Name] District Improvement Plan

[Year]

*Optional*

[Logo]

[Mission]

[Vision]

**Date Reviewed/Revised**

**Comprehensive Needs Assessment**

**District Profile**

XYZ learning academy is a charter district in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. XYZ learning academy opened its doors in 20XX and is projected to serve XXX students in grades X – X during the 20XX-20XX school year. This is an increase from the previous year of XXX students.

***Comprehensive Needs Assessment Process***

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_needs assessment process is described below. The school support team evaluated the 20XX-20XX data. We reviewed the following data sets:

STAAR

Attendance

Discipline

Failure Lists

Staff Quality

Homeless Students

Economically Disadvantaged

EL students

Parent Participation

Report Cards

Special Student Populations – 504, Special Education, GT

Staff Development

Standardized Tests

Surveys and Interviews of Students/Staff/Parents

Teacher Turnover Rates

RTI

Testing/Bell Schedule & Master Schedule

AVID

Fundamental Five

Technology Inventory

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The School Support Team met on *May 15, 2024* and again on *May 25th* to develop the CNA and DIP. The meetings were held in the campus library starting at 4:00 p.m. on both dates. We plan to meet again on *September 15, 202X, January 15, 202X, and April 1, 202X* to review and revise the DIP as needed.

At the first meeting on *May 15th*, the school support team reviewed the purpose of a CNA and agreed upon the data to review. At the second meeting on May 25th, the school support team reviewed the listed data along with priority problems reported by the campuses and prioritized the information into strengths and problems. The team came to a consensus on three main priorities. A Root Cause Analysis was completed on the top three priorities.

The School Support Team reviewed the data listed above to identify areas of strengths and problems.

School Year:

|  |  |  |
| --- | --- | --- |
| **Area Reviewed** | **Summary of Strengths**What were the identified strengths? | **Summary of Problems**What were the identified problem areas?  |
| **Demographics** |  |  |
| **Student Achievement** |  |  |
| **School Culture and Climate** |  |  |
| **Staff Quality/ Professional Development** |  |  |
|  **Curriculum, Instruction, Assessment** |  |  |
| **Family and Community Involvement** |  |  |
| **School Context and Organization** |  |  |
| **Technology** |  |  |

**Priority problems to be addressed in the DIP Include the following:**

**1.**

**2.**

**3.**

**District Improvement Plan Team**

|  |  |
| --- | --- |
| Name | Role (use TEA titles from sign in sheet) |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**XYZ Charter District District Improvement Plan**

**2024-2025**

| **Goal 1:** |
| --- |
| **Objective A:** |
| **Strategies and Action Steps** | **Person(s) Responsible** | **Resource** **(Staff, Materials, Funding)** | **Timeline** | **Formative Evaluation** | **Summative Evaluation** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

| **Goal 2:** |
| --- |
| **Objective A:** |
| **Strategies and Action Steps** | **Person(s) Responsible** | **Resource** **(Staff, Materials, Funding)** | **Timeline** | **Formative Evaluation** | **Summative Evaluation** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

| **Goal:** |
| --- |
| **Objective:** |
| **Strategies and Action Steps** | **Person(s) Responsible** | **Resource** **(Staff, Materials, Funding)** | **Timeline** | **Formative Evaluation** | **Summative Evaluation** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

District Improvement Plan Requirements

The detailed strategies of the \_\_\_\_\_ (year) District Improvement Plan reflect the identified areas of focus for the school year. While some of the following areas are detailed in the DIP, most are processes that are a part of the daily operations of the district and can be found on the district's website and/or in the Department Action Plans:

|  |
| --- |
| Title I, Part A LEA Program Plan (Statutory Required Descriptions) |
| To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, **the LEA plan shall include the following 13 descriptions**: | **Location in Plan** |
| **Description 1:** | How the LEA will **monitor students’ progress in meeting the challenging State academic standards** by [Section 1112(b)(1)]— |  |
|  | 1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
 |  |
| 1. Identifying students who may be at risk for academic failure;
 |  |
| 1. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
 |  |
| 1. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.
 |  |
| **Description 2:** | How the LEA will **identify and address any disparities** that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers |  |
| **Description 3:** | How the LEA will carry out **its School Support and Improvement activities responsibilities** under Section 1111(d)(1) and (2) | Only if LEA has a campus in school improvement  |
| **Description 4:** | The poverty criteria that will be used to select **school attendance areas** under Section 1113 | Not required if less than 1,000 students |

|  |  |  |
| --- | --- | --- |
| **Description 5:** | The **nature of the programs to be conducted** under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for **children living in local institutions for neglected or delinquent children,** and for **neglected and delinquent children in community day school programs** | Reference the 3 elements as well as how the LEA supports the TA or SW campus(es).  |
| **Description 6:** | The **services** the LEA will provide **homeless children and youth** to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act. |  |
| **Description 7:** | The strategy the LEA will use to implement **effective parent and family engagement** (PFE) under Section 1116. | Also include LEA PFE Policy in plan |
| **Description 8:** | ***If applicable*,** how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with **early childhood education programs** at the LEA or individual school level, including **plans for the transition of participants** in such programs to local elementary school programs. | Only applicable if funds are reserved for preschool |
| **Description 9:** | How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will **identify the eligible children most in need of services** under Title I, Part A. | Only applicable if LEA has TA campuses |

