>• Staff Development for all staff</li> <li>• Career Education to assist students in career opportunities</li> <li>• Accelerated Instruction</li> <li>• Strategies for MS, JH and HS about: Higher education admissions, Financial aid, Texas grant program, Teach for Texas program, Making curriculum choices to prepare students for success</li> </ul>	<b>Objectives/Strategies that include:</b> [TEC 11.253] <ul style="list-style-type: none"> <li>• Set performance objectives based on State Acct System</li> <li>• Methods for violence prevention</li> <li>• Parental Involvement</li> <li>• Coordinated health program             <ul style="list-style-type: none"> <li>○ Student fitness data</li> <li>○ Student academic performance data</li> <li>○ % students educ disadvantaged</li> <li>○ Methods for physical activity</li> </ul> </li> </ul>

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TEC REQUIREMENTS: DISTRICT PLANS, CON'T	TEC REQUIREMENTS: CAMPUS PLANS, CON'T
<b>Resources Needed</b> (funding source) [TEC 11.252]	<b>Resources Needed</b> (funding source) [TEC 11.253]
<b>Staff Responsible:</b> to ensure strategies are accomplished [TEC 11.252]	<b>Staff Responsible:</b> for accomplishing each strategy [TEC 11.253]
<b>Timeline:</b> for monitoring activities [TEC 11.252]	<b>Timeline:</b> for reaching goals [TEC 11.253]
<b>Formative Assessment:</b> to determine if strategies are working [TEC 11.252]	<b>Formative Assessment:</b> measure progress toward objectives [TEC 11.253]
<b>Public Meeting:</b> Hold at least 1 public meeting on district performance and performance objectives [TEC 11.252]	<b>Public Meeting:</b> Hold at least 1 public meeting on campus performance and performance objectives [TEC 11.253]
<b>Other:</b> [TEC 11.252] At least every 2 years the district shall evaluate the effectiveness of the committee, policies, and procedures, staff development	<b>Other:</b> [TEC 11.253] The campus committee must be involved in decisions for: <ul style="list-style-type: none"> <li>• Planning</li> <li>• Budgeting</li> <li>• Curriculum</li> <li>• Staffing Patterns</li> <li>• Staff Development</li> <li>• School Organization</li> </ul>
	Campus committee must approve the campus staff development needs [TEC 11.253]

STATE COMPENSATORY EDUCATION REQUIREMENTS [MODULE 9 OF FASRG]		
<b>Program Description:</b> Include in DIP/CIP *DIP/CIP is the primary record supporting SCE*	<b>Funds:</b> Total amount of SCE allocated for resources/staff	<b>Policies/Procedures:</b> <ul style="list-style-type: none"> <li>• ID At-Risk (State Criteria)</li> <li>• ID At-Risk (Local Criteria)</li> <li>• Entry Process</li> <li>• Exit Process</li> <li>• 110% Methodology</li> <li>• Cost of regular program in relation to per pupil or instr staff per pupil ratio</li> </ul>
<b>Board Approval:</b> Annually to ensure mutually supportive & meets goals	<b>Amounts:</b> Approximate dollar amounts for activities/strategies	
<b>CNA:</b> Address SCE and identify strengths/weaknesses in plans	<b>FTEs:</b> Identify supplemental FTEs for personnel (district & campus)	

<b><u>Strategies</u></b> : Specific strategies aligned with CNA	<b><u>Measurable Objectives</u></b> : Identify performance objectives for academic improvement	<b><u>Formative &amp; Summative Evaluation</u></b> - Describe evaluation of strategies
<b><u>Local Criteria</u></b> : State local at-risk criteria in DIP, if applicable	<b><u>Monitoring Timelines</u></b> : Specific schedule for data collection	<b><u>Annual Evaluation</u></b> : Compare at-risk to non at-risk (assessments/completion)

**Your Campus Name**  
**District/Campus Improvement Plan**  
**2023-2024**

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**Date of School Board Approval**

***\*\*IMPORTANT NOTE AND INSTRUCTIONS\*\****

*The intent of this document is to provide a template to assist with the development of campus and district improvement plans. A comprehensive needs assessment should be completed prior to developing campus/district goals. The plan should be evaluated for effectiveness periodically throughout the year.*

*The highlight should be removed from the text and all red text should be edited to include information specific to your campus or district and converted to black to match the rest of the plan (or delete) prior to publishing.*

## Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

## Mission Statement

The Mission Statement is the foundation of the plan that provides direction and clearly indicates what the staff cares about most. It incorporates key district expectations and provides a guideline and a sense of direction that must be lived.

