Title I, Part A
Campus Improvement Plan Schoolwide
Campus Improvement Plans

- Strategic Priorities
- Overview and Purpose
- Requirements MUSTS
- Campus Improvement MAYS
- Putting the Pieces Together
- Resources
A REMINDER: ESSA-funded programs and activities should be aligned to TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.

**Strategic priorities**
- Recruit, support, retain teachers and principals
- Build a foundation of reading and math
- Connect high school to career and college
- Improve low-performing schools

**Enablers**
- Increase transparency, fairness and rigor in district and campus academic and financial performance
- Ensure compliance, effectively implement legislation and inform policymakers
- Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)
Campus Improvement Plans - Keep in Mind...

1. Comprehensive Needs Assessment
   - What are our needs and where do we focus our efforts?

2. Campus Improvement Plan
   - What strategies and activities will help us meet the needs?

3. Evaluation
   - Were we successful in addressing our needs and focus areas?
Purpose of Campus Improvement Plans

• Serve as a blueprint for addressing needs
• Bring focus, coherence, and accountability to reform activities
• Must include:
  – Summary of CNA
  – Requirements
  – Best Practices
Organizational Planning Cycle

1. Form the Planning Team
2. Conduct the CNA
3. Develop/Revise the Improvement Plan
4. Link the Plan to Federal, State, and Local Funding Sources
5. Implement the Improvement Plan
6. Use Formative & Summative Measures to Evaluate the Plan and Link to the CNA

Organization and Development Process: State and Federal
Requirements of a Title I Schoolwide Campus Improvement Plan

MUSTS
Campus Improvement Plans

REQUIRED/ MUSTS

Is based on a comprehensive needs assessment of the entire school.

A schoolwide program shall develop a comprehensive plan that "is developed with the involvement of parents and other members of the community to be served including teachers, principals, other school leaders, paraprofessionals present in the school, and administrators..."
Who Is Involved?

• parents
• other members of the community
• teachers,
• principals, or other school leaders,
• paraprofessionals
• administrators (including administrators of programs described in other parts of this title),
• tribes and tribal organizations present in the community,

• If appropriate, specialized instructional support personnel, technical assistance providers, school staff,
if the plan relates to a secondary school, students, and other individuals determined by the school;
Example of a Stakeholder Committee
Site-based Decision Making Committee (SBDM)

Parent:
- A parent is a person who stands in parental relation to a child.
- Employees of the district are NOT considered parent representatives on team.

Community Representative:
- Community representatives must reside in the district.
- Community representatives must be at least 18 years of age.
- Parents are not considered a representative of community members on the committee.

Business Representative:
- A business representative is a person who is an owner of a business enterprise. (Does not have to reside in the district and business does not have to be located in the district.)
- At least one business representative must serve on the committee.

District Personnel:
- Elected Classroom Teachers (per district policy)
- Other Campus and District Level Staff
Campus Improvement Plans

REQUIRED/MUSTS

A schoolwide program shall develop a comprehensive plan that, if appropriate and applicable, "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."
Coordination & Integration of Federal, State, and Local Services and Programs

➢ The ability to consolidate funding is provided so that planners can focus on the programmatic design of the schoolwide first and then determine how the plan will be funded, rather than using the fiscal resources to determine program design.

➢ Effective schools coordinate and integrate programs and services by drawing on a wide range of resources such as funding, human, organizational, and facility, etc.
Coordination & Integration of Federal, State, and Local Services and Programs

Example of Possible Activities

Document the Federal, State, and local services and programs at each schoolwide school such as:

- Title Programs
- Career and Technical Education
- Nutrition Programs
- Homeless Programs
- Head Start
- Violence Prevention Programs
- Adult Education
- Job Training
- Family Literacy
- State Allotment
  - SCE, GT, CTE, Bilingual/ ESL, etc.
Coordination & Integration of Federal, State, and Local Services and Programs

List resources and services that have common requirements such as:

- Professional Development
- Parental Involvement
- Violence Prevention
- Family Literacy

Determine where coordination and integration can occur based on program intent and purpose.

