



**Campus and District Improvement Plan
Guidance
Pflugerville ISD**

Updated June 2023

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As outlined in Board Policy BQ (Legal) and Education Code 11.253(d), each campus shall create and monitor its annual campus improvement plan:

CAMPUS-LEVEL PLAN

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 Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. Education Code 11.253(c)

Each campus improvement plan must:

1. *Assess the academic achievement for each student in the school using the achievement indicator system.*
2. *Set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, Subchapter A.*
3. *Identify how the campus goals will be met for each student.*
4. *Determine the resources needed to implement the plan.*
5. *Identify staff needed to implement the plan.*
6. *Set time lines for reaching the goals.*
7. *Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.*
8. *Provide for a program to encourage parental involvement at the campus.*
9. *Include goals and methods for violence prevention and intervention on campus.*
10. *If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:*
 - a. *Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;*
 - b. *Student academic performance data;*
 - c. *Student attendance rates;*
 - d. *The percentage of students who are educationally disadvantaged;*
 - e. *The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and*
 - f. *Any other indicator recommended by the local school health advisory council.*

To facilitate and assist campus leadership teams, this guidance outlines resources and tools that teams may use as they complete, implement, and monitor a campus improvement plan.

The documents and graphics in this document can also be found as individual files at this location:

S:\ATeam\Campus Improvement Plan & Budget Proposals\2022-2023 Budget and CIP

To begin, teams should consider the continuous school improvement cycle. Pflugerville ISD utilizes a system of the comprehensive needs assessment, the campus improvement plan, campus support team visits, and adjustments to performance objectives and strategies within the campus improvement plan throughout the cycle.

Continuous School Improvement Cycle

- District/campus teams conduct a review of all data down to the student level and by each accountability system domain and indicator.

• Data Analysis Areas: Demographics, Student Learning, Processes & Programs, Perceptions

- This data analysis leads to the identification of Problem Statements.

Data Analysis
(Identify Problem Statements)

- District/campus teams conduct a needs assessment to identify root causes to the problem statements identified in the data analysis step.

• Steps to Conducting a Comprehensive Needs Assessment (CNA):

- **STEP 1** Establish a schoolwide planning team
- **STEP 2** Set vision for campus improvement
- **STEP 3** Identify, gather, organize & analyze data
- **STEP 4** Create a campus summary that includes strengths & needs for each data analysis area (Demographics, Student Learning, Processes & Programs, Perceptions)
- **STEP 5** Identify Problem Statements & Root Causes

Comprehensive Needs Assessment
(Reveal Root Causes)

- District/campus creates a system/process for implementation & monitoring each strategy

- Evaluate program & resource effectiveness

- Make adjustments to CIP based on implementation efforts and ongoing monitoring

- Campus Academic Advisory Committee (CAAC) & District Teams conduct quarterly formative reviews of progress (November, January, March, June)

Implement & Monitor

- District/campus teams develop an improvement plan that is informed by the findings from the data analysis and needs assessment process.

- From the CNA, develop the CIP (Objectives & Strategies) to address the Problem Statements & Root Causes

Develop Improvement Plan
(Objectives & Strategies to Address Problem Statements & Root Causes)

• Steps to Developing the Campus Improvement Plan (CIP)

- **STEP 1** Develop SMART performance objectives aligned to district goals
- **STEP 2** Identify strategies to meet the objective/goal
- Address all missed Accountability Domain 3 Closing the Gaps indicators
- Identify funding sources for strategies
- Identify staff responsible & evidence of success
- **STEP 3** Include Title I Campus Requirements (Ten Schoolwide Components, Family Involvement Plan, & Title I Annual Mtg)
- **STEP 4** Use Plan Checklist
- **STEP 5** CAAC Approves the CIP, District Reviews CIP, Board Approves CIP

Data Analysis Process: Identifying Problem Statements

- Review all sources of data, and over multiple years
- Identify trends in the data
- Develop problem statements based on objective data findings

Problem Statements...

- Are substantiated by facts/data
- Are written objectively
- Use concise language
- Include specific details (who, what, when, where)
- Focus on a single, manageable issue
- Have relevance to the campus
- Avoid causation or assigning solutions (just the facts)

Examples of problem statements:

- The percent of students at the Approaches level on 7th grade math STAAR has decreased 10% over the past three years
- The percentage of 1st grade students at the Urgent Intervention level on BOY Star Early Literacy has increased 20% compared to last year
- On the campus climate survey, 58% of students responded that they feel safe at school
- In the accountability Closing the Gaps Domain, only 1 student group met the target for progress/growth in math



Comprehensive Needs Assessment FAQ

As campus teams process through the continuous school improvement cycle, many may begin with the frequently asked questions of the comprehensive needs assessment (CNA). The questions are listed below and provide guidance to teams.

What is a Comprehensive Needs Assessment (CNA)?

Identification of campus strengths, needs, and priorities

Who is involved?

Parents & other community members, teachers, principals, other administrators, office personnel, student services, secondary students (if appropriate)

A variety of input is necessary to conduct a quality CNA. Each stakeholder on a campus has different insight to the success of the campus' programs and processes. Campus administrators help lead and participate in the CNA while including many other campus staff and stakeholders in the data analysis, identification of needs, and recommendations for improvement.

When is a CNA conducted?

Data are gathered throughout the school year. The CNA provides a snapshot of this trend data, typically between March-June each school year. Teams meet before, during, or after the school day as they gather, discuss, and analyze data to make recommendations to their administration & Campus Academic Advisory Council (CAAC).

Where is a CNA conducted?

On each campus; the district also conducts its own needs assessment

Principals select new teams or utilize existing teams (CAACs, Grade Level Teams, Content Area Teams, Professional Learning Communities, etc.).

Why is a CNA conducted?

CNAs are required for any campus or district who receives federal and special state funds. All campuses in PfISD benefit from federal funds, including those not identified as Title I schoolwide campuses, and all campuses benefit from special state funds including state compensatory education allocations.