### **Example:**

The staff of Your Campus School believes that ALL students can learn. We believe that our school's purpose is to educate all students to high levels of academic performance while fostering positive growth in social/emotional behaviors and attitudes. We accept the responsibility to teach all students.

# District/Campus Improvement Planning and Decision Making Committee

Name	Role (Parent, Business, Community, Teacher, etc.)	Signature

*\*Note: ESSA statute requires parents be involved in the development of the CIP. Ensure that **at least 2** parents are meaningfully engaged in the process.*

\_\_\_\_\_ ISD School CIP 2023-2024

## 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.

### TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1 Recruit, support, retain teachers & principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 Improve low- performing schools
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## **DISTRICT ESSA REQUIREMENTS**

*Include these ESSA requirements in the District Improvement Plan (\*delete page if this is a campus plan\*)*

*Pg 11- 15*

### **Monitoring Student Progress in Meeting the Challenging State academic standards** [Title I, Part A LEA Program Plan descriptor 1]:

1. How will the LEA develop and implement a well-rounded program of instruction to meet the academic needs of ALL students?
2. How will the LEA identify students who may be at-risk of academic failure?
3. How will the LEA provide additional academic assistance to individual students the LEA or school determine need help in meeting the challenging academic state standards?; and
4. How will the LEA identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning?

### **Equity Plan** [ESSA Sec. 1112(b)(2) and Title I, Part A LEA Program Plan descriptor 2]: *(provide a brief description of how your district will identify and address disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers?)*

### **School Support & Improvement** [Sec. 1112(b)(3) and Title I, Part A LEA Program Plan descriptor 3]:

*(Per TEA guidance: This requirement only applies to LEAs that have schools identified under Section 1111(d)(1) and (2), which references campuses identified as comprehensive support and improvement campuses and targeted support and improvement campuses. If applicable, provide a brief description of ways LEA will support improvement efforts)*

**Poverty Criteria** [Sec. 1112(b)(4) and Title I, Part A LEA Program Plan descriptor 4]:

This requirement is referring to which measure(s) of poverty the LEA will use to establish Title I, Part A campus eligibility. The options in statute are as follows. (Select the applicable poverty criteria)

To determine the number of public school students from low-income families, the ESSA statute provides an LEA the option to use the number of public school children:

- 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);
- 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);
- The number of public school children Eligible to receive medical assistance under the Medicaid program;
- 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
- The number of public school children Counted by the LEA using a composite of any of the above measures.

If an LEA chooses to use Ages 5-17 in poverty data be advised that: Because census data are generally not available at the school level, if an LEA uses this measure, it would most likely be part of a composite with one or more of the additional measures noted here.

The LEA should also include additional information that may not be documented on the SC5000 as part of their process for allocating Title I, Part A funds to eligible campuses (i.e., if using the flexibility for high schools [above 50% poverty], if using grade span grouping/define grade spans, per-pupil amounts, etc.).

LEAs with an enrollment of fewer than 1,000 students or LEAs only operating one school are exempt in statute from having to use the poverty measures to determine which of its schools receive Title I funds. Such LEAs may use other criteria, such as academic performance or the grade span of its schools to determine which of its schools receive Title I funds, or it may choose to allocate Title I funds to all of its schools. Such LEAs will want to include the criteria that was used to allocate funds to Title I, Part A campuses.