Document all coordinated programs, services, and funds in the correct location on the Campus Improvement Plan to show the school has met the intent and purpose of each program.
Campus Improvement Plans

REQUIRED/ MUSTS

Plan shall describe-
the strategies that the school will be implementing to address school needs, including a description of how such strategies will—

➢ provide opportunities for all children to meet the challenging State academic standards;
Campus Improvement Plans

Examples of Possible Activities

- Data disaggregation by ethnicity, gender, socioeconomic status, special programs, or other categories to ensure learning needs of every student are being met
- Intervention programs
- A process for monitoring, evaluating, and renewing the curriculum to meet the needs of all learners.
- Counseling
- Pupil services
- Tiered behavior intervention models
- School-based mental health programs
- Specialized instruction and support services
- Preparation for and awareness of opportunities for postsecondary education and workforce
- Career and technical education programs
- Recruit and retain effective teachers
- Teacher mentoring and coaching
- Induction programs for new teachers
- Professional development for school personnel to improve instruction and the use of data for academic assessments
Campus Improvement Plans

REQUIRED/ MUSTS

➢ 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
Campus Improvement Plans

Examples of Possible Activities

- Instructional design and delivery to maximize student engagement
- Extended school year
- Before and after school
- Summer programs
- Minimize the removal of children from the regular classroom
- Effective methods and instructional strategies to increase the amount and quality of learning time
- Provide for application of learning (real world experiences)
- Instructional strategies and activities aligned with student learning needs and expected outcomes of achievement
- Educational technology for differentiated instruction and advanced coursework
- Coursework to earn postsecondary credit while in high school (Advanced Placement, International Baccalaureate, dual and concurrent enrollment, early college high school)
- Research-based programs from the evidence for ESSA website at www.evidenceforessa.com
- Evidence-based programs, products, and practices from What Works Clearinghouse
- Capacity Building Well-Rounded Education
ESSA District Improvement Plan

REQUIRED/ MUSTS

➢ 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, if applicable;

Please note that while this is a requirement of the DIP, the Campuses will ultimately implement the plan.......
Transitions for students from middle grades to high school and from high school to postsecondary education

Here are some recommended steps for LEAs:

1. Develop a plan to support transitions
   a. Organize a transition team
   b. Develop a counseling team
   c. Create special programs and incentives to prepare students and their families for the transition to middle or high school

http://www.sedl.org/txCC/resources/briefs/number1/
Transitions for students from middle grades to high school and from high school to postsecondary education

Here are some recommended steps for LEAs:

2. Implement a Transition Plan
   a. Involve parents and families in the transition process
   b. Promote collaboration among school staff to support the transition process
   c. Increase awareness in academic programs offered at the next level
   d. Increase comfort and reduce anxiety through orientation activities
   e. Provide resources designed to make the transition easier
   f. Design activities for the first weeks of school
   g. Continue the use of counseling teams to maintain support throughout the transition year
   h. Develop social interventions to support students who may be struggling academically or socially

3. Building Capacity Transition Resources

   [http://www.sedl.org/txcc/resources/briefs/number1/]
Campus Improvement Plans

REQUIRED/ MUSTS

➢ 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—
Campus Improvement Plan

MAYS
Campus Improvement Plan

MAYS

Supporting students at risk of not meeting standards

Example Activities:
- Counseling
- School-based mental health programs
- Specialized instructional support services
- Mentoring services
- Other strategies to improve students’ skills outside the academic subject areas

https://tea.texas.gov/Texas_Schools/Support_for_At-Risk_Schools_and_Students/
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;
Preparation for and awareness of opportunities for postsecondary education and the workforce

Best Practice Suggestions:

• Dual credit/ concurrent enrollment program
• Science, Technology, Engineering, and Math (STEM)
• Accelerated learning courses
• Career and College Guidance and Counseling Programs
• Blended learning courses/ opportunities where students can use high-quality digital learning experiences and digital resources to learn
• Online course opportunities
Campus Improvement Plans