More importantly, the CNA is a way to "take stock" of current practices, procedures, and programs to ensure that they are meeting the needs of the current student body. Over time, student needs may change for a variety of reasons, and the campus programming must adapt to meet those needs. Just as a teacher uses formative and summative assessments to gauge his or her students' progress (as well as the teacher's own progress), the campus community uses the CNA to gauge the campus' overall progress to best meeting its students' needs.

Once needs and priorities are identified within the annual CNA, the campus team (usually the CAAC) drafts its annual Campus Improvement Plan (CIP). The CIP serves as the principal's guide to the important work of the school year. If different needs are identified throughout the year after the initial writing of the CIP, the principal and CAAC can revise and update the CIP to demonstrate their goals and activities.



Comprehensive Needs Assessment Data Documentation

As campus teams begin their comprehensive needs assessment, there are a variety of data sources that should be considered. Outlined next is an extensive, although not exhaustive, list of data sets that teams can analyze throughout the needs assessment process.

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Current year's accountability data
 - Student Achievement Domain 1 (STAAR and CCMRs)
 - School Progress Domain 2
 - Closing the Gaps Domain 3
- *Closing the Gaps* Domain 3 Accountability Report to address any/all missed indicators for improvement
- Accountability Ratings (letter grades for each domain and overall)
- Accountability Distinction Designations
- Federal Report Card Data
- Results-Driven Accountability (RDA) outcomes for students participating in special programs (Bilingual & ESL, Special Education, Other Special Programs (Foster Care, Homeless, Military-Connected))

Student Data: Assessments

- AIM Observational results for ESCE & PK 3-yr olds
- RSK! assessment results for PK
- TX-KEA assessment results for reading and math, Kindergarten
- Texas Primary Reading Inventory (TPRI) & Tejas LEE results for reading, grades 1-2
- Star360 assessment results for reading, grades 3-12
- Star360 assessment results for math, grades 1-12
- STAAR current and longitudinal results (STAAR & STAAR Alternate 2)
- STAAR End-of-Course current and longitudinal results (STAAR & STAAR Alternate 2)
- Progress of prior year STAAR failures
- STAAR, TELPAS, TELPAS Alternate Results (including TELPAS progress for Domain 3 English Language Proficiency Status) for Emergent Bilingual (EB) students
- State and federally required assessment (*STAAR, STAAR Alternate 2, TELPAS, TELPAS Alternate*) information (e.g. curriculum, eligibility, format, standards, accessibility, TEA information, STAAR Released Items)
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduate data
- Advanced Placement (AP) data
- SAT and/or ACT assessment data
- PSAT assessment data
- District 9-week assessment results

- Campus based assessment results
- Student course failure and/or retention rates

Student Data: Student Groups

- Accountability Domain 3 *Closing the Gaps* results for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- Emergent Bilingual (EB/EL) data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior & Other Indicators

- Completion rates and graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records, including disproportionality of discipline referrals across student groups
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Results-Driven Accountability (RDA) data and Data Validation Monitoring (DVM/DRC) (discipline including disproportionality of discretionary OC placements of African American students, special education including high number of disciplinary placements (ISS, OSS, OC))

Employee Data:

- Professional learning communities (PLC) information
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership information
- Campus department and/or faculty meeting discussions and data
- Professional learning needs assessment data
- Evaluation(s) of professional learning implementation and impact

- T-TESS

Parent/Community Data:

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems & 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
- Study of best practices
- Action research results
- Other additional data

Comprehensive Needs Assessment Process: Root Cause Analysis

Through the needs assessment process, root causes to the problem statements that were identified during the data analysis process should be revealed.

The root cause is a **hypothesis** of why the problem occurred. If we drill down, we may be able to solve the problem.

Root Cause Quality Check:

- ✓ Answers WHY the problem is occurring
- ✓ Is validated by the data
- ✓ Does NOT contain solutions or suggest actions
- ✓ Is focused on what the team can control

Ensure that...

- ☐ A root cause analysis was conducted
- ☐ Determine if the analysis was collaborative and vetted by the team
- ☐ Determine if the root cause answers WHY the problem is occurring

Please refer to the resources on the following pages for activities/protocols to use to lead your team through a root cause analysis.



Multiple Measures Continuous Improvement Framework

The Texas Education Agency has provided, through Education Service Center 20, a comprehensive list of needs assessment questions that campus teams may consider as they consider the areas of strength and areas for growth at their schools.

These **Multiple Measures of Data**, updated in 2017-18 from the eight NCLB needs assessment areas in prior years, include:

- 1. Demographics**
- 2. Student Academic Achievement**
- 3. Campus Processes & Programs**

4. Perceptions

Comprehensive Needs Assessment Questions to Consider

Use this Plan4Learning document as the starting point for the review and revision of the comprehensive needs assessment (CNA). **The CNA should reflect the current status of the school by answering these four questions:**

1. *Who are we? (Demographics)*
2. *How well do we do business? (Perceptions)*
3. *How are our students doing? (Student Achievement)*
4. *What are our procedures, methods and practices? (Processes and Programs)*

-adapted from Dr. Victoria Bernhardt's Multiple Measures of Data

As part of the continuous improvement planning framework, the committee will conduct the following steps:

1. Start with the big data – the most current student achievement data, such as STAAR, campus-based assessments, attendance, and Results-Driven Accountability (RDA).
2. Make a list of current strengths and state why they are strengths.
 - a. Organize the strengths according to the four multiple measures and put them in the software.
3. Make a list of current problem areas identified in the data. Write problem statements with no solutions.
4. Using the thinking questions in the four multiple measures areas below, brainstorm suppositions about why the problems exist – still with no solutions.
 - a. Only focus on theories and ideas that are within our control.
 - b. If other problems are identified, add them to the list.
5. Prioritize the list of problems and determine which are the most important to be included in this year's improvement plan. (During the CNA process, the list may be prioritized more than once.)
6. Determine what other data is now needed to deeply investigate why the prioritized problems exist.
7. Write a draft summary for each of the four multiple measures of data. Discuss both strengths and needs in the summary.
8. Set a timeline to collect more data and reconvene to further develop the problem statements and **identify root causes.**

DEMOGRAPHICS THINKING QUESTIONS

Who are we?

