

District Improvement Plan

APPENDIX - TEMPLATE

This template is divided into four sections:

1. Acronyms Used
2. Appendix for DIP, Part I (with statutory references)
3. Appendix for DIP - Part II - Title I Plan (with statutory references)
4. Plans Needed (to support the appendix)

The columns labeled “Location of Policy or Document” and “Position Responsible” are suggested and should be customized to meet the practices and staffing patterns of the district.



How to Use the APPENDIX - TEMPLATE

This template should be customized for your LEA.

1. The Appendix is to be used as a Crosswalk to policies and other documents containing the legally required information.
2. The DIP can then be shorter and more focused.

This is not a Checklist of Requirements for the DIP.
(That will be in another document.)



ACRONYMS USED

ACRONYMS USED	Definition
PDP	Professional Development Plan
PBIS	Positive Behavior Interventions and Support
SHAC	School Health Advisory Council
SSP	School Safety Plan
SCE	State Compensatory Education
CTE	Career & Technology Education
PFE	Parent & Family Engagement
B/ESL	Bilingual / English as a Second Language
DAEP	Discipline Alternative Education Program

APPENDIX FOR DIP, Part I

The following items, to be included in the District Improvement Plan, are available in other documents or policies. These activities are updated and monitored by the position listed below.

Strategies Required for:	Statutory References		Location of Policy or Document	Position Responsible for Updating and Monitoring Plan
	State Requirement (and location of policy)	Federal Requirement		
Staff development for professional staff of the LEA	TEC 11.252(a)(3)(F)		PDP Plan	Curriculum Director
Integration of technology in instructional and administrative programs	TEC 11.252(a)(3)(D)		Technology Plan	Technology Director
Discipline Management Program	TEC 11.252(a)(3)(E) TEC 37.083(a)		Policy: FNC Discipline Management Plan	Asst. Supt.
Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care	TEC 11.252(a)(3)(E) TEC 11.252(a)(10) TEC 38.036		Discipline Management Plan	Asst. Supt.
Law Enforcement Duties	TEC 37.081(d)(1)		Policy: CKE School Safety Plan	Law Enforcement Officer
Dating Violence Policy	TEC 37.0831		Policy: FFH SHAC Plan	Lead Counselor

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Strategies Required for:	Statutory References		Location of Policy or Document	Position Responsible for Updating and Monitoring Plan
	State Requirement (and location of policy)	Federal Requirement		
Dropout Reduction	TEC 11.252(a)(3)(C)		Policy: BQ SCE Plan	Special Programs Director
State Comp Ed Program (At-Risk)	The <u>TEC, §29.081</u> , requires LEAs to create a SCE program and describe the SCE program in the district improvement plan (DIP), open-enrollment charter school's instructional plan, and the campus improvement plan (CIP). ⁷		SCE Plan	Special Programs Director
SSA - DAEP Objectives: <ol style="list-style-type: none"> 1. Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, and with a disability who receive special education and limited English proficiency services; 2. Attendance rates; 3. Pre- and post-assessment results; 4. Dropout rates; 5. Graduation rates; and 6. Recidivism rates. 	19 TAC 103.1201(b)		Policy: BQ SCE Plan	Special Programs Director

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Strategies Required for:	Statutory References		Location of Policy or Document	Position Responsible for Updating and Monitoring Plan
	State Requirement (and location of policy)	Federal Requirement		
Comprehensive School Counseling Program	TEC 11.252(a)(3)(I) TEC 33.005		Policy: FFEA School Counseling Program Plan	Lead Counselor
Provide information about: <ul style="list-style-type: none"> • Higher ed • Financial Aid • Curriculum Choices for success beyond High School • Sources of informatio 	TEC 11.252(a)(4) TEC 11.252(a)(4)B TEC 11.252(a)(4)C		School Counseling Program Plan	
Suicide Prevention	TEC 11.252(a)(3)(B) TEC 38.351		Policy: FFEB School Counseling Program Plan	Lead Counselor
Conflict Resolution Programs	TEC 11.252(a)(3)(B) TEC 38.351		Policy: BQ Legal School Counseling Program Plan	Lead Counselor
Violence Prevention Programs	TEC 11.252(a)(3)(B) TEC 38.351		Policy: BQ Legal School Counseling Program Plan	Lead Counselor
Sexual Abuse and Maltreatment of Children	TEC 11.252(a)(9) TEC Code 38.0041		Policy: FFG School Counseling Program Plan	Lead Counselor

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Strategies Required for:	Statutory References		Location of Policy or Document	Position Responsible for Updating and Monitoring Plan
	State Requirement (and location of policy)	Federal Requirement		
Mental Health, Substance Abuse, and Suicide Practices and Procedures	TEC 38.351(k)(2) [See FFEB]		School Counseling Program Plan	Lead Counselor
Trauma-informed care policy	TEC 11.252(a)(10) TEC 38.036		Policy: FFBA	Lead Counselor
Sexual abuse and other maltreatment of students policy	TEC 11.252(a)(9) TEC 38.0041		Policy: FFG	
Dyslexia Treatment Programs	TEC 11.252(a)(3)(B) TEC 38.351		Policy: BQ Dyslexia Plan	Special Programs Director
ESL	TEC 11.252(a)(2)		Policy: BQ B/ESL Plan	B/ESL Director
SpEd	TEC 11.252(a)(2)		Policy: BQ SpEd Plan	SpEd Director
CTE	TEC 11.252(a)(3)(G)		Policy: BQ CTE Plan	CTE Director

APPENDIX FOR DIP, Part II - Title I Local Education Agency Plan

The following items, to be included in the District Improvement Plan, are available in other documents or policies. These activities are updated and monitored by the position listed below.