MAYS

➢ 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
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
Schoolwide tiered model to prevent and address problem behavior, and early intervening services

Behavior and Response to Intervention (RTI)

RTI can be used as a way to address behavioral concerns. The Texas Behavior Support Initiative is a resource designed to build capacity in Texas schools for them to provide positive behavioral interventions and supports (PBIS) to all students. PBIS uses a range of school-wide and individualized strategies to achieve social and learning results. Problem behaviors are reduced and students learn. For more information, see Positive Behavior Support.
Schoolwide tiered model to prevent and address problem behavior, and early intervening services

Early Intervening Services

A school may choose to use a Response to Intervention (RtI) program to provide services to students who are not currently identified as needing special education or related services. These students need additional academic or behavior support to succeed in general education program in kindergarten through grade 12 (with emphasis on students in kindergarten through grade 3).
Schoolwide tiered model to prevent and address problem behavior, and early intervening services

Early Intervening Services and RtI Blueprints

The National Association of State Directors of Special Education (NASDSE) and the Council of Administrators of Special Education believe there is a need for additional guidance to help school administrators focus on the parts of a framework or blueprint in order to implement RtI. These documents provide that guidance to assist districts and schools as they establish effective RtI programs. This document includes current Texas resources in blue.

Response to Intervention Blueprints: District Level Edition Texas Version May, 2010

Response to Intervention Blueprints: School Building Level Edition Texas Version May 2010
Campus Improvement Plans

MAYS

➢ Recruit and retain effective teachers

TEA Strategic Priority #1—Recruit, Support, and Retain Teachers and Principals

Strategic Priority Guide #1 offers activity-focused spending guidance to LEAs on programs and activities for recruiting, supporting, and retaining teachers and principals. Strategic Priority Guides offer recommended initiatives, best practices, and summary information on ESSA funds available to support the priority.

https://tea.texas.gov/Finance_and_Grants/Grants/Administering_a_Grant/Strategic_Priority__1%E2%80%94Recruit,_Support,_and_Retain_Teachers_and_Principals/
Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
Transition from early childhood intervention programs to local elementary school programs

Develop and implement a systematic procedure for receiving records of children, with their family’s consent;
• Establish communication between school staff and their early learning program counterparts;
• Conduct meetings involving parents, kindergarten or elementary school teachers, preschool teachers, or, if appropriate, teachers from other early learning programs to discuss the developmental and other needs of individual children;
• Organize and participate in joint transition-related training of school staff, preschool staff, or where appropriate, other early learning program staff; and
• Link the educational services provided by the LEA with those provided by the early childhood intervention programs.

- Building Capacity Transition Resources
Evaluation

MUSTS
Campus Improvement Plans

REQUIRED/ MUSTS

Evaluate the Plan: A schoolwide program shall develop a comprehensive plan that "remains in effect for the duration of the school's participation, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure all students are provided opportunities to meet the challenging state academic standards"
Evaluate the Plan

Evaluation and annual review...

1) List Identified Needs from CNA

2) Identify Strategies from DIP/CIP to address needs

3) Identify amount of funds expended on strategies

4) Review data to measure fidelity of implementation and impact on students outcomes

5) Evaluate impact and make recommendations for continuation or modification of strategy
Evaluation Process

Step 1: **List Needs** - List the needs identified within the comprehensive needs assessment.

Step 2: **Identify Strategies** - Using the district and/or campus improvement plan, identify strategies or initiatives that address these program needs and were connected to this federal program.

Step 3: **Identify Funds** - Identify the amount of funds expended to implement the strategy or initiative, if applicable.

Step 4: **Review Data** - Review data identified to measure fidelity of implementation and impact of the strategy or initiative on student outcomes.

Step 5: **Evaluate Impact** - Evaluate the impact and make recommendations for continuation or modification of the strategy or initiative.
Evaluate the Plan

Identifying questions to ask...