KEY STAKEHOLDERS: STUDENTS, STAFF, SCHOOL, DISTRICT, PARENTS AND COMMUNITY

1. Who are we? With whom are we engaged? With what level of success? How do we know?
2. Are our stakeholders included in the planning process as authentic, valuable, contributing partners in the development and implementation of the improvement plan?
3. Do our special programs align with the needs and desires of our students, parents and community? (e.g. Gifted/Talented, CTE, SCE, Bilingual/ESL, Special Education, Title, Fine Arts, Athletics) Do they align with the philosophy and beliefs of our teachers and administrators

STUDENTS

4. What percentages of students fall into each ethnic, socioeconomic, gender and special populations group? How have the demographics changed over the last 3-5 years?
5. Are enrollment numbers declining or increasing? What trends are seen in an analysis of first semester vs. second semester? How has enrollment changed over the last 3-5 years?

6. What are the student mobility rates? What support systems are in place to assist these students? Where do students go and come from?
7. What percentage of students are Migrant? Do they return each year? What time of year?
8. What are the dropout rates and completion rates? Which students and student groups are dropping out? What interventions and support systems are in place to reduce these numbers and keep students in school?
9. How many students withdraw each year without moving to homeschool or to attend other public/charter/private schools?
10. Which students are identified as at-risk? Does the district/campus only use state indicators or are local indicators also included? Which programs are available for students at-risk of dropping out? How are students targeted to participate and what is the participation rate?
11. How many students are homeless? What services are available?
12. What does the data indicate about special education referrals when analyzed by student groups and race/ethnicity? What does the data indicate about students who qualified versus those who do not qualify?
13. What are the attendance and tardy rates? What trends are seen over the last 3-5 years? What interventions are in place to promote high attendance? What are the campus procedures to track and respond to unexcused absences, tardiness and other practices to improve attendance?
14. What does the student-level data reveal about excused absences, unexcused absences and tardiness?
15. What are the discipline rates? Do the rates vary between gender, ethnicity, and/or race?
16. What do safety and crime data reveal? Are drugs and/or weapons on school property a problem?
17. What are the number and types of students enrolled in each special program (e.g. gifted/talented, AP/IB, Honors, RtI, remedial, CTE, fine arts, athletics, Headstart, PreK, summer school)
18. How are English Learner (EL) students supported and how effective are the services and supports in meeting the cognitive, linguistic and affective needs of ELs?
19. How many graduates go on to community college? Universities? Trade schools? Work?
20. How many graduates meet college course entrance requirements (without remediation) by gender, EL status, ethnicity, race and socioeconomic status?
21. How many students graduate from high school with college credit?
22. What is the student employment rate while in high school?

STAFF QUALITY, RECRUITMENT AND RETENTION

23. What is the ethnicity and gender of the staff? What languages are spoken? How do the demographics of the staff compare with the demographics of the students?
24. Are all teachers state certified? How many years of experience exist at each grade level/or role? What are retirement projections?
25. Are instructional paraprofessionals highly qualified? What types and levels of training do they have?
26. What are the retention rates for employees? What systems are in place to support new teachers?
27. What strategies and structures are in place to build capacity?
28. What professional development and resources are needed? How are these needs identified?
29. What professional development is available? In what format? How often? What follow-up support is available?
30. What structures are in place to ensure that teachers and others implement what they learn?
31. How are the strengths of the most effective teachers shared with others?
32. Are positions funded with state special allotment and federal funds evaluated every year for

necessity and effectiveness?

33. What support is available for teachers whose student performance is below district and/or state standards?
34. What is the average class size? Does class size vary between subjects?
35. **EQUITY PLAN (DISTRICT CNA ONLY)** The Equity Plan will be folded into the district's CNA and into the DIP using the TEA documents located at texasequitytoolkit.org. The same district committee that develops the district's CNA and DIP will (1) review and analyze equity data, (2) conduct a root cause analysis, and (3) select strategies for the Equity Plan. The equity data to review includes both TEA defined data and District defined data:
- TEA defined data
 - ☐ Experience – teachers with 2 or fewer years of prior teaching experience
 - ☐ Out-of-field – teachers who do not possess the appropriate certification based on the state assignment chart for the grade and subject taught.
 - District defined data
 - ☐ How does the district measure teaching performance?
 - ☐ How does the district measure effective teaching as it relates to student learning?
 - ☐ How does the district measure student perspectives and student behavior that reveal engagement in the classroom or at school?

PARENTS and COMMUNITY

36. What are the educational levels of parents? Did they grow up in the community or move in?
37. What are parents' and the community's expectations for students after graduation? Go to work? Attend college? Other?
38. What is the socioeconomic status of the community? Is the community growing or declining?
39. Who are the major employers in the community? How do we interact with them? Do parents commute or work locally?
40. What does community crime data reveal? Is the community viewed as a safe place to live and raise children?
41. Is there a prison or juvenile detention center nearby? Are parents or siblings incarcerated?
42. What is the level of involvement in school activities? What is the percentage of public schools vs. charter schools and private schools? How do the other schools impact us?
43. What adult education courses/services are available?
44. Are there universities and/or community colleges in our community? How do we interact with them?

PERCEPTIONS THINKING QUESTIONS

How well do we do business?

FAMILY AND COMMUNITY ENGAGEMENT

45. Does the campus focus on an authentic home/school connection to educate and engage parents in understanding how to support their children? How?
46. How are parents and the community involved with the school? Are they involved in meaningful ways that support student learning? How do you know?
47. What are parents' perceptions of the school's effectiveness? Do they feel welcome? How do you know?
48. What are teachers' expectations for parental involvement? How do you know?
49. How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc.? How do you know?
50. Are communications translated into languages other than English when needed?