Required Provisions Details of these requirements are found in the Title IA Program Guide .	Statutory References		Location of Policy or Document	Position Responsible for Updating and Monitoring Plan
	State Requirement (and location of policy)	Federal Requirement		
Required Stakeholders: The plan must be developed and revised with meaningful consultation and input from the following stakeholders: ✓ Teachers, ✓ Principals, ✓ Other school leaders, ✓ Paraprofessionals, ✓ Specialized instructional support personnel, ✓ Charter school leaders (in an LEA that has charter schools), ✓ Administrators (including administrators of programs in other parts of Title I), ✓ Other appropriate school personnel, ✓ Parents* of children in schools served under Title I, Part A, and ✓ Members of the community.*	Texas Education Code (TEC) §11.251 *Please note that TEC §11.251 specifies that a parent who is an employee of the school district is not considered a parent representative on the district improvement plan committee. Likewise, a parent is not considered a representative of community members on the committee.	Title I, Part A, Section 1111(a)(1)(A)	DIP: List of committee members	Federal Programs Director
1. Program Coordination The LEA must coordinate the DIP with other Elementary and Secondary Education Act (ESEA) programs, the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act of 1973, the Carl D Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the McKinney-Vento Homeless Assistance Act, the Adult Education and Family Literacy Act, and other Acts as appropriate.		Section 1112 Local Education Agency Plans	CNA Summary	Federal Programs Director
2. Reviews and Revisions The LEA shall periodically review and, as necessary, revise the DIP. This must be done at least annually .		Section 1112 Local Education Agency Plans	Meeting(s): Evaluate with committee members	Federal Programs Director

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Required Provisions Details of these requirements are found in the Title IA Program Guide .	Statutory References		Location of Policy or Document	Position Responsible for Updating and Monitoring Plan
	State Requirement (and location of policy)	Federal Requirement		
3. Teacher Quality 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.		Section 1112 Local Education Agency Plans	Equity Plan	Federal Programs Director
4. Measure of Poverty How the school attendance areas were selected.		Section 1112 Local Education Agency Plans	CNA Summary	Lead Counselor
5. Nature of Programs Describe the nature of the programs to be conducted 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.		Section 1112 Local Education Agency Plans	DIP-List specific strategies	Federal Programs Director
6. Services to Homeless Children and Youth The DIP shall describe 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. (See the Services to Homeless Students section of the Title IA Program Guide for additional detailed information)		Section 1112 Local Education Agency Plans	SCE Plan	Special Programs Director

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Required Provisions Details of these requirements are found in the Title IA Program Guide .	Statutory References		Location of Policy or Document	Position Responsible for Updating and Monitoring Plan
	State Requirement (and location of policy)	Federal Requirement		
7. Student Progress Monitoring and Supports How the LEA will ensure that all children receive a high-quality education and close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.		Section 1112 Local Education Agency Plans	DIP-List specific strategies	Special Programs Director
8. Meeting Academic Needs How will the LEA... <ul style="list-style-type: none"> ▪ Develop and implement a well-rounded program of instruction to meet the <u>academic needs</u> of all students? ▪ Identify students who may be <u>at risk* for academic failure</u>? ▪ Provide educational assistance to individual students the LEA or school determines need help in meeting the challenging State <u>academic standards</u>? ▪ Identify and implement instructional and other strategies intended to strengthen academic programs and improve <u>school conditions for student learning</u>? *Note: “At risk” for Title I, Part A purposes is being “at risk” of failing to meet the state’s academic standards on the state assessment; this is not the same as some of the “at risk” criteria that are used for State Compensatory Education purposes.		Section 1112 Local Education Agency Plans	DIP-List specific strategies (may be a Title IV strategy)	Federal Programs Director

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Required Provisions Details of these requirements are found in the Title IA Program Guide .	Statutory References		Location of Policy or Document	Position Responsible for Updating and Monitoring Plan
	State Requirement (and location of policy)	Federal Requirement		
9. Parent and Family Engagement Strategy Strategies for implementing effective parent and family engagement. (See the Parent and Family Engagement – LEA Responsibilities section the Title IA Program Guide for additional detailed information.)		Section 1112 Local Education Agency Plans	DIP-List specific strategies School/Parent Compacts Handbooks	Federal Programs Director
10. Parent Comments of Disagreement If the District Improvement Plan is not satisfactory to the parents of participating children, the LEA must submit any parent comments with the ESSA Consolidated Federal Grant Application to the State.		Section 1112 Local Education Agency Plans	Policy: EHBD	Federal Programs Director
11. Discipline Disproportionality How the LEA will support efforts to reduce the overuse of discipline practices 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.	TEC 37.083(a) [See FNC]		Discipline Management Plan	Asst. Supt.
12. Other Proposed Use of Funds Include 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... <ul style="list-style-type: none"> • Assist schools in identifying and serving gifted and talented students; and • Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. 				

