CAMPUS IMPROVEMENT PLAN CHECKLIST

Campus ___________________________     Date Reviewed ________________
Principal ___________________________           Title I, Part A:   ___ Schoolwide Campus   ___ Targeted Assistance Campus
(Check one.)

**General Requirements**

- **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.
- A principal shall regularly consult the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program.
- Each campus-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual campus rating from the agency to discuss the performance of the campus and the campus performance objectives. District policy and campus procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

☐ All districts receiving federal funds must adopt the following **No Child Left Behind (NCLB) goals**:
  - Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
  - Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
  - Performance Goal 3: All students will be taught by highly qualified teachers.
  - Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
  - Performance Goal 5: All students will graduate from high school.

*The goals should be reflected in the campus plans, as appropriate.*
### Needs Assessment:
- Each CIP include a comprehensive needs assessment addressing district student performance on the student achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs.
- Schoolwide programs must include a comprehensive needs assessment of the entire school based on student performance data related to state content standards (TEKS) and performance standards (State Assessment).
- Targeted Assistance programs must include a comprehensive needs assessment for the students served through Title I, Part A programs.
- The results must be disaggregated with respect to the performance of all student groups served, including the following categories:
  - ethnicity
  - socioeconomic status
  - gender
  - populations served by special programs, including students in special education programs
- Each campus-level planning and decision-making committee for a junior, middle, or high school campus shall analyze information related to dropout prevention.

(Note: Most of the federal programs require LEAs to conduct needs assessments to determine appropriate allocations and expenditures of funds.)

### Long Range Goals/Campus Performance Objectives:
- The board of trustees shall annually approve the goals and campus performance objectives and shall ensure that campus improvement plans, at a minimum, support the state goals (TEKS) and objectives under Chapter 4.
- The CIP should include measurable performance objectives for all appropriate student achievement indicators for all student populations, including students in special education programs under Subchapter A, Chapter 29, and other measures of student performance that may be identified through the comprehensive needs assessment.
- The CIP must include goals and methods for violence prevention and
intervention on campus.

- 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 as required by Section 28.002(l); and
  f) any other indicator recommended by the local school health advisory council.

**Performance Objectives:** Each CIP must set the campus performance objectives based on the Texas Academic Performance Reports (TAPR), including objectives for special needs students (special populations) (include dropout and attendance).

Performance objectives are included for at-risk students served through the State Compensatory Education program.

**Strategies and Activities:**
Each CIP must
- identify how the campus goals will be met for each student;
- identify staff needed to implement the plan; and
- set timelines for reaching the goal.

The CIP must also include strategies for improvement of student performance that include:
a. instructional methods for addressing the needs of student groups not achieving their full potential;
b. methods for addressing the needs of students for special programs, such as
suicide prevention, conflict resolution, violence prevention, or dyslexia treatment programs;
c. dropout reduction;
d. integration of technology in instructional and administrative programs;
e. discipline management;
f. staff development for professional staff of the district;
g. career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities; and
h. accelerated education.

Each CIP must include strategies that:
- provide opportunities for all students to meet the state performance standards (State Assessments)
- are based on effective means of improving student achievement and use instructional strategies that
  - increase the amount and quality of learning time (extended school year, before- and after-school programs, and summer programs)
  - provide enriched and accelerated curriculum
  - include strategies for meeting the needs of historically underserved populations, including the incorporation of gender equitable methods and practices, and
  - address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program; and
  - the integration of vocational and technical education programs.

10 Schoolwide Components Included, if a Title I, Part A Schoolwide Campus
- Comprehensive needs assessment
- Reform Strategies - Effective instructional strategies designed to increase student performance and are scientifically based
- Instruction by Highly Qualified Teachers
- High quality and ongoing professional development for teachers, principals, and paraprofessionals
- Strategies to attract highly qualified
<table>
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<tr>
<th>Strategies to increase parental involvement</th>
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<tr>
<td>Transition to different grade levels and schools (preschool in statute)</td>
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<tr>
<td>Involvement of teachers in testing decisions beyond state</td>
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<tr>
<td>Effective and timely assistance to students (monitor student mastery)</td>
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<td>Coordination and integration of federal, state and local services and programs</td>
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**8 Targeted Assistance Components Included, if a Title I, Part A Targeted Assistance Campus**

- Comprehensive needs assessment
- Strategies for meeting state performance standards
- Teaching by highly qualified staff
- Professional development
- Increasing parent involvement
- Transition to different grade levels and schools (preschool in statute)
- Involvement of teachers in testing decisions beyond state
- Monitoring student progress and providing additional assistance

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**Instruction by Highly Qualified Teachers and Strategies to Attract High-Quality Qualified Teachers to High-Need Schools, Especially for High-Need Schools.** Each CIP must identify how the campus will recruit high-quality qualified teachers and ensure that instruction will be provided by highly qualified teachers (as defined by NCLB).