51. What types of community partnerships exist? How are they recruited?
52. Do parents and community members participate in the site-based planning committee? How are they selected? Do they feel their participation is necessary and important? How do you know?
53. Does the campus or district structure make it easy for parents and the community to be heard and be part of solutions to identified problems?

SCHOOL CULTURE AND CLIMATE

54. How do students describe their campus? How does this differ from teachers' descriptions?
55. What support systems are in place for students who are new to the campus?
56. How do students describe campus life with regards to respect, relationships, behavior, support, belonging, etc.? Do all student groups have the same perceptions? How does this perception compare with their teachers' perceptions?
57. What does an analysis of discipline data reveal? What interventions are in place to increase appropriate behavior?
58. Why are disciplinary removals occurring? How often? When? Where?
59. How are the disciplinary practices and decision making evaluated? By whom? How often are adjustments made and why?
60. What are the most common consequences for disciplinary infractions? Are they effective?
61. Are disciplinary policies and practices proactive or reactive? Why?
62. What are the staff patterns with referrals, including specific times when they occur?
63. What strategies are in place to reduce the threat of bullying? Does the data confirm the strategies are working?
64. What percentage of students are sent to the DAEP or JJAEP for discretionary purposes? Mandatory purposes? For what offenses? Is one student group more heavily represented than others?
65. Are effective procedures in place to promote safety? Do students feel safe? How do you know?
66. What do district and/or campus safety audits reveal?
67. Do campus activities promote wide-spread student participation? Are they inclusive or exclusive?

STUDENT ACADEMIC ACHIEVEMENT THINKING QUESTIONS

How are our students doing?

68. How did each student group score on the latest state assessment? Which groups did not meet satisfactory performance? Why? Which groups met satisfactory performance? Why? Is there a significant difference between the performances of different student groups? Why?
69. Which student groups did not meet growth expectations? Why? Which groups met growth expectations? Why? Is there a significant difference between the performances of different student groups? Why?
70. Which student groups exceeded growth expectations toward the Masters Level of performance? Why?
71. Which student groups that meet the minimum size requirements have performance results that fall below their Closing the Gaps Domain target? How will the performance rate, participation rate and/or low graduation rate be addressed for each qualifying student group?
72. Which student groups are monitored through Results Driven Accountability (RDA)? Why? Is

there a significant difference between the performances of different student groups? Why?

73. What trends and patterns are identified when student performance scores on state assessments and RDA are compared over a period of 3-5 years? How do the same students perform as they progress from grade to grade? From subject to subject?
74. What are the areas of lowest performance? What does the data look like for the past three years?
75. How are the requirements for supplemental accelerated instruction (HB 4545) being addressed?
76. How are individual student needs identified? How are student-specific services and interventions determined, implemented, monitored, adjusted and evaluated? What structures, including RtI, are in place to support each student?
77. How does student performance on state assessments compare with student performance on local district and campus assessments and the students' report cards?
78. How do achievement rates of special education students compare with non-special education students? What plans are in place to support special education students? Their teachers?
79. How do achievement rates of Section 504 students and students in other special programs compare with all other students? What plans are in place to support them? Their teachers?
80. How do achievement rates of students in the six state special allotment programs (gifted/talented, CTE, Bilingual/ESL, SCE, High School Allotment, and Special Education) and the federal Title programs compare with all other students? What plans are in place to support them? Their teachers?
81. What interventions are in place to support students who are not successful? Does the data confirm that the interventions are working?
82. Are the ALC, ARD, LPAC, 504 and other committee decisions concerning state assessments and interventions appropriate and beneficial for students?
83. How is RtI being implemented? How are students identified and placed in RtI? Are the RtI processes and implementation effective? How is the RtI process affecting referrals to special education?
84. What tools are available to ensure that strategies are designed to improve student performance?
85. How many students fail one or more courses each year? What subjects? How many students are retained?
86. Are the majority of course failures specific to subjects or teachers? What supports are in place to help?
87. What do classroom observations reveal about class sections with high course failures?
88. How does the campus systemically address reteaching for students who are absent, particularly for students who are at-risk of failing?

PROCESSES AND PROGRAMS THINKING QUESTIONS

How do we do business? What are our procedures, methods and practices?

CURRICULUM, INSTRUCTION AND ASSESSMENT

89. What does the analysis of state assessment reporting categories and student expectations reveal about the strengths and weaknesses of the district curriculum?
90. What does a comparison of state assessment results and an analysis of the pacing guide reveal?
91. Is the curriculum aligned with the TEKS, English Language Proficiency Standards (ELPS) and College Career Readiness Standards (CCRS)? How do you know?
92. Does the rigor and relevance of instruction align with the TEKS, ELPS and CCRS? Is instruction cognitively demanding and challenging? How do you know?
93. Are teachers implementing the district's curriculum with fidelity? How do you know?

