

Title I Campus Improvement Plan Review

Campus: _____ Contact: _____

- All districts receiving federal funds must adopt the following **No Child Left Behind (NCLB)** goals:
- Performance Goal 1: By 2013-2014, 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: By 2005-2006, 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.*

In addition, districts will also be required to adopt the NCLB performance targets, at a minimum, for the 2003-2004 school year.

State/Federal Mandate	CIP Required Component	Evidence/Comments	Recommendations
SB1 Title I	Needs Assessment: Each CIP must assess the academic achievement for each student group using the AEIS. Needs Assessment: 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 (TAKS) (Note: Most of the federal programs require LEAs to conduct needs assessments to determine appropriate allocations and expenditures of funds.)	___ Clearly Evident ___ Somewhat Evident ___ Not Evident Comments:	___ No Recommendations
SB 1 All Federal Programs	Long Range Goals: The board of trustees shall annually approve district and campus performance objectives and shall ensure that district and campus improvement plans, at a minimum, support the state goals (TEKS) and objectives under Chapter 4. (Note: Include NCLB goals above.)	___ Clearly Evident ___ Somewhat Evident ___ Not Evident Comments:	_ No Recommendations
SB 1 SCE All Federal Programs	Performance Objectives: Each CIP must set the campus performance objectives based on the AEIS, including objectives for special needs students (special populations) (include drop out and attendance). Add performance objectives for at-risk students. (Note: Include NCLB information regarding performance indicators above.)	___ Clearly Evident ___ Somewhat Evident ___ Not Evident Comments:	___ No Recommendations

<p>SB 1</p> <p>Title I</p> <p>Title I</p>	<p>Parental Involvement: The board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of the district, parents, and community members.</p> <p>Parental Involvement: Each school shall jointly develop with and distribute to parents of participating students a written parental involvement policy, agreed upon by such parents and agreed upon periodically. The school parental involvement policy should describe parental involvement strategies related to the school-parent compact, capacity-building, and accessibility.</p> <p>Parent Involvement must also include:</p> <ul style="list-style-type: none"> - An annual meeting to inform parents of their child's participation in Title I, Part A, program requirements, and their right to be involved; - Flexible number of meetings, e.g., morning and evening (the campus may provide transportation, child care, or home visits); - Their involvement in an organized, ongoing, timely way, in the planning, review and improvement of the Title I, Part A program, including the development of the parent involvement policy and the schoolwide plan; - Providing parents with timely information about the Title I, Part A program; a description and explanation of the curriculum; forms of academic assessment used to measure student progress, and proficiency levels students are expected to meet; and if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children; and - Sharing information about professional qualifications of their child's teachers; achievement level of their child in each of the state's academic assessments (including RPTE and TPRI); and timely notice that their child has been assigned to or has been taught for four or more consecutive weeks by a teacher who is not highly qualified, as defined by NCLB. <p><i>At the beginning of each year, the LEA must notify the parents of each student attending any Title I, Part A campus that the LEA will provide the parents in a timely manner upon request by the parent, information regarding the professional qualifications of the student's classroom teachers.</i></p> <p>(The schoolwide campus must also jointly develop a School-Parent Compact that is signed by the school and parents. This document should be placed in the students' cumulative record folders.)</p>	<p><input type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident</p> <p>Comments:</p>	<p><input type="checkbox"/> No Recommendations</p>
<p>SB 1</p> <p>Title I</p> <p>Link with other Title programs, as appropriate</p>	<p>Staff Development: The SBDM committee must decide approve staff development.</p> <p>Professional Development: Each schoolwide campus must provide high-quality, ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, other pupil services personnel, parents, and school staff to enable all children in the school to meet the state's student academic and achievement standards.</p>	<p><input type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident</p> <p>Comments:</p>	<p><input type="checkbox"/> No Recommendations</p>

SB 1	Resource Allocation: Each CIP must define the resources needed to implement the plan.	<input type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident	<input type="checkbox"/> No Recommendations
Title I	Resource Allocation: 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. Coordination and Integration of Federal, State, and Local Services and Programs: Each CIP must identify how programs and services are integrated at the campus.	Comments:	
SCE	Add \$ amounts and FTEs, where appropriate.		
SB 1	Evaluation: 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.	<input type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident	<input type="checkbox"/> No Recommendations
Title I	Evaluation: 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. Under NCLB, campuses are required to demonstrate Adequate Yearly Progress (AYP), while narrowing the achievement gaps for the campus. Each LEA must review annually the progress of each campus served with Title I, Part A funds to determine whether the campus is making AYP. If the campus does not meet AYP for two or more consecutive years, the campus will enter School Improvement status under NCLB. (Additional guidance regarding AYP is expected from USDE and TEA.)	Comments:	

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, 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 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.
- **Special Education** – Include any of the five (5) areas of CAP, as appropriate. 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).
- **SB1** – Include strategies/activities to address conflict resolution, discipline, and technology training.
- **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.

Comments:

Reviewed by: