



Texas Education Agency
Title I Capacity Building Initiative
District Improvement Plan
ESSA Sec. 1112



Title I, Part A District Improvement Plan

The District Improvement Plan (DIP) **must** be developed with timely and meaningful consultation with:

- Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local education agency that has charter schools)
- Administrators (including administrators of programs described in other parts of this title)
- Other appropriate school personnel
- Parents of children in schools served under this part

As appropriate, the DIP **shall** be coordinated with other programs:

- Under the Every Student Succeeds Act (ESSA)
- Individuals with Disabilities Education Act
- Rehabilitation Act of 1973
- Carl D. Perkins Career and Technology Education Act
- Workforce Innovation and Opportunity Act
- Head Start Act
- McKinney-Vento Homeless Assistance Act
- Adult Education and Family Literacy Act
- Other Acts as appropriate

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 DIP **shall** describe:

- How the Local Education Agency (LEA) will monitor students' progress in meeting the challenging State academic standards by:
 - Developing and implementing a well-rounded program of instruction to meet the academic needs of all students
 - Identifying students who may be at risk for academic failure
 - Providing additional educational assistance to individual students the local education agency or school determines need help in meeting the challenging State academic standards
 - Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning

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For more information, please contact your Regional ESC Title I, Part A Contact
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- How the LEA will identify and address, as required under State plans as described in section 1111(g)(1)(B), 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
- How the LEA will:
 - Use current research on parental involvement that fosters achievement to high standards for all children
 - Incorporate strategies to lower barriers to participation by parents in school planning, review, and improvement
- The poverty criteria that will be used to select school attendance areas
- The nature of programs to be conducted under 1114 (Schoolwide) and 1115 (Targeted Assistance) and for students living in neglected and delinquent facilities or who attend neglected and delinquent day school programs
- The services the LEA will provide homeless children and youths to support their enrollment, attendance, and success
- The strategies the LEA will use to implement effective parent and family engagement under section 1116
- If applicable, how the LEA will support, coordinate, and integrate services 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
- How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part
- 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:
 - through coordination with institutions of higher education, employers, and other local partners
 - through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills
- 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
- If determined appropriate by the LEA, how such agency will support programs that coordinate and integrate:
 - 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
 - work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit

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- Any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which **may** include how the LEA will:
 - Assist schools in identifying and serving gifted and talented students
 - 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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