Two types of Questions to Consider:

1. Is the program strategy or activity being implemented as the planning group intended?
2. Did the achievement of students in meeting the State’s academic standards increase to the desired level, particularly for those students who had been furthest from achieving the standards?
3. How is the use of your Title I, Part A funding assisting your students in achieving the goals? And how is it making an impact?
4. Do you have a system for monitoring progress toward meeting your goal on the PS3001?
Evaluate the Plan

Consider...

- Collaboration between schools and the district
- Availability of resources and staff
- Outcomes of prior reviews
- Experience of the school with implementing schoolwide programs
Evaluate the Plan

Accountability for results/continuous improvement

➢ Present results to staff in the school, parents and other community members
➢ Results are not a sign the school should start over again with a new plan
➢ School should revise existing plan incorporating revisions and reflect a revitalization of the school’s commitment to implementing a schoolwide program which helps all students achieve at high levels
Putting all the Pieces Together
Title I, Part A — CNA and CIP Best Practices

Schedule PS3001: Embedded Improvement Planning Best Practices

#1 Inventory LEA and school plans and planning resources.

#2 Convene planning teams that adequately represent stakeholders.

#3 Provide training, materials, and time for team preparation.

#4 Collect and analyze student outcome data.

#5 Draft problem statements and identify root causes.
Title I, Part A — CNA and CIP Best Practices

Schedule PS3001: Embedded Improvement Planning Best Practices

#6 Mixed method analysis: Add qualitative to quantitative data.

#7 Research and select effective programs and activities with greatest potential to improve student outcomes.

#8 List all activities required to implement each program or activity.

#9 Identify a specific person who will ensure each activity is completed.

#10 Estimate when each activity will be completed.
Title I, Part A — CNA and CIP Best Practices

Schedule PS3001: Embedded Improvement Planning Best Practices

#11 Draft SMART performance measures.

#12 Identify all available—State, local, and federal—funding sources for each program or activity.

#13 School site-based improvement planning teams are documenting this work plan in the CIP.

#14 Establish a process for regularly monitoring progress throughout the year.

#15 Annually evaluate how effective the implemented programs and activities were for improving your student outcomes.
Comprehensive Needs Assessment Process

- Identify trends in your data
- Develop problem statements based on objective data findings
Purpose

- Conduct a Root Cause Analysis
- Determine why gaps exist
- Review additional data sources
- Identify root causes
PS3001—NEEDS ASSESSMENT, PRIORITIES, AND PROGRAM OUTCOMES

Purpose

- Set annual goals
- Identify a strategy
- Set quarterly goals
- Determine interventions
PS3001 – NEEDS ASSESSMENT, PRIORITIES, AND PROGRAM OUTCOMES

- Create an annual goal that is aligned to and resolves the problem statement you identified.

- Verify annual goal is a SMART goal.

- Write annual goal on your team’s poster.
S.M.A.R.T.

Specific  Measurable  Attainable  Results-Based  Time-Bound
Title I, Part A — CNA and CIP Best Practices

Student Outcome-Focused SMART Goals / Performance Measures

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Outputs</th>
<th>Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources invested in programs, activities, strategies identified during the planning process.</td>
<td>What you do with the resources that you have invested (activities). Direct, measurable, work products of activities.</td>
<td>What students know or can do.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SMART short-term quarterly and annual progress measures or milestones.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Long-term, 3-5 year goals for how much you want students to grow (student achievement).</td>
</tr>
</tbody>
</table>
## Title I, Part A — CNA and CIP Best Practices

### Examples

<table>
<thead>
<tr>
<th>INPUT</th>
<th>PROCESS</th>
<th>OUTPUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Knowns</td>
<td>● How you operate</td>
<td>● Outcomes or desired results</td>
</tr>
<tr>
<td>● Demographics</td>
<td>● Designed with inputs in mind</td>
<td>● Determined by the effectiveness of systems/processes</td>
</tr>
<tr>
<td>● Existing resources</td>
<td>● Designed to produce desired outcomes</td>
<td>● Signals whether a change is needed</td>
</tr>
<tr>
<td>● Current capacity</td>
<td>● Must be monitored and changed on an ongoing basis</td>
<td>● Formative/interim/summative</td>
</tr>
<tr>
<td>● Human capital</td>
<td></td>
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</tr>
</tbody>
</table>