**Program Opportunities for Neglected and Delinquent Facilities** [Title I, Part A LEA Program Plan descriptor 5]

*(Only districts with local institutions for neglected and delinquent children and for neglected and delinquent children in community day school programs. Delete if not applicable. If applicable, provide a brief description of the nature of LEA programs that will be conducted.)*

**Services Provided to Homeless Children and Youth** [Mckinney-Vento Homeless Assistance Act and Title I, Part A LEA Program Plan descriptor 6]

*(Provide a brief description of the services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the Mckinney-Vento Homeless Assistance Act. This section is applicable for all LEAs regardless of grants benefiting homeless and unaccompanied youth.)*

**Parent and Family Engagement** [Title I, Part A LEA Program Plan descriptor 7]

The LEA will develop and provide a written Parent and Family Engagement Policy that will include all requirements and list strategies the LEA will use to implement an effective Parent and Family Engagement Program.

Per TEA guidance: There are 2 statutory references related to the LEA PFE written policy. Section 1112 (b)(7) references that the LEA Title I, Part A Program Plan shall describe, “the strategy the local educational agency will use to implement effective parent and family engagement under section 1116.” Section 1116(a)(2) references that, “Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and **distribute** to, parents and family members of participating children a written parent and family engagement policy. The policy **shall be incorporated into the local educational agency’s plan developed under section 1112.**” *Since statute states that the policy shall be “incorporated into the LEA’s plan,” to meet compliance requirements, the LEA should either include it in the LEA plan or as an addendum to the plan (link your District Parent Involvement here).* Although there is no distribution requirement in the Title I, Part A statute for the LEA Title I, Part A program plan/DIP, there is a distribution requirement for the LEA PFE written policy. The LEA would decide how it will distribute the policy to parents and family members of participating children. They could post it on their website. However, they would also need to notify parents that it will be made available on the website. They can also have copies available at Title I, Part A campuses and/or they can also publish the LEA PFE written policy in the student handbook that is distributed to all parents.

**Early Childhood Education Programs** [Title I, Part A LEA Program Plan descriptor 8]

*(Only applicable if your LEA reserves funds at the district level for Preschool Programs on PS3101 within your ESSA Application. If applicable provide a brief description on how the LEA will support, coordinate and integrate services provided with Title I, Part A with Early Childhood education programs.)*

**Targeted Participants** [Sec. 1112(b)(6) and Title I, Part A LEA Program Plan descriptor 9]: *(only districts with Targeted campuses – explain the criteria for identification of targeted students. Delete if not applicable.)* \*Currently, no Region 17 districts are Targeted Assistance\*

**Transitions to High School & Post Secondary Education** [Title I, Part A LEA Program Plan descriptor 10]:

*Provide a brief description of how the LEA implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education.*

- 1. Coordination with institutions of higher education, employers, and other local partners; and*
- 2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.*

**Discipline** [Title I, Part A LEA Program Plan descriptor 11]:

*Provide a brief description of how the LEA will support efforts to reduce the overuse of discipline practice that removes students from the classroom, which may include identifying and supporting schools with rates of discipline, disaggregated by each of the subgroups of students.*

**Coordination with Career/Technical Education and Work-Based Learning Opportunities** [Title I, Part A LEA Program Plan descriptor 12]:

*Provide a brief description of how the LEA will support programs that coordinate and integrate*

- 1. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the state; and*

2. Work-based learning opportunities that provide students in depth interaction with industry professionals and, if appropriate, academic credit.

**Additional funding plan to meet purposes of Title I, Part A grant** *[Title I, Part A LEA Program Plan descriptor 13]:*

If applicable, provide any information on how the LEA proposes to use funds to meet the purposes of the grant and that the LEA determines appropriate to provide, which may include how the LEA will

- assist schools in identifying and serving gifted and talented students; and
- assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

## SCHOOLWIDE CAMPUS ESSA REQUIREMENTS

### STATUTORY DESCRIPTIONS

*Include these ESSA requirements in the Campus Improvement Plan (\*delete pages if this is a district plan\*)*  
*Pg 16- 18*