|  |  |  |
| --- | --- | --- |
| **Description 10:** | How the LEA will implement strategies to facilitate effective **transitions for students from middle grades to high school and from high school to postsecondary education** including, **if applicable** [Section 1112(b)(10)] | Only applicable if LEA has middle &/or high schools |
|  | 1. Coordination with institutions of higher education, employers, and other local partners; and
 |  |
| 1. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills
 |  |
| **Description 11:** | How the LEA will **support efforts to reduce the overuse of discipline practice that remove students from the classroom**, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students. |  |
| **Description 12:** | **If applicable**, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)] | Only applicable to LEAs with CTE programs |
|  | 1. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
 |  |
| 1. Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit
 |  |
| **Description 13:** | Any **other information on how the LEA proposes to use funds to meet the purposes of this grant** and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)] |  |
|  | 1. Assist schools in identifying and serving gifted and talented students; and
 | This is just an example. |
| 1. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.
 | This is just an example. |

**Note:** The descriptions can be addressed in the plan through strategies or narratives.

**Plan for Federal Funds**

The district receives federal monies from the following grant programs: Title I, Part A; Title II, Part A; Title III; Title IV; IDEA B; Carl Perkins Career and Technology. (edit according to your LEA; delete plan if no federal funds taken at your LEA)

|  |
| --- |
| **FEDERAL FUNDS – The following positions are funded by federal grant funds at the District level.** |
| **Position / Grade Level** | **Fund Source** | **FTE** | **Salary** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

All district monies related to these federal funding sources, whether spent directly by the district or allocated to an appropriate campus for expenditure, will be utilized to directly support the intended purpose(s) and program beneficiaries as listed below:

Title I, Part A:

District Allocation: $\_\_\_\_\_\_\_\_\_\_

Goal/Intended Purpose – to provide supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards

Intended Beneficiaries – students who experience difficulties mastering the state academic achievement standards

District-level uses:

Title II:

 Amount Allocated: $\_\_\_\_\_\_\_\_\_\_

 Goal/Intended Purpose – to increase student academic achievement through improving teacher and principal quality

 Intended Beneficiaries – teachers, principals, assistant principals, and others as appropriate to program intent

District-Level Uses:

Title III:

 Amount Allocated: $\_\_\_\_\_\_\_\_\_\_

Goal/Intended Purpose – to provide supplemental resources to help Limited English Proficient (LEP) children attain English proficiency

 Intended Beneficiaries – LEP students, including immigrant children and youth

District-Level Uses:

Title IV:

 Amount Allocated: $\_\_\_\_\_\_\_\_\_\_

Goal/Intended Purpose – to provide well-rounded educational opportunities, safe and healthy students, and the effective use of technology

District Level Uses:

IDEA B:

 Amount Allocated: $\_\_\_\_\_\_\_\_\_\_and SPED Preschool $\_\_\_\_\_\_\_\_\_\_

Goal/Intended Purpose – to provide special education and related services

 Intended Beneficiaries – children with disabilities ages 3-21

District-Level Uses:

Carl Perkins:

 Amount Allocated: $\_\_\_\_\_\_\_\_\_\_

Goal/Intended Purpose – develop more fully the academic and technical skills of secondary students; College, career, and military ready graduates

 Intended Beneficiaries – secondary students who elect to enroll in career and technical (CTE) programs

District-Level Uses:

***Charter District does/does not consolidate fund sources; however, Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.***

**Plan for At-Risk/Compensatory Education**

The goals of state compensatory education are: (1) to reduce any disparity in performance on assessment instruments administered under TEC, Chapter 39, Subchapter B, Assessment of Academic Skills ; and (2) to reduce the disparity in the rates of high school completion between students at risk of dropping out of school and all other school district students. SCE program’s desired result is to provide challenging and meaningful instructional programs and services that will close the achievement gap between students at risk of dropping out of school and their peers.

SCE:

Amount Allocated: $\_\_\_\_\_\_\_\_\_\_

Supplemental FTEs for SCE at District Level (campus FTEs in CIP):

 Intended Purpose – to increase academic achievement and reduce the dropout rate

 Intended Beneficiaries – students identified as at risk for dropping out of school

Use of funds: (summary of strategies, activities, and services for At Risk youth)

**District Improvement Plan Committee**

The District Improvement Plan was developed and revised with timely and meaningful consultation required stakeholders. The members listed below were involved in the planning and improvement process, and the plan was ultimately approved on (date) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| **Name (typed)** | **Job Title/Role** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |