CAMPUS IMPROVEMENT PLANS

CIP COMPONENTS AND TIMELINE FOR COMPLETION

The order of pages and forms that are placed in the CIP **at the beginning of the year** are the following:

- Cover page with signature spaces of the site-based decision-making team
- Needs assessment
- Priority goals
- Action plans

In January, the following forms are due in the Research and Development Department:

- A copy of the original cover sheet with the date of the formative evaluation placed in the blank
- A copy of the action plans with the update for formative assessment placed in the column titled "Formative/Summative Outcomes". The outcomes should be typed in italic font. The outcome should be a brief statement of what the plan addresses (i.e. after school tutoring), and the evaluation of progress that has been made in that plan to date. "On-going" is not an evaluation statement. Formative evaluations would contain statements such as "85% of 3rd graders passing the first periodic assessment in reading" or "75% of parents have attended at least one function at the school."

In June, the following forms are due in the Research and Development Department:

- A copy of the cover sheet that was turned in with the formative evaluation in January with the date of the summative evaluation typed in the blank.
- A Summative Copy of the Campus Improvement Plan with all of the formative/summative outcomes completed in italic font style.

PROCESS FOR ASSESSING NEEDS

Download the needs assessment forms from the VISD web site (click on Research and Development Department and then click on the appropriate planning documents).

Download the documents needed to your computer. Place your campus results in the appropriate cells. Be sure to save the document as a Word file on your computer with your campus name for editing and easy transmission of documents.

In the column entitled *Causal Factors*, briefly describe the reason(s) for any result below what is desired. Remember not to blame the student or his family (i.e., All of our drop-outs came from broken homes.)

In the column entitled *Solutions*, describe the action that the campus has determined will be the best action to mitigate the causal factors (i.e., establish an after-school tutorial program). These solutions will become the initiatives on the action plan form.

When the plan is completed, go back and put the action plan numbers in the last column of the needs assessment form.

When you get to the last section on the needs assessment, which is student participation, you can easily add to that list or delete from that list by highlighting the cell that the activity is typed into and retyping the ones that are more appropriate for your campus.

You can add lines to the bottom of the needs assessment form to measure more student participation by clicking below the form. Then go to the *table* pull-down window. When the window opens, click on *insert* and then on *lines below*. You can then tell it to include the number of lines that you want to add. To delete lines, highlight the first cell of the lines that you want to delete. Go to the *table* window. Click on *delete*. Click on *rows*. The whole row will be deleted.

PROCESS FOR WRITING ACTION PLANS

For each priority goal you will have one or more action plans.

Type in the priority goal at the top of the form. This should correspond directly to those listed on the priority goals page.

Initiatives include a statement beginning with a verb that describes the solution that you determined would mitigate a problem in your needs assessment. The strategy will be stated as follows: provide staff development follow-up for staff on the topic of differentiating instruction in the classrooms.

The person or team responsible is the person or the team that will implement the action steps. It might be a grade level or the entire campus. It might also be one person who has a specific responsibility to organize a parent night for example.

The funding allocation is generally either campus budget, local funds, Title I funds, SCE funds, grants funds, instructional resources, technology, etc.

The person(s) responsible should be specific to who will be completing the action. It should not include entire departments or leaders unless they are the ones that will specifically be doing the action. The more complete the steps are, the more likely they will be followed.

The timeline specifies the actual time period in which each step will be accomplished. Months, semesters, grading periods, school year or actual dates are all appropriate for this cell.

The progress made column is the recording of the steps that have been accomplished. These cells are not filled in until that step has been accomplished or completed. "On-going" says nothing about progress made. Statements should contain statements such as staff development was held on August 11, 2003 and sign-in sheet is on file in the principal's office or 10 tutorial sessions have been completed for grades 1-5.

The methods/measures column should be addressed with the type of measure or instruments that will be used to determine that the action was successful. Example responses may be sign-in sheets, TAKS data, attendance records, etc.

The formative evaluation in January is the time to document all progress made to that date. The summative evaluation in May should document the progress made for the year. If the plan has not been completed, the site-based decision-making team should determine if the plan still needs to be carried over to the next year or enough of it has been accomplished and the plan will not have to be carried over to the subsequent year's plan.

If documents or agenda or test results apply to a particular plan, it is very easy to insert those into the plan if it is hole-punched and put in notebooks. This way, you have a record of everything that was accomplished with documentation for the whole year.