Problem Statements as identified via CNA

- 50% of ELLs have met state standard on STAAR reading, grades 3-8 in the 2015 school year.
- 43.2% of Economically disadvantaged students have met state standard on STAAR math, grades 3-8 for the 2015 school year.
- 18% of Migrant SSA districts met the state standard in STAAR reading, grades 3-8.

SMART goals or Performance Measures (1-year goal)

- The percentage of ELLs who meet or master grade level in reading will increase from 50% to 57% by May 2018.
- The percentage of Economically Disadvantaged students who meet or master grade level in math will increase from 43.2% to 61.3% by May 2018.
- The percentage of Migrant SSA districts who will meet state standard in STAAR reading will increase from 18% to 31% by May 2018.
PS3001—NEEDS ASSESSMENT, PRIORITIES, AND PROGRAM OUTCOMES

- SMART goals or Performance Measures (1-year goal)
  - The percentage of ELLs who meet or master grade level in reading will increase from 50% to 57% by May 2018.
  - The percentage of Economically Disadvantaged students who meet or master grade level in math will increase from 43.2% to 61.3% by May 2018.
  - The percentage of Migrant SSA districts who will meet state standard in STAAR reading will increase from 18% to 31% by May 2018.

- Now, set a Long term goal (3-years)
  - 50% to 57% to 65%
  - 43.2% to 61.3% to 73.1%
  - 18% to 31% to 46%

  Baseline!! Performance Measure!! Goal!!
Title I, Part A —CNA and CIP Best Practices

Student Outcome-Focused SMART Goals / Performance Measures

- Specific
- Measurable (baseline and target)
- Attainable
- Results-focused
- Time-bound

The percentage of (what students know or can do) will increase from X% to Y% by Z (date).

The number of what students know or can do will increase from X(#) to Y(#) by Z (date).

Want more SMART goal examples?

Lone Star Governance

The intention of Lone Star Governance is to provide a continuous improvement model for governing.
Title I, Part A — CNA and CIP Best Practices

Schedule PS3001 SMART Goals

Identify the ESSA program. Add programs, as needed.

The percentage of what students know or can do will increase from X% to Y% by Z (one year).

Student outcome-focused

This is the measure TEA will monitor.

The % of what students know or can do will increase from X% to Y% by Z (3-5 years).

Use a static, reliable data source.

Baseline= control group. Today

<table>
<thead>
<tr>
<th>ESSA Program</th>
<th>Performance Measure</th>
<th>Baseline Data</th>
<th>Goal</th>
<th>Data Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>Title I, Part A</td>
<td>17%</td>
<td>37%</td>
<td>2016-2018 STAAR data</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td>Add Line Remove Line</td>
</tr>
</tbody>
</table>
PS3001—NEEDS ASSESSMENT, PRIORITIES, AND PROGRAM OUTCOMES

Purpose

- Set annual goals
- Identify a strategy
- Set quarterly goals
- Determine interventions

Diagram:
- Data Analysis
- Needs Assessment
- Implement & Monitor
- Improvement Plan
PS3001—NEEDS ASSESSMENT, PRIORITIES, AND PROGRAM OUTCOMES

- Now you have your Problem Statements, your SMART goals, and your Root Causes

- Go back to your Root Causes....

- What strategies or activities will *directly* address the root cause??

- You want to make sure the activity is a broad, over-arching method or approach....Let's look to see what TEA has Pre-approved......
PS3001—NEEDS ASSESSMENT, PRIORITIES, AND PROGRAM OUTCOMES

Provide Guidance and Technical Assistance for Schools

Strategic Priority Guides

- Organized by TEA Strategic Priorities
- Summarized allowable activities by federal program
- Recommended uses of funds
- Summarized best practices
PS3001—NEEDS ASSESSMENT, PRIORITIES, AND PROGRAM OUTCOMES

Provide Guidance and Technical Assistance to Schools

Strategic Priority Guides: Recommended Uses

- Supported by current research.
- Significant student outcome increases for resources invested (inputs).