94. How is the curriculum vertically and horizontally articulated so that teaching and learning expectations are clear for each grade level and subject area?
95. What are the expectations for students to engage in authentic work and solve complex, real-world problems?
96. How are students making connections with complex concepts and skills across one or more disciplines?
97. What local assessments are being used to measure student achievement? How are they selected and/or created? Are they tightly aligned with the curriculum? How are the results used?
98. Are local assessment items assessed using multiple representations, i.e. graphs, diagrams, tables, charts, etc.?
99. Are assessments being used effectively? What do teachers do with the data?
100. How is progress tracked for students, staff, grade levels, departments, campuses and the district?
101. Are the materials being used supported by scientifically-based research and tightly aligned with the TEKS?
102. Are the strategies being used supported by scientifically-based research and best practices?
103. What types of data are used for instructional planning? Is planning done by teams or individually?
104. How are the instructional initiatives of the campus or district aligned with this improvement plan?
105. How are differentiation and learning scaffolds addressed? What about the use of technology, questioning strategies, manipulatives and other instructional strategies?
106. How are professional development strategies implemented and monitored?
107. How are the readiness, supporting, and process standards addressed?
108. How are professional learning communities and/or departments organized? How are they tracking student progress and performance? What is the expectation when progress is not occurring?
109. Do teachers participate in goal-setting for increased student performance? Do students?
110. Do students monitor their own academic progress? How?
111. How are content and language objectives communicated with EB students?
112. How are EB sheltered instruction strategies provided and monitored?
113. What does the analysis of state assessment reporting categories and student expectations reveal about the strengths and weaknesses of the district curriculum?
114. What does a comparison of state assessment results and an analysis of the pacing guide reveal?
115. Is the curriculum aligned with the TEKS, English Language Proficiency Standards (ELPS) and College Career Readiness Standards (CCRS)? How do you know?
116. Does the rigor and relevance of instruction align with the TEKS, ELPS and CCRS? Is instruction cognitively demanding and challenging? How do you know?
117. Are teachers implementing the district's curriculum with fidelity? How do you know?
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130. How are professional development strategies implemented and monitored?
131. How are the readiness, supporting, and process standards addressed?
132. How are professional learning communities and/or departments organized? How are they tracking student progress and performance? What is the expectation when progress is not occurring?
133. Do teachers participate in goal-setting for increased student performance? Do students?
134. Do students monitor their own academic progress? How?
135. How are content and language objectives communicated with EB students?
136. How are EB sheltered instruction strategies provided and monitored?
137. How are instructional and linguistic accommodations routinely used in instruction? Are practices effective? How do you know?

SCHOOL CONTEXT AND ORGANIZATION

138. What are the goals for the campus and the district? What are the target areas and how will they be stated as measurable performance objectives? What data sources will be used throughout the year to monitor progress? How often?
139. How are the goals, performance objectives and strategies communicated? What expectations exist for formative and summative reviews?
140. How will the campus and/or district ensure that needs are analyzed until root causes are identified and that only problems within the sphere of influence are addressed? How are needs prioritized?
141. Is the campus focused on improving student academic achievement? Is there a sense of urgency and strong commitment? What processes are in place to ensure that the daily demands of the campus do not overshadow a focus on improvement?
142. Is a school improvement monitoring calendar in place allowing the campus or district to revisit its strategies through a formative assessment process and make mid-course adjustments?
143. Is a common planning time or PLC time available for content areas and/or grade levels? How is it structured? What are the instructional planning expectations?
144. How are formal and informal leadership structured on the campus?
145. How do teachers have a voice in decision making and school practices?
146. How are duty rosters and supervision schedules developed?
147. What programs are available before school? After school?
148. Does the master schedule maximize the amount of time spent in instruction? Is instruction protected from unnecessary interruptions?
149. Does an analysis of the school map and physical environment reveal a focus on instruction?

TECHNOLOGY

150. What are district and/or campus expectations for the integrated use of technology?
151. How is technology used to support instruction and learning?
152. How are instructional materials available online evaluated for appropriateness and accuracy?
153. What technology support is available for students? Which students? For teachers/staff? Which teachers/staff?
154. Is technology available for student use before and after school? For parents?
155. What training is available for teachers? For staff? For others?
156. What plans are being made for technology upgrades in 1-5 years?
157. What barriers reduce the use of technology?

Each meeting hosted to solicit, analyze, and review the comprehensive needs assessment, and to write and complete the annual campus improvement plan, **should include a written agenda and sign-in sheet**. These compliance requirements are then kept on file for auditable documentation of the inclusiveness of the needs assessment and improvement plan development.

Campus leadership teams may then record a summary of the four categories' strengths and needs within the online campus improvement plan tool [plan4learning](#). This software provides a forum in which to document and complete the annual needs assessment and improvement plan. If a campus leader needs updated access to or assistance with Plan4Learning, s/he may contact the PfISD Director of Federal & State Programs.

When developing performance objectives and accompanying strategies for the CIP, it is important that they are written as **SMART** goals.



SMART Performance Objectives

Specific – the performance objective should identify a specific action or event that will take place

Measurable – the performance objective and its benefits should be quantifiable

Achievable – the performance objective should be obtainable given available resources

Realistic – the performance objective should require you to stretch some, but allow the likelihood of success

Timely – the performance objective should state the time period in which it will be accomplished

Questions to determine if the performance objective meets the SMART criteria:

1. Is it specific? (Who? What? When? Why?)
2. Is it measurable? How will progress be measured? (How many? How much?)
3. Is it attainable? (Can this really happen? Attainable with enough effort? What steps are involved?)
4. Is it realistic? (What knowledge, skills, abilities are necessary to reach this performance objective?)
5. Is it time-bound? (Can I set fixed deadlines? What are the deadlines?)

Use of Evidence-Based Strategies (per ESSA)

Utilize [Evidence for ESSA](#) for evidence- and research-based effective strategies as outlined in CIP

- <https://www.evidenceforessa.org/>
- Supplemental Title I funds should align to evidence-based strategies



District and Campus Improvement Plan Checklist

The checklist below identifies requirements for a campus improvement plan (CIP) and/or district improvement plan (DIP). It is important to remember that the improvement planning process is based on the premise that when these pieces are accurately identified, well-planned, widely understood, and correctly implemented student performance will increase.

Requirements for District and Campus Improvement Plans

Vision Statement: (District Plan and All Campus Plans) The Board of Trustees is responsible for adopting a shared vision statement to guide local education. [TEC 11.1511] According to the SBOE Framework for School Board Development (July 2012), the board ensures that the vision supports the state's mission, objectives, and goals for education established by law and/or rule. The vision should express the present and future needs of the children and community. The vision statement is included in the district or charter improvement plan and often in each campus improvement plan.

Mission Statement: (District Plan and All Campus Plans) While not explicitly required by law, it is desirable to have a mission statement for the district or charter and each campus. The mission statement declares the campus's or district's fundamental purpose; it is the reason why the campus, district or charter exists and what the staff is committed to and cares about. The mission statement often includes a reference to whom it serves and what the campus, district or charter intends to accomplish.

