Title I, Part A Schoolwide Program
Campus Improvement Plan

February 12, 2019
ESC Region 11
Agenda

- TEA Strategic Priorities
- ESSA SCHOOLWIDE PROGRAM REQUIREMENTS
- Campus Improvement Plan Requirements:
  - Based on a comprehensive needs assessment of the entire school
  - Developed with the involvement of parents & other community members
  - Developed in coordination and integration with other programs & services
  - Includes a description of strategies the school will be implementing to address school needs
  - Is available in a language & format that parents can understand
  - Regularly monitored and revised as necessary based on student needs
- Selecting research-based programs & activities aligned with the TEA Strategic Priorities, recommended initiatives, & ESSA State Plan
- Developing one-year student outcome-focused SMART performance measures & three to five-year long term student outcome-focused SMART goals
A REMINDER:
ESSA-funded programs and activities should be aligned to TEA Strategic Priorities

### TEA Strategic Priorities

<table>
<thead>
<tr>
<th>Strategic priorities</th>
<th>Enablers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit, support, retain teachers and principals</td>
<td>Increase transparency, fairness and rigor in district and campus academic and financial performance</td>
</tr>
<tr>
<td>Build a foundation of reading and math</td>
<td>Ensure compliance, effectively implement legislation and inform policymakers</td>
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<tr>
<td>Connect high school to career and college</td>
<td>Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)</td>
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<tr>
<td>Improve low-performing schools</td>
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</table>

Every child, prepared for success in college, a career or the military.
Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP)
Program Implementation Statutory Requirements

ESSA SCHOOLWIDE PROGRAM REQUIREMENTS:

(Element 1) SWP Comprehensive Needs Assessment
(Element 2) SWP Campus Improvement Plan Requirements
(Element 3) Parent and Family Engagement Requirements
Schoolwide Planning Process - Campus Improvement Plan

<table>
<thead>
<tr>
<th>Comprehensive Needs Assessment</th>
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<tbody>
<tr>
<td>What are our needs and where do we focus our efforts?</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Campus Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>What strategies and activities will help us meet the needs?</td>
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<table>
<thead>
<tr>
<th>Program Evaluation</th>
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<tr>
<td>Were we successful in addressing our needs and focus areas?</td>
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Purpose of the CIP

The plan:

• defines improvement and focuses efforts on student needs to target identified priorities;
• serves stakeholders about how the school intends to increase student outcomes;
• brings focus, coherence, and accountability to reform activities; and
• documents use of federal, state, & local funds.
Organizational Planning Cycle

Organization and Development Process: State and Federal

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
Title I, Part A Schoolwide Program (SWP) Campus Improvement Plan (CIP) Requirements MUSTS
CIP Requirements

The CIP must be based on a comprehensive needs assessment (CNA) 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..."
Schoolwide Planning Team Members

Community/Business Members

Parents

Principals

Pupil Services Personnel (Counselor, Nurse, etc.)

Paraprofessionals

Special Education Staff

Students (Secondary)

Teachers

Technical Assistance Providers

To the extent feasible, tribes and tribal organizations present in the community
Schoolwide Planning Team Member Roles

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.
CIP Requirements

The plan includes a description of 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, including each of the subgroups of students, to meet the challenging State academic standards;
CIP Requirements

The plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

• use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;
CIP Requirements

The plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

• address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging State academic standards.
CIP Requirements

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 and Integration of 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.
Coordination and Integration of Services and Programs

Document the services and programs 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.
CIP Requirements

The CIP 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;
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
- Recruitment and retention of 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
CIP Requirements

The CIP shall describe the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;
Examples of Possible Activities

- Instructional design and delivery to maximize student engagement
- Extended school year
- Before-school, after-school, and 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
The plan includes...strategies, including a description of how such strategies will address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—

- counseling, school-based mental health programs, and other strategies to improve students’ skills outside the academic subject areas;
- preparation for and awareness of opportunities for postsecondary education and the workforce;
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services;
- professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
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 & from high school to postsecondary education

Recommended steps:

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 & from high school to postsecondary education

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

[Building Capacity Transition Resources]
Campus Improvement Plan

MAYS

(Activities that May Address the Needs of Students)
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/](https://tea.texas.gov/Texas_Schools/Support_for_At-Risk_Schools_and_Students/)
Campus Improvement Plan MAYS

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

- Dual credit/ concurrent enrollment program
- Science, Technology, Engineering, & 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 Plan 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
Behavior & 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.

Positive Behavior Support
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).
Early Intervening Services & 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.

District Level Edition Texas Version May, 2010

School Building Level Edition Texas Version May 2010
Campus Improvement Plan MAYS

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;
Campus Improvement Plan MAYS

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/
Campus Improvement Plan MAYS

strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
Transition from early childhood 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
Program Evaluation

MUST
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"
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.
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?
Accountability & 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

Inventory LEA and school plans and planning resources.