<table>
<thead>
<tr>
<th>LEA Strategic Priority Guide</th>
<th>State &amp; Local</th>
<th>ESSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommended Initiatives and Best Practices</td>
<td>Title I</td>
<td>Title II</td>
</tr>
<tr>
<td>*Specific program requirements must be met for eligible teacher, student and/or parent participation, the instructional focus of funded activities, and supplemental funds requirements.</td>
<td>A***</td>
<td>B***</td>
</tr>
<tr>
<td>**All staff includes certified teachers, direct instruction tutors during school day, before and after school, on evenings and weekends, and specialized instruction support staff, principal, and other school leaders.</td>
<td>C**</td>
<td>D**</td>
</tr>
<tr>
<td>*Not included in 2017-2018 ESSA Federal Consolidated Application</td>
<td>A‘</td>
<td>A‘</td>
</tr>
<tr>
<td>Recommended Uses of ESSA Funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional leadership development focused on the observation/feedback cycle</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Principal support and supervision</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Targeted professional development programs</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Strategic compensation programs</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

LEA Programs and Activities

- Support for data-analysis activities and data-driven instruction
- Teacher mentoring and coaching

Linked to resource pages
Now you should have the following:
- Problem Statement
- Root Causes
- SMART goals
- Activities

- All of these are a reflection of the needs of your LEA, and can be input into the actual template......
- Can you put $$ to the activities? The Inputs? Think of an estimated amount for the activities and the fund source necessary to implement the activity. ..... 
- Complete the recommended “Planning Handout” to stay organized and ADD specifics!!....Let’s review!!

**Keep all documentation of the process, sign-in sheets, agendas, data, etc.**
**Commissioner Priority #3: CONNECT HIGH SCHOOL TO CAREER AND COLLEGE**

**Goal:**
- Increase the number of students who complete advanced /dual credit courses in grades 9-12 from 28% in 2017 to 32% by 2020.

<table>
<thead>
<tr>
<th>What are our primary strategies or significant initiatives that we think will move the needle on this goal?</th>
<th>Who is the primary audience for these strategies (i.e. principals, superintendents, math teachers, elementary teachers, etc..)</th>
<th>With how many schools/students will this strategy/program work?</th>
<th>Formative Metrics</th>
<th>How will you collect data for this formative metrics? (with what frequency, using what instrument, who will be responsible, etc..)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training around new usage of Title IV funds to increase participation and student success in advanced/dual credit courses.</td>
<td>Counselors, Principals</td>
<td>All 57 Districts and Charters</td>
<td>Advanced/Dual Credit Course metric on the yearly TAPR report!</td>
<td>Our Counselor and Advanced Academics Specialists will analyze yearly regional TAPR report.</td>
</tr>
<tr>
<td>Training around TSI assessment to increase number of student eligible for enrollment in these course.</td>
<td>High school English Teachers High School Math Teachers Counselors Principals</td>
<td>All 57 Districts and Charters</td>
<td>Advanced/Dual Credit Course metric on the yearly TAPR report!</td>
<td>Our Counselor and Advanced Academics Specialists will analyze yearly regional TAPR report.</td>
</tr>
</tbody>
</table>
Purpose

- Review data (quarterly, annually, your discretion....)
- Determine level of impact
- Adjustments to the plan ensure success
So...What exactly does the CIP format need to look like?

The LEA has local discretion in regard to the format of the CIP, however here are some links to some resources that may be useful:

Format/ Template Suggestions
Resources

- Title 1 Building Capacity Initiative
- Parent and Family Engagement Initiative
- Additional TEA Resources/ Handouts (will be added once finalized)
Questions

Thank you!