Comprehensive Needs Assessment: (District Plan and All Campus Plans) The goal of a comprehensive needs assessment (CNA) is to determine the current and desired performance of a school, charter or district. The CNA is a summarized description of achievement that is typically written in narrative format and verified with references to current data. The CNA explains the conclusions drawn from an analysis of achievement indicators and other appropriate measures of performance. It is important to note that the CNA is not comprehensive if it only contains state testing scores. The CNA identifies key strengths and prioritized problem statements (needs) with root causes. These are found in the disaggregated data including all student groups served by the district or the campus, including categories of race, ethnicity, socioeconomic status, gender, and populations served by special programs, including students in special education programs. [TEC 11.252 and TEC 11.253] To address TEA's Special Allotment Monitoring Program (SAMP), it is important to also address special programs, such as at-risk, gifted and talented, career and technology and English learners. The CNA may also describe perceptions, reflections of school learning and school processes which result in a quality, data-driven improvement plan. The improvement plan serves as a blueprint for how the problem statement needs identified in the CNA will be addressed. Therefore, it is critical that the problem statements (needs) selected as high priorities in the CNA be addressed through at least one strategy.

Schoolwide Title I campuses must ensure their CNA includes achievement in relation to state standards, and should also include the campus's current statute regarding student needs, curriculum and instruction, professional development, family and community engagement, and campus context and organization. Targeted Assistance Title I campuses must include data for students served through Title I, Part A programs.

Goals: (District Plan and All Campus Plans) Texas Education Code 11.1511 states that the Board of Trustees will adopt comprehensive district goals. These goals are used in the district or charter plan and also in the campus plans. According to TASB, the wording "comprehensive goals" suggests that goals include a broader range of issues and not just student performance. (TASB webpage, "Frequently Asked Questions about Comprehensive District Goals.") Goals

identify the focus of improvement planning efforts for everyone in the district or charter. Many times, they reflect long-term work of three to five years. Collectively, these are the priorities on which energy and resources should be spent. It is desirable that the goals be broadly written and limited in number.

Use the SMART framework as a starting point for writing district goals, but note that district goals may not always contain all SMART components.

Performance Objectives: (District Plan and All Campus Plans) Performance Objectives are measurable, annual targets for reaching each long-range goal. It is preferable that they be written using the SMART framework. Texas Education Code 11.251(a) states that the Board of Trustees shall annually approve both the district and campus performance objectives.

The performance objectives must be based on all appropriate achievement indicators: (1) the student achievement domain, (2) the school progress domain, and (3) the closing the gaps domain for all student groups. Examples include African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two-or-More Races, Special Education, English Learners, and Economically Disadvantaged students. Other measures of student performance (e.g. at-risk, attendance, discipline, dyslexia, dropouts, career and technical education (CTE), college readiness, foster care, gifted/talented, homeless, migrant) that are identified through the comprehensive needs assessment (CNA) or any local district initiatives shall also be included. [TEC 11.252(a)(2) and TEC 11.253(d)(2)]

Strategies: (District Plan Only) The district improvement plan strategies must include:

1. Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)]
2. Methods for addressing needs of students for special programs:
 - a. suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)]
 - b. conflict resolution programs [TEC 11.252(3)(B)(ii)]
 - c. violence prevention programs [TEC 11.252(3)(B)(iii)]
 - d. dyslexia treatment programs [TEC 11.252(a)(3)(B)(iv)]
3. Accelerated education [TEC 11.252(c)(3)(H)]
4. Dropout reduction [TEC 11.255]
5. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)]
6. Discipline management including unwanted physical or verbal aggression and sexual harassment [TEC 11.252(3)(E) and TEC 37.083(a)]
7. Dating violence [TEC 37.0831]
8. Sexual abuse, sex trafficking, and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041(a)], [TEC 11.252(c)(9)]
9. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]
10. Strategies for recruiting high quality teachers
11. Information for middle school, junior high, and high school students, their teachers and counselors and their parents about
 - a. higher education admissions and financial aid opportunities
 - b. the TEXAS grant program and the Teach for Texas grant program
 - c. the need for students to make informed curriculum choices to be prepared for success beyond high school
 - d. sources of information on higher education admissions and financial aid [TEC 11.252(c)(4)(A-D)]
12. Staff development for professional staff of the district [TEC 11.252(3)(F)]

Strategies: (All Campus Plans) Campus improvement plan strategies must include:

1. An assessment of the academic achievement for each student in the school by (1) the student achievement domain, (2) the school progress domain, and (3) the closing the gaps domain. [TEC 39.053(c)(1-3)]
2. Accelerated education [TEC 11.252(3)(H)]
3. Methods for addressing violence prevention and intervention. [TEC 11.253(d)(8)]
4. Provide for a program to encourage parental involvement. [TEC 11.253(d)(9)]

5. Attendance [TEC 11.253.(d)(10)(c)]
6. Strategies for recruiting high quality teachers

Accountability Closing the Gaps Domain 3: (District Plan and All Campus Plans) All campuses and the district must address each missed indicator in the Closing the Gaps Domain. Closing the Gaps indicators ensure that substandard performance in one or more areas or by one or more student groups is not disguised by higher performance in other areas or by other student groups.

Bullying: (District Plan Only) The district's freedom from bullying policy and procedures must be included annually in the district improvement plan. [TEC 37.0832]. The policy must include detailed requirements for the prevention, identification, response to and reporting of bullying. The policy and procedures can be found in the school district's board policy FFI (Legal) and FFI (Local). Plan4Learning recommends attaching these two policies as addendums to the district plan.

