



**Texas Education Agency
Title I Capacity Building Initiative
NCLB Awareness Document
NCLB Requirements through 2016-2017**



Campus Improvement Plan

Purpose of the Campus Improvement Plan

- Using data from its needs assessment, a school must develop a comprehensive plan to improve teaching and learning in the school, particularly for those students farthest away from demonstrating proficiency on the State's academic content and achievement standards.
- The Campus Improvement Plan (CIP) serves as the blueprint for how the campus will actually address the needs identified during the Comprehensive Needs Assessment (CNA). An effective CIP can bring focus and coherence to reform activities and help ensure unity of purpose, alignment, and clear accountability.
- There is no required format, but the Campus Improvement Plan must include a summary of the CNA, required accounting and program components, and how the program will be evaluated.
- For a Schoolwide Program, the campus must develop a comprehensive plan based on the CNA to reform the total campus instructional program as the second step of a required, year-long process.

Required Accounting Components for a CIP

- A description of how the campus will use Title I, Part A funds and other resources to implement the CIP
- A list of federal, state, and local programs that will be consolidated (if applicable), with the amount that each program will contribute to the schoolwide pool

Required Program Components for a Schoolwide Program

For a Schoolwide Program, the Campus Improvement Plan must address these 10 Components:

- Comprehensive needs assessment summary
- Schoolwide reform strategies
- Instruction by highly qualified teachers (for 2016-2017 paraprofessionals must be HQ, teachers must be state certified)
- High-quality and ongoing professional development
- Strategies to attract HQ teachers to high needs campuses (for 2016-2017 paraprofessionals must be HQ, teachers must be state certified)
- Strategies to increase parental involvement
- Transition plans from early childhood programs to elementary programs
- Measures to include teachers in decisions regarding use of academic assessments
- Effective and timely assistance for students
- Coordination and integration of federal, state, and local services and programs

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For more information, please contact your Regional ESC NCLB contact or Anita Villarreal, TEA Division of Federal and State Policy.

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<http://www.tinyurl.com/TEA-NCLB>

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Required Program Components for a Targeted Assistance Program

For a Targeted Assistance Program, the Campus Improvement Plan must address these 8 Components:

- Use program resources to help participating students meet the State's challenging student academic standards
- Ensure that planning for students served is incorporated into existing school planning
- Use effective methods and instructional strategies that are based on scientifically-based research
- Coordinate with and support the regular education program
- Provide instruction by highly qualified teachers (for 2016-2017 paraprofessionals must be HQ, teachers must be state certified)
- Provide high-quality and ongoing professional development
- Provide strategies to increase parental involvement
- Coordinate and integrate federal, state, and local services and programs

Required Members on a Campus Improvement Planning Committee

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| ■ Parents of enrolled students | ■ Pupil services personnel |
| ■ Teachers | ■ Teacher of special needs students |
| ■ Principals | ■ Secondary students* |
| ■ Community members | ■ Technical assistance providers* |
| ■ Business and industry representatives | (* if appropriate) |