#### THE PLAN INCLUDES A DESCRIPTION OF THE STRATEGIES THAT THE SCHOOL WILL BE IMPLEMENTING TO ADDRESS SCHOOL NEEDS

##### INCLUDE A DESCRIPTION OF HOW SUCH STRATEGIES WILL—

✓ PROVIDE OPPORTUNITIES FOR ALL CHILDREN, INCLUDING EACH OF THE SUBGROUPS OF STUDENTS (AS DEFINED IN SECTION 1111(c)(2)) TO MEET THE CHALLENGING STATE ACADEMIC STANDARDS;

##### INCLUDE A DESCRIPTION OF HOW SUCH STRATEGIES WILL—

✓ USE METHODS AND INSTRUCTIONAL STRATEGIES THAT STRENGTHEN THE ACADEMIC PROGRAM IN THE SCHOOL, INCREASE THE AMOUNT AND QUALITY OF LEARNING TIME, AND HELP PROVIDE AN ENRICHED AND ACCELERATED CURRICULUM, WHICH MAY INCLUDE PROGRAMS, ACTIVITIES, AND COURSES NECESSARY TO PROVIDE A WELL-ROUNDED EDUCATION;

##### INCLUDE A DESCRIPTION OF HOW SUCH STRATEGIES WILL—

✓ ADDRESS THE NEEDS OF ALL CHILDREN IN THE SCHOOL, BUT PARTICULARLY THE NEEDS OF THOSE AT RISK OF NOT MEETING THE CHALLENGING STATE ACADEMIC STANDARDS, THROUGH ACTIVITIES WHICH MAY INCLUDE—

☐ COUNSELING, SCHOOL-BASED MENTAL HEALTH PROGRAMS, SPECIALIZED INSTRUCTIONAL SUPPORT SERVICES, MENTORING SERVICES, AND OTHER STRATEGIES TO IMPROVE STUDENTS' SKILLS OUTSIDE THE ACADEMIC SUBJECT AREAS;

☐ PREPARATION FOR AND AWARENESS OF OPPORTUNITIES FOR POSTSECONDARY EDUCATION AND THE WORKFORCE, WHICH MAY INCLUDE CAREER AND TECHNICAL EDUCATION PROGRAMS AND BROADENING SECONDARY SCHOOL STUDENTS' ACCESS TO COURSEWORK TO EARN POSTSECONDARY CREDIT WHILE STILL IN HIGH SCHOOL (SUCH AS ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE, DUAL OR CONCURRENT ENROLLMENT, OR EARLY COLLEGE HIGH SCHOOLS);

☐ IMPLEMENTATION OF A SCHOOLWIDE TIERED MODEL TO PREVENT AND ADDRESS PROBLEM BEHAVIOR, AND EARLY INTERVENING SERVICES, COORDINATED WITH SIMILAR ACTIVITIES AND SERVICES CARRIED OUT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (20 U.S.C. 1400 ET SEQ.);

☐ PROFESSIONAL DEVELOPMENT AND OTHER ACTIVITIES FOR TEACHERS, PARAPROFESSIONALS, AND OTHER SCHOOL PERSONNEL TO IMPROVE INSTRUCTION AND USE OF DATA FROM ACADEMIC ASSESSMENTS, AND TO RECRUIT AND RETAIN EFFECTIVE TEACHERS, PARTICULARLY IN HIGH-NEED SUBJECTS; AND

☐ STRATEGIES FOR ASSISTING PRESCHOOL CHILDREN IN THE TRANSITION FROM EARLY CHILDHOOD EDUCATION PROGRAMS TO LOCAL ELEMENTARY SCHOOL PROGRAMS;

## **PLAN AVAILABILITY, FORMAT, AND LANGUAGE (ESSA 1114(B)(4))**

INCLUDE A DESCRIPTION OF HOW & WHEN...

THE PLAN IS TO BE MADE AVAILABLE TO

- THE LEA,
- PARENTS, AND
- THE PUBLIC

THE INFORMATION CONTAINED IN SUCH PLAN SHALL BE

- IN AN UNDERSTANDABLE AND UNIFORM FORMAT,
- AND TO THE EXTENT PRACTICABLE, PROVIDED IN A LANGUAGE THAT THE PARENTS CAN UNDERSTAND

## **STAKEHOLDERS (ESSA 1114(B)(2))**

ENSURE SIGN-IN SHEET INCLUDES NAMES AND ROLES LISTED BELOW.