Coordinated School Health Strategies: (Elementary, Middle School and Junior High Plans) The campus improvement plan shall include coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities. [TEC 11.253(d)(10)] Include objectives and strategies based on:

1. Student fitness assessment data
2. Student academic performance data
3. Student attendance rates
4. The percentage of students who are educationally disadvantaged
5. The use and success of any method to ensure that students participate in moderate to vigorous physical activity
6. Any other indicator recommended by the local school health advisory council

Dropout Prevention Strategies: (District Plan and Middle School, Junior High, High School) District and campus committees must analyze the following data and use the information in developing the campus and district plans. [TEC 11.255]

1. Results of audit of dropout records
2. Campus info related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering 9th grade
3. The number of students who enter a high school equivalency certificate program and (a) do not complete the program; (b) complete but do not take the exam; (c) complete and take the exam but do not obtain a high school equivalency certificate
4. For students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions
5. Results of an evaluation of each school-based dropout prevention program

DAEP Requirements: (District Only) Each school district participating in a shared services arrangement (SSA) for DAEP services shall be responsible to include the performance of the DAEP student group in the DIP. [TAC 19 103.1201(b)]. The performance data shall include:

1. Student groups served, including over-representation of students from economically disadvantaged families, ethnic and racial representations, and with a disability who receive special education and Emergent Bilingual services
2. Attendance rates
3. Pre- and post-assessment results
4. Dropout rates
5. Graduation rates
6. Recidivism rates

State Compensatory Education: (District Plan and All Campus Plans)

State Compensatory Education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. [TEC 42.152(b); TAC 61.1027] State law requires that the district improvement plan and the campus improvement plans are the primary records supporting expenditures attributed to the State Compensatory Education (SCE) program and are the auditable documents for SCE. [FASRG 9.2.3] Note: because in Plan4Learning the expenditures (including staff salaries) are now listed as resources in the strategies, the budget and personnel pages under the State Compensatory Ed button are no longer needed.

Requirements for improvement plans include:

1. Total amount of planned SCE expenditures for resources and staff salaries
2. Needs clearly identified in comprehensive needs assessment
3. Identified strategies to reduce or eliminate dropout rates that are clearly aligned with the needs in the comprehensive needs assessments
4. Strategies to improve student performance for at-risk students [TEC 11.253 and TEC 29.081]
5. Accelerated instruction plans [SCE funds must be prioritized and separately budgeted for accelerated instruction for each student each time he/she fails to perform satisfactorily on an EOC assessment. **SCE funds may not be used for any other purpose until accelerated instruction is sufficiently funded.** [HB5, TEC 28.0217 and TEC 29.081]
6. Supplemental FTEs
7. Timelines for monitoring strategies - specific schedule for data collection during the school year (Note: This is built into Plan4Learning as a formative review.)
8. Measurable performance objectives
9. Formative/summative evaluation - including mandatory evaluation of the effectiveness of the accelerated instruction programs for high school students [TEC 29.081]

To ensure compliance, check the Funding Summary at the end of the DIP or CIP to ensure that the appropriate expenditures and staff salaries are listed.

Staff Development: (District and All Campuses) It is preferable that all professional development (PD) strategies be embedded in the improvement plan to show alignment between the PD, the performance objective and the goal. The need for PD shall also be clearly identified in the CNA, typically as a root cause. Requirements for PD include:

1. Predominantly campus-based PD that relates to achieving campus performance objectives. Developed and approved by the campus-level planning and decision-making committee. [TEC 21.451(b) and TEC 253.(e)]
2. High quality and on-going PD for teachers, principals and paraprofessionals.
3. Recruiting, hiring and retention of high quality personnel

Resources/Staff Needed: (District Plan and All Campus Plans) Include a list of resources that will be purchased. Existing resources should not be listed unless there is a yearly, reoccurring cost. Include all resources funded through federal programs (Title) or SAMP funds G/T, state SpEd, CTE, SCE, state Bilingual/ESL, and High School Allotment).

The improvement plan shall:

1. Identify the resource(s) needed, the fund source, and the cost.
2. If personnel are needed, list the positions or the FTEs needed. It is preferable to identify staff by position, not name. [TEC 11.252(a)(5)]

Instruction by High Quality Staff: (District Plan and All Campus Plans) One of TEA's Strategic Priorities is to recruit, support, and retain teachers and principals and methods for addressing this priority should be evident in the DIP/CIPs. In addition, improvement plan strategies shall:

1. Assist teachers to meet certification requirements and paraprofessionals to meet highly qualified requirements (if applicable)
2. Ensure that teachers are receiving high-quality professional development
3. Attract and retain high quality teachers

Parental and Family Engagement: (All Campus Plans) The improvement plan shall include strategies to encourage parental involvement at the campus and programs to involve parents. [TEC 11.253(d)(9)] Additionally, ESSA requires strategies to implement effective parent and family engagement [Section 1112(b)(7)] and to plan and implement effective parent and family involvement activities to improve student academic achievement and school performance [Section 1116(a)(2)(B)].

Staff Responsible: (District Plan and All Campus Plans) One or two people shall be assigned to ensure that each strategy is appropriately implemented and accomplished [TEC 11.252(c)(6)]. The actual implementation of the strategy may require more people, but "Staff Responsible" does not include the entire list of personnel. "Staff Responsible" is one or two people you would go to for information about the progress and implementation of the strategy. In Plan4Learning, this is listed as "Staff Responsible for Monitoring."

Timelines: (District Plan and All Campus Plans) The improvement plan shall include timelines for ongoing monitoring of the implementation of each improvement strategy. [TEC 11.252.(c)(7)] and 11.253.(d)(6)] Timelines can be seen in both the SMART performance objectives. A benefit of using SMART performance objectives is that they are time-bound. In addition, state law requires that plans must include provisions for timelines for monitoring the implementation of each improvement strategy. These are built into Plan4Learning as the four formative reviews. When writing about timelines, it is important to be specific and not use terms such as "ongoing."

Formative Evaluation: (District Plan and All Campus Plans) Formative evaluations apply to the strategies and includes regular monitoring to determine whether they are resulting in intended improvement of student performance. [TEC 11.252(c)(8)] If the strategies are effective, the performance objectives should be met by or close to the expressed time frame.

