INSTRUCTIONS
Completing the 2012-2013 Highly Qualified Teacher
Continuous Improvement Plan (HQTCIP)

Part I – LEA Plan

Purpose

To develop and implement a Highly Qualified Teacher Continuous Improvement Plan (HQTCIP), which includes strategies/activities that address key issues identified in the Highly Qualified Teacher Focused Data Analysis (HQTFDA) and are designed to ensure that all teachers of core academic subject areas are highly qualified by the end of the 2012-2013 school year.

Applicability

All LEAs that did not report a district aggregate of 100% core academic subject area classes taught by highly qualified teachers in Part 3 of its 2012-2013 Highly Qualified Teacher Compliance Report(s) due November 15, 2012, must complete the Highly Qualified Continuous Improvement Process which includes submission of an HQTFDA, an HQTCIP, and a Submittal Coversheet.

Scope of Review

Each LEA will complete and submit only one CIP that is representative of the entire district. It will be the charge of the LEA to integrate findings from the Highly Qualified Teacher Focused Data Analysis into a cohesive plan to address all identified issues and organize the data by the seven objectives included in the HQTCIP template.

ESC Training and Technical Assistance

LEAs may contact their ESC Title I/Highly Qualified Contact for technical assistance with the implementation of the Highly Qualified Continuous Improvement Process which includes the HQTFDA and HQTCIP.

A list of ESC contacts is available on the TEA NCLB Web site at *http://www.tea.state.tx.us/index4.aspx?id=4637* under the link *Contact for ESC Programs*.

Step 1: Assemble the Highly Qualified Teacher Continuous Improvement Plan Team

* It is recommended that the same collaborative team used for completion of the HQTFDA be used for completion of the Highly Qualified Teacher Continuous Improvement Plan.

Required team members are:

- Federal Programs Director (or whomever assumes those responsibilities);
- Human Resources Director (or whomever assumes those responsibilities); and
- Campus Administrator from each campus that did not report 100% of the core academic subject area classes taught by highly qualified teachers on its 2012-2013 Highly Qualified Teacher Compliance Report.

It is imperative that federal program staff, human resource staff, and campus administrators work together regarding highly qualified issues. These team members will work together to complete the HQTCIP. For some objectives, it may be appropriate for the group to meet together to look at specific issues and trends and develop appropriate activities; for other objectives, it may be more appropriate, and prove more beneficial, for individual campus administrators to work with the Federal Programs Director or Human Resources Director.

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The improvement planning process is expected to be a systems-level activity, which should limit potential confidentiality concerns. However, personally identifiable information must be protected in compliance with the confidentiality requirements of the Family Education Rights and Privacy Act (FERPA), and LEAs must take steps to ensure that confidentiality requirements are met.

It is critical that the Highly Qualified Teacher Continuous Improvement *Process* is documented, not just the end product of the plan. Appropriate documentation for meetings, which includes agenda, sign-in sheets, AND meeting minutes/notes/summary, must be maintained.

Step 2: Download the Highly Qualified Teacher Continuous Improvement Plan Template

1. Go to the *Additional Resources* heading at *http://www.tea.state.tx.us/index4.aspx?id=4650* and open the district Highly Qualified Teacher Continuous Improvement Plan Template.
2. Save the template on your computer.
3. Open the template in Microsoft Word.
4. If you have trouble opening the file, contact the Highly Qualified Unit at *espi@tea.state.tx.us.*

Step 3: Analyze Data/Complete HQTCIP Template

Strategies for data analysis are important at both the LEA and the campus level. There are several strategies that can be used to improve the quality of data analysis and address potential areas of concern. Some possible strategies include the following:

- Consider additional data sources and questions to collect more information about the issue addressed by the data indicator;
- Examine relationships among data;
- Gather both quantitative and qualitative data and review longitudinal trends;
- Identify patterns related to data gathered through other monitoring activities; and
- Integrate information from the LEA and campus improvement planning process.

Step 4: Establish the Continuous Improvement Planning Framework

The CIP team should strive for a thorough understanding of the seven objectives included in the CIP, which are reflective of the goals included in the State Highly Qualified Plan.

Step 5: Determine Strategies/Activities to be Implemented - The team should consider the question: *How will we reach 100% highly qualified status by the end of the 2012-2013 school year?*

The CIP team will detail the strategies/activities planned by the LEA to achieve each of the seven objectives included on the HQTCIP template. The team will document the planned activities that will occur as a result of improvement activities.

Step 6: Determine Objective(s) to be Addressed

All seven objectives must be addressed in the CIP. A single strategy may meet multiple objectives.

Objective 1 -- Increase the percentage of highly qualified core academic subject area teachers on each campus to 100%.