\_\_\_\_\_ CAMPUS IMPROVEMENT PLAN WAS DEVELOPED WITH THE INVOLVEMENT OF:

- PARENTS;
- OTHER MEMBERS OF THE COMMUNITY TO BE SERVED;
- INDIVIDUALS WHO WILL CARRY OUT SUCH PLAN, INCLUDING
- TEACHERS,
- PRINCIPALS,
- OTHER SCHOOL LEADERS, AND
- PARAPROFESSIONALS PRESENT IN THE SCHOOL;
- ADMINISTRATORS (INCLUDING ADMINISTRATORS OF PROGRAMS DESCRIBED IN OTHER PARTS OF THIS TITLE: TITLE I, PART C; TITLE I, PART D);
- THE LOCAL EDUCATIONAL AGENCY, TO THE EXTENT FEASIBLE
- TRIBES AND TRIBAL ORGANIZATIONS PRESENT IN THE COMMUNITY; IF APPLICABLE
- SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL,
- TECHNICAL ASSISTANCE PROVIDERS,
- SCHOOL STAFF,

\_\_\_\_\_ ISD School CIP 2023-2024

- IF THE PLAN RELATES TO A SECONDARY SCHOOL, STUDENTS
- OTHER INDIVIDUALS DETERMINED BY THE SCHOOL

## PARENT & FAMILY ENGAGEMENT

Though these LEA & Schoolwide Campus Parent & Family Engagement requirements are not requirements of the DIP/CIP, please be mindful of these additional requirements/plans/policies that are required

- District Parent & Family Engagement Policy
  - [District PFE Policy Checklist](#)
- Campus Parent & Family Engagement Policy (each Title I, Part A campus)
  - [Campus PFE Policy Checklist](#)
- School-Parent Compact (each Title I, Part A campus)
- Description of how the LEA will build capacity for Involvement (each Title I, Part A campus)
- Accessibility on participation of parents/family, including info and required school reports, in language/format parents understand (each Title I, Part A campus)

## State Compensatory Education

State of Texas Student Eligibility Criteria:

- ☐ **Program Description** (based on needs identified on CNA which provides identified strengths, weaknesses and specifies priorities for addressing student achievement outcomes through challenging academic standards and performance expectations to determine appropriate allocations and expenditures of funds describe your district or campus program description)
  - ☐ **Each Campus Improvement Plan must include descriptions on:**
    - ☐ how the campus goals will be met for each student
    - ☐ identify staff needed to implement the plan
    - ☐ set timelines for reaching the goal.
    - ☐ Funds: Total amount of SCE allocated for resources /staff: \_\_\_\_\_
  - ☐ Funds: Total amount of SCE allocated for resources /staff: \_\_\_\_\_
  - ☐ Amounts: Approximate dollar amounts for activities and strategies: \_\_\_\_\_
  - ☐ Total FTEs funded through SCE at this District/Campus: \_\_\_\_\_
- Measurable Objectives: Identify performance objectives for academic improvement

\_\_\_\_\_ ISD School CIP 2023-2024

## **District SCE Administrative Procedures**

### ☐ ID At-Risk (State Criteria)

Refer to TEC, Section 29.081 and S.B. No. 1746

A “student at risk of dropping out of school” includes each student who is under 26 years of age and who:

1. Was not advanced from one grade level to the next for one or more school years;
2. If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Did not perform satisfactorily on an assessment instrument administered to the student under TEC, Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
4. If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year ;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with TEC, §37.00613 during the preceding or current school year;
7. Has been expelled in accordance with the TEC, §37.00715 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through PEIMS to have dropped out of school;
10. Is a student of limited English proficiency as defined by TEC, §29.052;

11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by Title 42 United States Code (USC) Section 11302, and its subsequent amendments;
13. Is homeless, as defined by Title 42 United States Code (USC) Section 11302, and its subsequent amendments;
14. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
15. Students who have been incarcerated or who have parents that have been incarcerated within the student's lifetime in a penal institution as defined by Penal Code, §1.07. These students are eligible to receive certain services that other at-risk students receive, such as counseling and academic enhancement services.

