

Campus-Level Planning and Site-Based Decision Making Compliance Checklist

Updated June 2, 2008

- _____ 1. At least two-thirds of the elected professional staff on the campus committee is comprised of classroom teachers.
- _____ 2. The remaining 1/3 of the elected professional staff on the campus committee consist of other campus-level professional staff and at least one district-level professional.
- _____ 3. There is a procedure for professional staff to nominate and elect campus and district-level professional staff representatives to the site-based decision making teams.
- _____ 4. The campus committee has a parent representative (s) who is not an employee of the school district.
- _____ 5. There is a procedure for the selection of parents to the campus committee.
- _____ 6. The campus committee has a community representative (s) who resides in the community, is at least 18 years of age, and is not the parent of a student in the district. TEC 11. 253 (b) refers to TEC 11. 251(c) (3)
- _____ 7. The campus committee has a business representative. This representative does not have to reside in the district, nor does the business she or he represents have to be located in the district.
- _____ 8. There is a procedure for the selection for community and business representatives to serve on the campus committee in a manner that is representative of the community's diversity.
- _____ 9. There is a procedure for regularly held campus committee meetings.
- _____ 10. There is a procedure that clearly defines the roles and responsibilities of the principals, teachers, and campus-level committee members in the areas of: planning, budgeting, curriculum, staffing patterns, staff development, and school organization.
- _____ 11. There is a procedure in place for obtaining broad-based community, parent, and staff input into the campus planning and decision-making process.
- _____ 12. There is a procedure in place to provide information to the community, parents and staff regarding recommendations from the SBDM committee.

- _____13. The Principal regularly consults with the campus committee in the planning, operating, supervision, and evaluation of the campus educational program.
- _____14. An evaluation of the campus decision-making and planning processes is conducted at least every two years.
- _____15. The campus committee holds at least one public meeting per year, following the receipt of the annual campus rating from TEA, for the purpose of discussing the performance of the campus and its performance objectives.

PLANNING

- _____16. The campus has a campus improvement plan that is developed, evaluated, and revised annually by the principal and the site-based decision making team.
- _____17. The campus improvement plan includes a comprehensive needs assessment addressing disaggregated student performance on AEIS indicators, and the performance of students in special needs programs.
- _____18. The campus improvement plan measures campus performance objectives for all student groups and students in special education.
- _____19. The campus improvement plan contains strategies for how the campus goals and objectives will be met.
- _____20. **Resources (money sources and materials) that are necessary for the implementation of identified strategies are included.**
- _____21 **Staff members** responsible for accomplishing specific strategies are identified.
- _____22. The campus improvement plan **includes a time line** for on-going monitoring of strategies.
- _____23. **Formative evaluations** are included for each strategy listed in the improvement plan to measure progress toward the performance objectives for improvement, **and summative evaluations are included to determine if the goal/objectives have been reached.**
- _____24. **State Compensatory Education funds that are used to provide interventions (this includes FTEs – Full Time Equivalencies) for identified at-risk students and to prevent dropouts are shown in the plan.**

- _____24. The improvement plan provides for goals and **strategies** for violence prevention and intervention **(including strategies to prevent bullying)** on the campus.
- _____25. The plan provides for a program to encourage parental involvement at the campus.
- _____26. The SBDM **approves** all portions of the campus improvement plan related to **staff development** needs. **(Approval is based on the results of a needs assessment for staff development conducted with the staff.)**

DROPOUT PREVENTION (TEC 11. 255)

- _____27. Middle, Junior High or High Schools are required to analyze the following:
- _____ **Result of the district's audit of dropout records required by Section 39.055**
 - _____ **Information related to graduation rates, dropout rates, GED rates, and students who are in high school for more than four years.**
 - _____ **For grades 9 and 10, check on credits earned, retention rates, and AEP placement.**
 - _____ **Campus SBDM committees should review the above information and develop improvement strategies for a campus dropout prevention program.**

HB 2237 Sect. 12 (pg 59) TEC 29.918

If a district has a high dropout rate, it must show strategies to address this issue. It must show strategies for using State Comprehensive Education funds to implement research based dropout prevention measures. A separate plan must be submitted by December 1 of each year.

NCLB GOALS - Must be included in CIP and DIP (goals do not have to be word-for-word, but the intent must be evident.)

Goal 1

- _____28. By 2013- 2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, and mathematics.
(this goal parallels the state goal of improving campus performance objectives)

Goal 2

- _____29. 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.
(this should be addressed in improving ELL student performance areas)

Goal 3

- _____ 30. By 2005-2006, all students will be taught by highly qualified teachers (discussed under the Highly Qualified)

Goal 4

- _____ 31. All students will be educated in learning environments that are safe, drug-free, and conducive to learning (parallels the state goal of violence prevention and intervention)

Goal 5

- _____ 32. All students will graduate from high school (should be addressed in the dropout prevention goal or strategies- this would make a good title for the goal that encompasses that area)

HIGHLY QUALIFIED TEACHERS

- _____ 33. Campus improvement plans include strategies for professional development to maintain Highly Qualified teachers, principals, and paraprofessionals in all academic areas on a continuous basis. **(Required)**
- _____ 34. Campus improvement plans include strategies to attract highly qualified teachers to high need schools. **(Required)**
- _____ 35. Campus improvement plans **must** include any strategies listed in a Continuous Improvement Plan required if a campus does not meet the 100% Highly Qualified Teacher requirement and is required to give written documentation for improvement. (Notification letter from TEA)