Summative Evaluation: (District Plan and All Campus Plans) The summative evaluation applies to the performance objectives and strategies and is conducted at the end of the school year [TEC 11.253(d)(7)]. Please use the Formative Review Quick Update button under the Goals button to conduct the Summative Evaluation.

Planning and Decision-making Committee: (District Plan and All Campus Plans) While not explicitly in law, it is a best practice to list the committee members' names and their roles in the plan. It is important to ensure that the district and campus committees include at least two-thirds classroom teachers and meet the other requirements listed in [TEC 11.251(b), (c), (d), and (e)] Specific requirements for these committees can be found in the school district's board policy BQB (Legal) and BQB (Local).

The superintendent must annually develop, evaluate, and revise the district plan with the assistance of the district-level planning and decision making committee [TEC 11.252(a)] and the principal must do the same for the campus plan with the assistance of the campus-level committee. [TEC 11.253(c)]

Public Meeting: (District Plan and All Campus Plans) In addition to their regular meetings, the district and campus planning and decision-making committees must each hold a public meeting after receipt of the annual district and campus rating from TEA is released to discuss the performance of the district or campus and the district or campus performance objectives. [TEC 11.252(e)and TEC 253(g)]

Evaluation of Planning Policies, Procedures and Staff Development: District: Every two years, the district must evaluate the effectiveness of the district's decision-making policies, procedures, and staff development activities related to the district/charter and campus decision-making to ensure that they are effectively structured to positively impact student achievement. [TEC 11.252(d)]

Requirements for Federal Programs

Title I, Part A - Improving Basic Programs ([ESSA P.L. 114-95 Sections 1111-1119]) The intent and purpose of Title I, Part A is to provide supplemental resources to districts/charters to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. [P.L. 114-95 Sec 1111-1119] Title I, Part A supports campuses in implementing either a schoolwide program (SWP) or a Targeted Assistance Program (TAP).

REQUIRED COMPONENTS FOR TITLE I, PART A, "The MUSTS":

Comprehensive Needs Assessment (All Campuses) The campus plan is based on a comprehensive needs assessment of the entire school that considers information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the district/charter. [ESSA P.L. 114-95 Section 1114(b)(6)]

Well-Rounded Education (All Campuses) The campus 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; (ii) 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; and (iii) 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. [ESSA P.L. 114-95 Section 1114(b)(7)(A)(i-iii)]

Coordination and Integration: (All Title I Campuses) "is developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under this act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d);" [ESSA P.L. 114-95 Section 1114(b)(5)]

Parent and Family Engagement: (District Plan and All Campuses) "(2) is developed with the involvement of parents and other members of the community to be served..." - "(7) the strategy the local educational agency will use to implement effective parent and family engagement under section" "1116; --(B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;" [ESSA P.L. 114-95 Section 1114(b)(2), Section 1112(b)(7), and Section 1116(a)(2)(B)]

Teacher Quality: (District) "how the local educational agency will identify and address, as required under state plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers;" [ESSA P.L. 114-95 Section 1112(b)(2)]

Transition: (District) "(10) how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education" [ESSA P.L. 114-95 Section 1112(b)(10)]

Student Needs: (District) "(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students; (B) identifying students who may be at risk for academic failure; (C) providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging state academic standards; (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;" [ESSA P.L. 114-95 Section 1112(b)(1)(A-D)]

OPTIONAL COMPONENTS FOR TITLE I, PART A, "The MAYS":

Student Skills: (All Campuses) "counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;" [ESSA P.L. 114-95 Section 1114(b)(7)(A)(I)]

College and Career: (All Campuses) "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);" [ESSA P.L. 114-95 Section 1114(b)(7)(A)(II)]

Interventions: (All Campuses) "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.);" [ESSA P.L. 114-95 Section 1114(b)(7)(A)(IV)]

Recruit and Retain: (All Campuses) "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;" [ESSA P.L. 114-95 Section 1114(b)(7)(A)(IV)]

Transition: (All Campuses) "(V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs" [ESSA P.L. 114-95 Section 1114(b)(7)(A)(V)]

Title I, Part C - Migrant ([ESSA P.L. 114-95 Sections 1301-1309]) Funds shall be used to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school. Funds shall be used to address the needs of migratory children that are not addressed by services available from other federal or non-federal programs. The intent and purpose of Title I, Part C is to:

1. support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
2. ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
3. ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
4. ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
5. design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment;
6. ensure that migratory children benefit from State and local systemic reforms.

Title II, Part A - Supporting Effective Instruction ([ESSA P.L. 114-95 Sections 2101-2104]) The intent and purpose of Title II, Part A is to increase student academic achievement through strategies such as improving teacher and

principal quality and increasing the number of effective teachers in the classroom and qualified principals and assistant principals in schools; and hold districts/charters and schools accountable for improvements in student academic achievement.

Title III, Part A - English Language Acquisition, Language Enhancement, and Academic Achievement ([ESSA P.L. 114-95 Sections 3101-3102]) This funding provides supplemental resources to districts/charters to help ensure that children who are English learners attain English proficiency at high levels in academic subjects and can meet state achievement performance standards. It is intended to benefit students who are English learners, including immigrant children and youth.

TITLE IV, Part A, Subpart 1 - Student Support and Academic Enrichment ([ESSA P.L. 114-95 Sections 4101-4112]) Title IV grants are designed for 21st Century Schools. Part A, Subpart 1 is to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to

1. provide all students with access to a well-rounded education
2. improve school conditions (safety and health) for student learning
3. improve the use of technology to enhance academic outcomes and digital literacy of students.

Campus leaders and their teams then utilize their comprehensive needs assessment and campus improvement plan to lead conversations; similarly, campus administrators can use these documents as their own year-at-a-glance or lesson plans as they lead their campuses to improved student achievement throughout the year.