- Clearly Evident
- Somewhat Evident
- Not Evident

Comments/Recommendations:

**Activities to Ensure Additional Assistance to Students Who Experience Difficulty Mastering Content and Performance Standards (TEKS/STAAR):** Activities should include

- measure to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance
- staff development for teachers related to identification of learning and academic difficulties
- teacher/parent conferences to discuss
  - what the school will do to help the student meet the standards
  - what the parents can do to help the student’s performance, and
  - additional assistance at the school or elsewhere in the community.

- Clearly Evident
- Somewhat Evident
- Not Evident

Comments/Recommendations:
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<th><strong>Staff Development:</strong></th>
<th>The SBDM committee must decide approve staff development.</th>
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<td><strong>Professional Development:</strong></td>
<td>Each schoolwide campus must provide high-quality professional development designed by teachers, principals, and other school staff to improve teaching and learning.</td>
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<th><strong>Resource Allocation:</strong></th>
<th>Each CIP must determine the resources needed to implement the plan.</th>
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<td><strong>Resource Allocation:</strong></td>
<td>The schoolwide CIP must list all federal, state, and local programs that are included in the schoolwide program and describe how the school will use resources from Title I with other resources to implement all the CIP components.</td>
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<th><strong>Coordination and Integration of Federal, State, and Local Services and Programs:</strong></th>
<th>Each CIP must identify how programs and services are integrated at the campus.</th>
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<td>For SCE, add funding amounts and FTEs, where appropriate.</td>
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<th><strong>Evaluation:</strong></th>
<th>Each CIP must measure progress toward the performance objectives periodically to ensure that the information included in the CIP is resulting in academic improvement. Each CIP must provide for formative and summative evaluation measures.</th>
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<td><strong>Evaluation:</strong></td>
<td>Student assessment in at least reading and mathematics must be included. This assessment will be the primary means of determining the yearly performance of each campus. The schoolwide CIP must address how the school will determine if student needs have been met.</td>
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**Notes / Other Considerations:**
- The Title I Schoolwide Plan should reflect all fund sources combined in the implementation of this plan, e.g., State Compensatory Education funds and other eligible funds.
- If the campus is combining State Compensatory Funds (SB 702), the plan must reflect:
The intent to combine the fund sources; The size and scope of the SCE budget; and FTEs funded from SCE.

The information may be provided either in the “Resource” column or via a preface or an appendix page.

Program Coordination – Campus improvement plans should reflect coordinated/integrated professional development activities, e.g., Title II, Part A and Title II, Part D, Career and Technical Education, Gifted and Talented, etc.

Title II, Part A (Teacher and Principal Training and Recruiting Fund) program activities for recruiting and retaining staff, providing professional development, improving the quality of the work force, and reducing class size should be included in the plan, as appropriate.

Title III, Part A includes strategies/activities to address progress for recent immigrants and English Language Learners. Ideally, this should include coordination with the Bilingual/ESL program.

Title IV (Safe and Drug Free Schools) fund expenditures for allowable activities should be noted in the CIP, when appropriate, including progress toward reducing violence and illegal drug use.

Drug and Violence Prevention Requirements:
- Suicide Prevention
- Conflict Resolution
- Discipline Management/Program
- Violence Prevention and Intervention
- Harassment and Dating Violence Beginning at 6th Grade

Special Education – Include strategies/activities for addressing training for SB1196 (Texas Behavior Support Initiative) and SB1727 (support for general education teachers who provide instruction for special education students).

Migrant Project Districts must include the following areas of focus:
- Identification and Recruitment
- New Generation System (NGS)
- Early Childhood Education
- Parental Involvement
- Graduation Enhancement
- Secondary Credit Exchange and Accrual
- Migrant Services Coordination

These areas should be included within the plan, where appropriate, with an obvious connection to the Migrant Education Program. Disaggregation of Migrant student data must be available at the district level, and the DIP must clearly address the instructional interventions designed specifically for MEP students as a result of the data analysis.