

## 5.2.2 District Improvement Plans

---

Each school district is required to develop a district improvement plan, and it must be developed, evaluated and revised annually by the superintendent and the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups and to attain state standards for the state academic excellence indicators. The district improvement plan must be supportive of the objectives of the campus improvement plan and must, at a minimum, support the state goals and objectives for education which are identified in Chapter 4 of the Texas Education Code. The district improvement plan specifically must include the following:

- A comprehensive needs assessment on district student performance on the academic excellence indicators and other measures of performance that are desegregated into students groups including ethnicity, socioeconomic status, sex and populations serviced by special programs
- Measurable district performance objectives for all appropriate academic excellence indicators for all student populations, including objectives for special needs populations and any other performance measures used by the district
- Strategies for improving student performance, including:
  - instructional methods
  - methods for addressing the needs (of students) for special programs (e.g., suicide prevention, conflict resolution, violence prevention, dyslexia treatment programs)
  - drop out reduction
  - integration of technology into instruction and administrative programs
  - discipline management
  - staff development
  - career education for students
  - accelerated education

- Resources needed to implement identified strategies, including:
  - supplemental personnel attributed to state compensatory education and accelerated instruction
  - supplemental direct costs attributed to state compensatory education
- Staff responsible for ensuring the accomplishment of each strategy
- Timelines for ongoing monitoring of the implementation of each improvement strategy
- Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvements in student performance

<http://www.tea.state.tx.us/school.finance/audit/resguide12/sbdm/sbdm-06.html>