- ☐ ID At-Risk (*Local Criteria if applicable*)
- ☐ Entry Process
  - ☐ The process we use to identify students at-risk is: *(provide a short narrative of your procedure)*
- ☐ Exit Processes
  - ☐ The process we use to exit students from the SCE program who no longer qualify is: *(provide a short narrative of your exit procedure)*
- ☐ 110% Methodology
- ☐ Strategic programs & services
- ☐ Overall Program Evaluation – Formative & Summative Evaluation
  - ☐ *Provide a short narrative on how your campus will evaluate the effectiveness of services provided with SCE*
- ☐ Annual Evaluation
  - ☐ Upon evaluation of the effectiveness of this program the committee finds that... *(insert a brief narrative of the evaluation of SCE program findings).*
- ☐ Cost of regular program in relation to per pupil or instructional staff per pupil ratio – Auditable justification of SCE funded expenditures

## State Compensatory Education

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023
Students At-Risk															
Students Not At-Risk															

	Drop Out Data		Completion Data	
	2021-2022	2022-2023	2021-2022	2022-2023
Students At-Risk				
Students Not At-Risk				

## Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]  
*(Statement should only be included for Schoolwide campuses. If Targeted Assistance campus, delete the statement.)*

*\*Only include program/fund sources that are received by your district.\**

These are some of the program/fund sources your district may receive: Title I, Part A, Title I, Part C (Migrant), Title I, Part D (Neglected/Delinquent), Title II, Part A, Title III, Title IV-A, Special Education/IDEA-B, Carl Perkins, Title V, Part B (Rural/Low Income), Comprehensive/Targeted Support Grant, State Compensatory Education, Gifted/Talented, Bilingual/ESL, Local funds.

Federal	
Program/Funding Source	Amount of Funding
State	
Program/Funding Source	Amount of Funding
Local	
Program/Funding Source	Amount of Funding

**Goal 1: Write an Academic Achievement Goal** Example: MEP students will attain maximum student achievement through relevant and rigorous instructional programs. (or) By May 2023, 90% of MEP students will attain a minimum of one year's growth in all subjects taught.

**Objective 1:** Example: By May, 2023, 87% MEP students tested, will meet established standards on the state assessment.

**Summative Evaluation:** Example: 83% of MEP students passed all portions of the state tests.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Example: Provide tutorial times for students who are at risk of failure in core subject areas	2	Core subject teachers Principal	Every 3 weeks		Tutorial attendance records	Improved six weeks grades  Reduced failure rate
Example: Provide flexible, focused small group instruction in the core subject areas utilizing the 5E Model of Instruction	2	Core subject teachers Principal	Every 3 weeks		Lesson plans, walk through data	Improved performance on concept-specific aligned assessment  Student success as evidenced by walkthrough documentation
<b>NOTE:</b> The next five pages of goals are only suggestions. Consider them a starting place. (Your district/campus may develop any goals/objectives to meet needs as long as all ESSA/TEC requirements are included.)						

**Goal 2: Write a Staff Quality Goal** Example: In Blank ISD 100% of core academic classes will be taught by appropriately certified teachers and 100% effective staff will be maintained.

**Objective 1:** Example: 100% of core academic classes will be taught by appropriately certified teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements. The LEA will recruit and retain effective teachers.