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Examples of strategies that may address this objective may include, but are not limited to:

- Assisting (paying for, offering tutoring for) teachers to obtain certifications to meet subject area competency,
- Creating and/or monitoring professional development plans for teachers not HQ, and
- Assisting teachers obtaining appropriate coursework to meet subject area competency.

Objective 2 -- Increase the percentage of core academic subject area classes taught by highly qualified teachers on each campus to 100%.

Examples of strategies that may address this objective may include, but are not limited to:

- Assisting (paying for, offering tutoring for) teachers to obtain certifications to meet subject area competency,
- Creating and/or monitoring professional development plans for teachers not HQ, and
- Assisting teachers obtaining appropriate coursework to meet subject area competency.

Objective 3 -- Increase or maintain the percentage of teachers receiving high-quality professional development on each campus to 100%.

Examples of strategies that may address this objective may include, but are not limited to:

- Developing professional development plans based on performance data and/or teacher input, and
- Providing high-quality professional development to teachers (define specific activities).

Objective 4 -- Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified teachers.

If Not Applicable: please enter the following statement in the Strategy/Activity column: "The LEA did not receive a Highly Qualified Equity Distribution report from the TEA and is not required to analyze equity gaps."

If bolded statement above applies, the additional columns, *Person(s) Responsible for Implementation*, *Measureable Evidence of Improvement* and *Target Completion Date*, should be addressed with the statement "Not Applicable (NA)."

Objective 5 – Increase the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to 100%. ***Please see note below regarding the configuration of grade levels for elementary and secondary campuses to be used for this objective.***

Note: For the purposes of this objective: 1) elementary schools are those that serve children in grades K through 5 (including K-8 or K-12 schools); and 2) secondary schools would be those that exclusively serve children in grades 6 and higher.

Elementary High-Poverty – 87.6% - 100%
Secondary High-Poverty – 75.1% - 100%
* as reported on the SC5000 of the 2011-2012 NCLB Consolidated Application for Federal Funds

If Not Applicable: please enter the following statement in the *Strategy/Activity* column: "LEA has documented 100% of teachers are highly qualified on all high-poverty campuses." OR "The LEA does not have any high poverty campuses."

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If the bolded statement above applies, the additional columns, *Person(s) Responsible for Implementation*, *Measureable Evidence of Improvement* and *Target Completion Date*, should be addressed with the statement "Not Applicable (NA)."

Objective 6 -- Attract and retain highly qualified teachers.
Both areas (recruitment/attract and retention) must be addressed in the CIP. Please include all the strategies/activities your LEA implements or will implement during the 2012-2013 school year.

Examples of strategies that may address this objective may include, but are not limited to:

- Job Fairs,
- Posting Vacancies on websites, and/or organizational websites, and
- Hiring Bonuses, providing incentives to gain additional certifications, and/or coursework.

Objective 7 -- Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.

The United States Department of Education (USDE) defines "timely manner" as "by the end of the current school year to include through the end of August, 2013."

Examples of strategies that may address this objective may include, but are not limited to:

- Assisting (paying for, offering tutoring for) teachers to obtain certifications to meet subject area competency;
- Creating and/or monitoring professional development plans for teachers not HQ; and
- Assisting teachers obtaining appropriate coursework to meet subject area competency.

Step 7: Determine Person Responsible for Implementation - The team should consider the question: *Who will be responsible for implementing the strategy/activity?*

For each activity included in the CIP, determine who the best person is for: 1) ensuring that the activity is implemented as planned; 2) monitoring the activity through both formative and summative measures; and 3) ensuring the activity is completed by the indicated target date.

Step 8: Determine Measurable Evidence of Improvement for Strategies/Activities: The team should consider the question: *How will we know if we are making progress toward our goal?*

The CIP team will document the measurable evidence that will occur as a result of the improvement initiatives. This may be qualitative and/or quantitative evidence as appropriate to the identified issue, but the evidence must be measurable.

Step 9: Determine Target Completion Date for Strategies/Activities
The team should consider the question: *What is the target date to complete the activity?* All activities included in the HQTCIP must have a completion date of no later than August 31, 2013.

NOTE: The Texas Education Agency will compare teachers that do not meet the Highly Qualified requirements in 2012-2013 with those that do not meet the requirements on the LEA's 2011-2012 HQTCIP.

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Part II – Signatures of all Required Team Members and Superintendent

Have appropriate staff complete Signature Page 6.

Submission: The LEA must ensure that a postal or express submission is postmarked by the **December 15, 2012**, due date. The submission will be considered late if sent on or after December 18, 2012.

Texas Education Agency
Division of Educator Initiatives
Attn: Highly Qualified Unit
1701 North Congress Avenue
Austin, TX 78701-1494

Submissions can also be made by Email to the division at *espi@tea.state.tx.us* or fax (512) 463-7795.

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