Convene planning teams that adequately represent stakeholders.

Provide training, materials, and time for team preparation.

Collect and analyze student outcome data.

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

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

List all activities required to implement each program or activity.

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

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

Draft SMART performance measures.

Identify all available funding sources for each program or activity.

Establish a process for regularly monitoring progress throughout the year.

Annually evaluate how effective the implemented programs and activities were for improving your student outcomes.
Improvement Process
CNA Process

Identify trends in your data.

Develop problem statements based on objective data findings.
CNA Process – WHY?

**Purpose**

- Conduct a Root Cause Analysis
- Determine why gaps exist
- Review additional data sources
- Identify root causes
Title I, Part A — CNA and CIP Best Practices

Purpose

- Set annual goals
- Identify a strategy
- Set quarterly goals
- Determine interventions
Create an annual goal that is aligned to and resolves the problem statement you identified.

Verify annual goal is a SMART goal.
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</td>
<td>What you do with the resources that you have invested (activities). Direct,</td>
<td>What students know or can do.</td>
</tr>
<tr>
<td>process.</td>
<td>measurable, work products of activities.</td>
<td>SMART short-term quarterly and annual progress measures or milestones.</td>
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<tr>
<td></td>
<td></td>
<td>Long-term, 3-5 year goals for how much you want students to grow (student</td>
</tr>
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<td></td>
<td></td>
<td>achievement).</td>
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</table>
## Title I, Part A — CNA and CIP Best Practices

<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</td>
</tr>
<tr>
<td>● Existing resources</td>
<td>● Designed to produce</td>
<td>systems/processes</td>
</tr>
<tr>
<td>● Current capacity</td>
<td>● desired outcomes</td>
<td>● Signals whether a change is needed</td>
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<tr>
<td>● Human capital</td>
<td>● Must be monitored and changed on an ongoing</td>
<td>● Formative/interim/summative</td>
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<td>basis</td>
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Title I, Part A — CNA and CIP Best Practices

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.

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.
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.

Set a Long term goal (3-years)

- 50% to 57% to 65%
- 43.2% to 61.3% to 73.1%

Baseline    Perf. Measure    Goal
Student Outcome-Focused SMART Goals & Performance Measures

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

Want more SMART goal examples?

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).
Title I, Part A — CNA and CIP Best Practices

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).

Baseline= control group. Today

Use a static, reliable data source.

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).

The percentage of 3rd grade students who meet or master grade level in reading and math will increase from 17% to 22% by May 2018.

Student outcome-focused

<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>The percentage of 3rd grade students who meet or master grade level in reading and math will increase from 17% to 22% by May 2018.</td>
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</table>
Title I, Part A — CNA and CIP Best Practices

Purpose

- Set annual goals
- Identify a strategy
- Set quarterly goals
- Determine interventions
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(s)?

You want to make sure the activity is a broad, overarching method or approach....

Let’s look to see what TEA has pre-approved.
Title I, Part A — CNA and CIP Best Practices

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
Title I, Part A — CNA and CIP Best Practices

Provide Guidance and Technical Assistance to Schools

Strategic Priority Guides: Recommended Uses

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

### LEA Strategic Priority Guide

<table>
<thead>
<tr>
<th>Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals</th>
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<tbody>
<tr>
<td>Recommended Initiatives and Best Practices</td>
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</table>

- Specific program requirements must be met for eligible teacher, student, and/or parent participation, the instructional focus of funded activities, and supplemental funds requirements.
- **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.

### Recommended Uses of ESSA Funds

- Instructional leadership development focused on the observation/feedback cycle
  - State: X
  - Local: X
  - ESSA: X
- Principal support and supervision
  - State: X
  - Local: X
  - ESSA: X
- Targeted support to underperforming programs
  - State: X
  - Local: X
  - ESSA: X
- **Strategic compensation programs**: Linked to resource pages

### LEA Programs and Activities

- Support for data-analysis activities and data-driven instruction
  - State: X
  - Local: X
  - ESSA: X
- Teacher mentoring and coaching
  - State: X
  - Local: X
  - ESSA: X
## 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>
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Title I, Part A — CNA and CIP Best Practices

**Purpose**

- Review data (quarterly, annually, your discretion)
- Determine level of impact
- Adjustments to the plan ensure success
Document, Document Document!

- Sign-In Sheets
  Include the date, names, role of participants, and location of meeting.
- Minutes – date and summary
- Agenda – date, time, location
- Data Sources
- Progress Monitoring Data
- Program Evaluation Data
Documentation

TEA will not prescribe a format or template for your Campus Improvement Plan – the LEA has discretion in regard to the format of the CIP.
Resources

• Title 1 Building Capacity Initiative

• Parent and Family Engagement Initiative

• http://www.esc11.net/Page/4376
We are here to help!

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(817) 740-7548