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Required Provisions Details of these requirements are found in the Title IA Program Guide .	Statutory References		Location of Policy or Document	Position Responsible for Updating and Monitoring Plan
	State Requirement (and location of policy)	Federal Requirement		
<p>13. Conditional Requirements The following information should be included in the DIP if the following requirements apply to the LEA or any campuses in the LEA.</p> <p>Middle to High School/High School to Postsecondary Transitions If an LEA has middle grades and/or high school grades, how will 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...</p> <ul style="list-style-type: none"> ▪ coordination with institutions of higher education, employers, and other local partners; and ▪ increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. 		<p>Section 1112 Local Education Agency Plans</p>	DIP-List specific strategies	Federal Programs Director

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Required Provisions Details of these requirements are found in the Title IA Program Guide .	Statutory References		Location of Policy or Document	Position Responsible for Updating and Monitoring Plan
	State Requirement (and location of policy)	Federal Requirement		
<p>13. Conditional Requirements, continued...</p> <p>Identification of Eligible Children – Targeted Assistance Program If an LEA has schools operating a Targeted Assistance (TA) program, the DIP shall include how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, will identify the eligible children most in need of services under Title I, Part A. (See the Targeted Assistance Programs – Student Eligibility section of this Program Guide for additional detailed information regarding student eligibility in a TA program.) School Improvement Activities: The DIP shall include how the LEA will carry out its School Improvement activities responsibilities if any campuses within the LEA are identified by TEA as Comprehensive Support and Improvement, Targeted Support and Improvement and/or Additional Targeted Support. (See Campus Accountability Interventions and Guidance for additional detailed information)</p> <p>Early Childhood Education Programs Integration If applicable, describe 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.</p>		<p>Section 1112 Local Education Agency Plans</p>	<p>DIP-List specific strategies</p>	<p>Federal Programs Director</p>

PLANS NEEDED to Support the Appendix

#	PLANS NEEDED	ITEMS INCLUDED	Position Responsible for Updating and Monitoring Plan
1	SCE Plan	State Compensatory Education Plan Evaluation of SCE Program Policies & Procedures for SCE Program Strategies for At-Risk, including: <ul style="list-style-type: none"> • Homeless • Discipline Alternative Education Program SSA - DAEP Objectives: <ol style="list-style-type: none"> 1. Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, and with a disability who receive special education and limited English proficiency services; 2. Attendance rates; 3. Pre- and post-assessment results; 4. Dropout rates; 5. Graduation rates; and 6. Recidivism rates. 	Special Programs Director
2	PDP Plan	Staff development for professional staff of the Campus See TEC 21.054	Curriculum Director

PLANS NEEDED to Support the Appendix

#	PLANS NEEDED	ITEMS INCLUDED	Position Responsible for Updating and Monitoring Plan
3	Discipline Management Plan	Discipline Management Program Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care	Asst. Supt.
4	SHAC Plan	Dating Violence Policy Health Education Well-rounded Education	Campus Counselor
5	School Safety Plan	School Safety Plan Law Enforcement Duties	Campus Law Enforcement Officer
6	School Counseling Program Plan	Comprehensive School Counseling Program Conflict Resolution Programs Bullying Violence Prevention Suicide Prevention Sexual Abuse and Maltreatment of Children Mental Health, Substance Abuse, and Suicide Practices and Procedures Grief-informed Care Trauma-informed Care & Trauma-informed Care Policy	Campus Counselor
7	CTE Plan	Career & Technology Education CCLNA eGrants Schedules	CTE Director

PLANS NEEDED to Support the Appendix

#	PLANS NEEDED	ITEMS INCLUDED	Position Responsible for Updating and Monitoring Plan
8	Early Childhood Literacy and Mathematics Proficiency Plans	Proficiency Targets Systematic Phonics Curriculum PD for Reading Academies	Special Programs Director
9	Parent and Family Engagement Plan and Policies	Parent & Family Engagement Plan (Campus-level) PFE Campus-level Policy School-Parent Compacts (Title I campuses)	Principal
10	B/ESL Plan	Bilingual Programs English as a Second Language Programs eGrants Schedules Evaluation of B/ESL Procedures for B/ESL PD for Teachers of B/ESL PFE for B/ESL	Special Programs Director -or- Bilingual Director
11	Technology Plan	Integration of technology in instructional and administrative programs	Technology Director
12	Dyslexia Plan	Evidence-based practices to address the needs of students. See the Dyslexia Handbook (2021 Update) by TEA See TEC 21.054	Curriculum Director