**Summative Evaluation:** Example: 100% of core academic classes will be taught by appropriately certified teachers and 100% of effective staff will be maintained.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
<b>Example:</b> Provide a yearly stipend of \$1,000 to teachers who are <u>recruited and retained</u> in the district more than two years.	1	Principal, Human Resources Dept.	May, 2017		Bank records	100% core academic classes taught by certified teachers;  100% paraprofessionals meet ESSA requirements
<b>Example:</b> Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers	1	Principal, Human Resources Dept.	Beginning of each semester		PEIMS data HR records	Low income and minority students are taught by certified teachers
<b>Consider including required ESSA/TEC activities:</b> <ul style="list-style-type: none"> <li>ESSA: Any relevant equity plan activities</li> <li>TEC: Staff development needs</li> <li>Commissioner's Priority: Recruit/retain/support teachers &amp; principals</li> </ul>						

**Goal 3: Write a School Climate/Safe & Healthy School Goal** *Example: All students in Blank ISD will be educated in learning environments that are safe, drug free, and conducive to learning.*

**Objective 1:** *Example: By May, 2019 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by \_\_\_% as measured by PEIMS and number of discipline referrals.*

**Summative Evaluation:** *Example: There is a reduction in both incidents noted and discipline referrals by the amount stated.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
<b>Example:</b> Conduct assembly with the purpose of disseminating information with regard to current rules and regulations including consequence for bullying, violence including date violence, harassment, alcohol and drug use.	1, 4	Principal, Counselor	First grading period  Monitor: end of each grading period		Agenda Lesson Plans Campus Calendar	Reduction in PEIMS and discipline referrals
<div> Consider including required ESSA/TEC activities: <ul style="list-style-type: none"> <li>ESSA: Discipline – reduce unnecessary classroom removals</li> <li>TEC: Coordinated health program (i.e. fitness, physical activity...)</li> <li>Commissioner’s Priority: Improve low-performing schools</li> </ul> </div>						

**Goal 4: Write a College & Career/Graduation/Dropout Reduction Goal** *Example: All students in Blank ISD will graduate from high school*

**Objective 1:** *Example: By May 2019, a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of 90%.*

**Summative Evaluation:** *Example: Dropout rate of less than 1% and a completion rate of 90%*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Example: Provide credit recovery program and/or acceleration program for students at-risk for failure/dropout	2, 3, 4	Principal, Designated teachers	End of each semester		Attendance records for program	Successful completion of course work to recover credits
	<div>Consider including required ESSA/TEC activities:</div> <ul style="list-style-type: none"><li>ESSA: Transitions to HS/Postsecondary</li><li>ESSA: Coordinate with CTE</li><li>TEC: Strategies re: higher ed admissions, financial aid, TX grant, Teach for Texas, curriculum choices to prepare for success</li><li>Commissioner’s Priority: Connect HS to career and college</li></ul>					

**Goal 5: Write a Parent/Community Engagement Goal** *Example: Parents and Community will be partners in the education of students in Blank ISD.*

**Objective 1:** *Example: By May 2019, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).*

**Summative Evaluation:** *Example: School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
<b>Example:</b> Provide State assessment results to parents in a language they can understand	2, 4	Principal	Within 10 days of receipt of reports		Copy of reports; Conference agenda/sign in sheet	Parents receive reports of assessment results
Example: Provide and advertise a "Parent Center" where educational and parenting information can be accessed.	2, 4	Counselor, Principal	Monitor usage each 6 weeks	Title I, State and local funds, PTA funds, Parent Liaison, Web-based resources, Community agencies	Website; Advertisements	Documentation of usage
	<b>Consider including required ESSA/TEC activities:</b> <ul style="list-style-type: none"> <li>● ESSA: Implement effective parent/family engagement</li> <li>● ESSA: Parent Policy, School-Parent Compact, Building Capacity</li> <li>● TEC: Parental Involvement</li> <li>● Commissioner's Priority: Could address all four priorities depending on the CNA</li> </ul>					

<b>Goal:</b> <b>Objective 1:</b> <b>Summative Evaluation:</b>						
Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources <i>(Local funds, State, SCE, Title)</i>	Evidence of Implementation	Evidence of Impact

Use this page to add any additional goals set by the district/campus

# < Insert CNA Summary >

## Comprehensive Needs Assessment Summary – 2018-2019

Utilized Data Sources: These will automatically populate from your CNA worksheets			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement			
Staff Quality			
School Climate/ Safe			