



# Local Improvement Plans



# Introduction and Background

# Division of School Improvement

Our division supports LEAs with campuses identified for improvement under state and federal accountability.

[SIDivision@tea.Texas.gov](mailto:SIDivision@tea.Texas.gov)

# What is a Local Improvement Plan (LIP)?

## Who is required to prepare a LIP?

- Local Improvement Plans (LIPs) are locally developed and maintained improvement plans that are meant to address areas of low performance on a campus.
  - These plans are not required to be submitted to the agency unless requested (federal accountability only)
- Campuses with an Additional Targeted Support (ATS) or Targeted Support (TSI) identification (federal accountability) are required to prepare a LIP
  - [Lists of 2024 campuses identified under federal accountability](#)
  - Campuses identified for Comprehensive Support and Improvement (CSI) engage in more rigorous interventions, including developing a Targeted Improvement Plan
  - For more information on how federal school improvement identifications are determined, see the [Chapter 10 of the 2024 Accountability Manual](#)



# Local Improvement Plan Requirements

# LIP Logistics

- LEAs have flexibility to develop and update the LIP in any format they chose. LEAs are not required to use any specific template.
- Per Texas Education Code (TEC) [11.253](#), all campuses must develop a campus improvement plan (CIP). The CIP may substitute for the LIP as long as the requirements outlined in this guidance are met in the CIP.
- The following slides describe what must be included in the LIP.

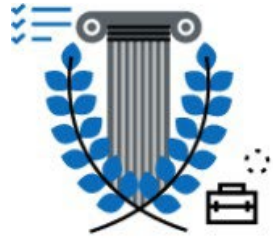
# What has to be included in a Local Improvement Plan?

## The contents of the LIP align to the Effective Schools Framework



- The goal of the Effective Schools Framework (ESF) is to provide a clear vision for what districts and schools across the state do to ensure an excellent education for all Texas students.
- The framework, based on years of educational research of best practices, identifies 5 levers essential for successful school outcomes.
- **Guidance for the LIP comes from Lever 1 of the ESF (Strong School Leadership and Planning)**
- For more information on the ESF, visit [www.texas esf.org](http://www.texas esf.org)

# Aligning the LIP to the ESF: What is Level 1?



## Lever 1

### STRONG SCHOOL LEADERSHIP AND PLANNING

Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor campus systems and structures that are aligned to a compelling school mission, vision, values, and goals rooted in student achievement.

#### 1.1

Developing campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities

#### 1.2

Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction

#### 1.3

Focused plan development and regular monitoring of implementation and outcomes

Guidance for the contents of the LIP comes from Essential Action 1.3



# Aligning the LIP to the ESF: Essential Action 1.3

## Focused plan development and regular monitoring of implementation and outcomes

- There is an improvement plan in place with **few focused priorities, clear timelines, milestones, metrics, and task owners** that address the root causes of low performance.
- Campus leaders **monitor plan implementation and hold task owners accountable** for execution of the work.
- Campus leaders regularly use data and other evidence to **track progress towards intended outcomes**.
- If milestones and benchmarks are not met, **campus leaders make modifications** to reach the required result.
- **Data systems exist** to track all discipline referrals, attendance, and interventions and the **data is regularly reviewed** to identify trends and adapt accordingly.

# Aligning the LIP to the ESF: Essential Action 1.3

There is an improvement plan in place with **few focused priorities, clear timelines, milestones, metrics, and task owners** that address the root causes of low performance.

## The LIP must include:

- A description of any needs assessment conducted by the campus/LEA and the results of that needs assessment
  - Campus teams may consider using the [Effective Schools Framework](#) to guide their needs assessment.
  - Campus teams must address the accountability data that led to the ATS/TSI label in the needs assessment.
  - The campus must describe how and when they engaged stakeholders in the development of the LIP.
- A few focused priorities identified via the needs assessment that the plan will address; this may be a statement of an overall strategy that the campus will undertake
- Milestones, metrics, and timelines: goals aligned to the accountability data that led to the ATS/TSI label, metrics and/or milestones that indicate key actions needed to implement the selected strategy with fidelity, and any staff responsible for implementing or monitoring these strategies

# Aligning the LIP to the ESF: Essential Action 1.3

Campus leaders **monitor plan implementation and hold task owners accountable** for execution of the work.

**The LIP must include:**

- A description of how plan implementation will be monitored, including:
  - who is responsible for this monitoring
  - how often the plan is monitored (with evidence that the plan is monitored at least once a month)
  - what structures are used to update progress and inform stakeholders of progress

# Aligning the LIP to the ESF: Essential Action 1.3

Campus leaders regularly use data and other evidence to **track progress towards intended outcomes**.

## The LIP must include:

- The data sources that campus leaders will use to track progress; these data sources must align to the goals, metrics, and milestones established in the plan
- Fields to record the data that is being tracked to ensure fidelity of implementation of the selected strategy and to ensure student outcomes are on track

# Aligning the LIP to the ESF: Essential Action 1.3

If milestones and benchmarks are not met, **campus leaders make modifications** to reach the required result.

**The LIP must include:**

- A place to record any strategy or fidelity of implementation adjustments that are made when a metric is not met

# Aligning the LIP to the ESF: Essential Action 1.3

**Data systems exist** to track all discipline referrals, attendance, and interventions and the **data is regularly reviewed** to identify trends and adapt accordingly.

**The LIP must include (repeats requirements from previous slides):**

- A description of how plan implementation will be monitored, including:
  - who is responsible for this monitoring
  - how often the plan is monitored (with evidence that the plan is monitored at least once a month)
  - what structures are used to update progress and inform stakeholders of progress
- The data sources that campus leaders will use to track progress; these data sources must align to the goals, metrics, and milestones established in the plan
- Fields to record the data that is being tracked to ensure fidelity of implementation of the selected strategy and to ensure student outcomes are on track



# LIP Submission Timeline

# Who has to submit? When is the plan due?

LIPs are developed and maintained locally. However, TEA will request random plan submissions from ATS/TSI campuses in March 2025.

- LEAs should plan to complete the development of the LIP and be implementing the plan no later than January 2025.
- TEA will contact LEAs selected for random submissions in February 2025 with further instructions.
- We will review plans to ensure that they include the elements described in the previous slides and that there is evidence that the plan is being implemented and monitored.





# Questions and Support

# Contact us for more support!

- TEA School Improvement Division: [SIDivision@tea.texas.gov](mailto:SIDivision@tea.texas.gov)
- Your [regional Education Service Center \(ESC\)](#) may also provide technical assistance