



TASB Student Solutions

CHILD FIND

DISTRICT & CAMPUS IMPROVEMENT PLANS

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Model operating procedure created by



and

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DISTRICT AND CAMPUS IMPROVEMENT PLANS

What Is Required

District Improvement Plan

The Board of Trustees for the district must ensure that a district improvement plan is developed, reviewed, and revised annually by the Superintendent with the assistance of the district-level committee to improve the performance of all students.

The Superintendent shall work with the district-level planning and decision-making committee to develop and evaluate the district improvement plan. The plan must be reviewed and revised annually.

The district improvement plan should guide District and Campus Personnel in the improvement of student performance for all student groups to attain state standards. The district improvement plan will include the following:

- A comprehensive needs assessment that addresses student performance on student achievement indicators for students across the district, as well as any other appropriate measures of performance. This performance data will be separated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, such as students in special education programs;
- Measurable performance objectives for the district for all appropriate student achievement indicators, and other measures of student performance that may be identified through the comprehensive needs assessment. These will include all student populations, including students in special education programs;
- Strategies for District and Campus Personnel to improve student performance, that include instructional methods for addressing the needs of student groups not achieving their full potential, evidence-based practices that address the needs of students for special programs including, suicide prevention, conflict resolution, violence prevention, dyslexia treatment programs, dropout reduction, integration of technology in instructional and administrative programs, positive behavior interventions and support including interventions related to grief-informed and trauma-informed care, staff development, career education, and accelerated education, and implementation of a comprehensive school counseling program;
- Strategies to provide information to elementary, middle school, junior high school, and high school students, their parents, and their teachers and counselors related to higher education admissions and financial aid opportunities, the TEXAS and Teach for Texas grant programs, and informed curriculum choices;
- Resources needed to implement identified strategies;

- Staff responsible for ensuring the accomplishment of each strategy;
- Timelines for ongoing monitoring of the implementation of each improvement strategy;
- A method for periodically determining whether strategies are successfully helping improve student performance;
- A policy addressing sexual abuse and other maltreatment of students; and
- A trauma-informed care policy.

The Board of Trustees shall evaluate the effectiveness of the plan to ensure that it is effectively structured to positively impact student performance at least once every two years.

At least once a year, the district-level committee must hold a public meeting after the district receives its annual performance report from the Texas Education Agency. The district's performance and its performance objectives shall be discussed at this meeting. The district must ensure that the community, parents, and staff can provide input towards the district improvement plan. The district should be transparent regarding any recommendations made by the district-level committee regarding the plan.

The Superintendent will regularly consult the district-level committee in the planning, operation, supervision, and evaluation of the district's educational program. The district must make this plan available to the Texas Education Agency upon request.

Campus Improvement Plan

The district must ensure that each campus is effectively planning and making decisions appropriate to direct and support improved performance for all students through a campus improvement plan. The campus improvement plan should be designed to improve student performance for all student populations, including students in special education programs, with respect to the achievement indicators and any other appropriate performance measures for special needs populations.

Each campus should have campus-level planning and decision-making committees. The principal of each campus will work with the campus-level committee to develop, review, and revise the campus improvement plan once per year. The campus-level committee must be involved in any decisions related to planning, budgeting, curriculum, staffing patterns, staff development, and school organization and must approve any part of the campus plan addressing campus staff development needs.

Each campus improvement plan must:

- Assess the academic achievement for each student using the student achievement indicator system;

- Set the campus performance objectives based on the student achievement indicator system;
- Identify how the campus goals will be met for each student;
- Determine the resources needed to implement the plan;
- Identify staff needed to implement the plan;
- Set timelines for reaching the goals;
- Measure progress toward the performance objectives periodically to ensure the plan is resulting in academic improvement;
- Include goals and methods for violence prevention and intervention on campus;
- Provide for a program to encourage parental involvement at the campus; and
- Set goals and objectives for the coordinated health program on elementary, middle, or junior high school campuses.

The campus-level committee will be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization, and must approve the portions of the campus plan addressing campus staff development needs. At least once a year, each campus-level committee must hold a public meeting after receiving the annual campus rating from the Texas Education Agency. The campus performance and campus performance objectives shall be discussed at this meeting. The district must ensure that the community, parents, and staff can provide input towards campus improvement plans.

Each campus principal will regularly consult the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program.

The district must make these plans available to the Texas Education Agency upon request.

Additional Procedures

District Improvement Plan

District Special Education Administration will play an active role in the development of the district improvement plan. District Special Education Administration will serve on the district-level planning and decision-making committee and ensure that the district improvement plan implements appropriate measurable objectives and identified strategies for the special education population and addresses the unique needs of the district's special education population.

District Special Education Administration will meet with the Superintendent as needed, but no less than once per year, to review the district improvement plan. As a member of

the district-level committee, District Special Education Administration will also attend the annual public meeting after the district receives its annual performance report from TEA.

Campus Improvement Plans

Each school year, the principal of each campus will work with the campus-level committee to develop, review, and revise a campus improvement plan to improve student performance for all student populations, including students in special education programs, with respect to student achievement indicators and any other appropriate performance measures for special needs populations.

Campus Special Education Personnel will serve on the campus-level committee to ensure that the campus improvement plan includes strategies for improving special education services based on data specific to their campus. As a member of the campus-level committee, Campus Special Education Personnel will attend the annual public meeting after the campus receives its annual campus rating from TEA.

The district will maintain documentation requirements of compliance associated with Texas Student Data System (TSDS), Public Education Information Management System (PEIMS), and State Performance Plan (SPP). District staff will provide training, with follow up, to ensure the documentation required is in place and compliant.

[PLEASE REVIEW MODEL AND ADD ANY ADDITIONAL DISTRICT PROCEDURES, AS APPROPRIATE, INCLUDING ENSURING THAT ALL TEA REQUIREMENTS ARE ADDRESSED IN THIS PROCEDURE.]

Evidence of Implementation

- District Improvement Plan
- Campus Improvement Plans
- Record of Annual Public Meeting Related to District Improvement Plan
- Record of Annual Public Meeting Related to Campus Improvement Plan
- Membership of Committee for District Improvement Plan
- Membership of Committee for Campus Improvement Plan
- Record of Superintendent Consultation with the District-Level Committee
- Record of Superintendent Consultation with District Special Education Administration
- Records of Principal Consultation with Campus-Level Committees
- Response to Request from TEA for District Improvement Plan
- Response to Request from TEA for Campus Improvement Plan
- Documentation for the state in TSDS, PEIMS, and SPP

- [DISTRICT FORMS]

Resources

[**The Texas Legal Framework for the Child-Centered Special Education Process: District and Campus Improvement Plans - Region 18**](#)

[**School Improvement - Texas Education Agency**](#)

[ADDITIONAL DISTRICT RESOURCES]

Citations

Board Policy BQA; Board Policy BQB; Texas Education Code 11.251, 11.252, 11.253, 38.036, 39.053