NOTE

Campuses that do not meet AYP for 2 years may be required to add additional strategies to address deficiencies in this area. The strategies will be taken from a Focused Data Analysis and Continuous Improvement Plan required to be sent to TEA.
(Notification letter from TEA)

DISTRICT PLANNING GUIDELINES TEC 11. 252

- _____ 1. Each district shall have a district improvement plan that is developed, evaluated, and revised annually in accordance with district policy by the Superintendent, with assistance of the district committee.....
- _____ 2. A comprehensive needs assessment addressing district student performance on the AEIS and other appropriate measures of performance should be disaggregated for all students.
- _____ 3. The district plan should include measurable district performance objectives for all student populations including students in special education programs.
- _____ 4. Strategies for improvement of student performance should include:
 - _____ Instructional methods for addressing the needs of students groups not achieving their full potential.
 - _____ Methods for addressing the needs of students for special programs such as **suicide prevention, conflict resolution, violence prevention, or dyslexia treatment programs.**
 - _____ Dropout Prevention
 - _____ Integration of technology in instructional and administrative programs.
 - _____ Discipline Management
 - _____ Staff development for professional staff of the district.
 - _____ Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.
 - _____ Accelerated Education
- _____ 5. The district plan must include strategies for providing to middle school, junior high school, and high school students, those students' teachers and counselors and those students' parents information about:
 - Higher education admissions and financial aid opportunities
 - The TEXAS grant program and the Teach For Texas grant program
 - The need for students to make informed curriculum choices to be prepared

for success beyond high school
Sources of information on higher education admissions and financial aid.

- _____ 6. Under strategies a district plan must include the following
 - Resources** needed to carry out the strategies
 - Staff responsible** for ensuring the accomplishment of each strategy.
 - Timelines** for ongoing monitoring of the implementation of each strategy.
 - Formative evaluation and summative evaluation** criteria for determining if the strategies are resulting in intended improvement.

- _____ 7. At least every two years, each district shall evaluate the effectiveness of the district decision-making and planning policies, procedures, and staff **development** activities related to district and campus level decision-making to ensure that they are effective.

- _____ 8. The district –level committee shall hold one public meeting per year. It is to be held after the receipt of the annual district performance report from TEA. The purpose of the meeting is to discuss the performance of the district and the performance objectives.

Ten Components of a School Wide Program P.L. 107- 100 Section 1114 (b) (1)

These components are required for Title I schools (strategies/objectives that address each component should be a part of the campus plan). However, all campuses may include them in campus planning. Most of the objectives are already addressed by either TEA, NCLB, or Highly Qualified Teacher sections. Number 10 is one objective that may not already be covered. Don't overlook it.

1. A comprehensive Needs Assessment
2. School-wide reform strategies:
 - Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement.
 - Use effective methods and instructional strategies that are based on scientifically based research
 - Include strategies to address the need of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of students of the target population of any program that is included in the school-wide program.
 - The Title I program may include various resources such as counseling, college and career, vocational and technical programs, mentoring, and others.
3. Instruction by Highly Qualified Teachers
4. Professional Development for teachers, principals, and paraprofessionals, as well as others that may need it to ensure academic success for students.
5. Strategies to attract high-quality highly qualified teachers to high need schools.
6. Increase Parent Involvement
7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, and other preschool programs to local elementary schools.
8. Measures to include teachers in the decisions regarding the use of academic assessments to provide information on and to improve the achievement of individual students and the overall instructional program.
9. Activities that ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement shall be provided with effective, timely, additional assistance.....(more of the same)
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Star, adult education, vocational and technical education and job training.

8 Components of a Targeted Assistance Program

1. Use such program's resources under this part to help participating children meet such State's challenging student academic achievement standards expected for all children.
2. Ensure that planning for students served under this part is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that
 - Give primary consideration to providing extended learning time, such as an extended school year, before- and after- school, and summer programs and opportunities.
 - Help provide an accelerated, high-quality curriculum, including applied learning.
 - Minimize removing children from the regular classroom during regular school hours for instruction provided under this part.
4. Coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs.
5. Provide instruction by highly qualified teachers.
6. In accordance with subsection (e) (3) and section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program.
7. Provide strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
8. Coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Briefing Book
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SB 11 (pg 79)

Reporting to the Texas School Safety Center. Any audit recommendation from the campus safety audit should be placed in the campus and district improvement plan.

HB 121 (81) - TEC 37.083

Requires each school district to adopt and implement a dating violence policy to be included in its district improvement plan to provide for dating violence training (See pg 81, 3rd paragraph).

HB 708 (pg 55)

Activity to describe celebrating “Freedom Week”

HB 2237; Sect. 11 (pg 50) TEC 29.097

Provide intensive technology based supplementary instruction in English, Mathematics, Science, and Social Studies to students in grades 9-12 identified as being at risk of dropping out of school. Commissioner to establish a pilot program for this. This is probably already being done under the goal of improving student performance.

HB 2237; Sect 12 (pg 56) TEC 29.911

Requires districts and charter schools offering grades at the middle, junior high, and high school level to designate one week per year as “Education; Go Get It Week”

SB 282 (pg 38) TEC 33.007

Requires school district to notify parents and guardians of all students in grades 9 – 12 of availability of programs under which they may earn college credit including AP/IB, dual credit, and high school and college credit programs.

HB 2176 (pg 31) TEC 28.002

Implement a parent and paternity awareness program in high school health curriculum to address parenting skills, relationship skills, and family violence prevention. This is a curriculum mandate. It could be argued as to put in a campus and district plan or not.