CISD
COPPELL INDEPENDENT SCHOOL DISTRICT

NEW TECH HIGH @ COPPELL
CAMPUS IMPROVEMENT PLAN

2012- 2013

DEANA D. HARRELL, NTH DIRECTOR

CISD MISSION STATEMENT:

The mission of the Coppell Independent School District, as a committed and proven leader in educational excellence, is to ensure our learners achieve personal success, develop strong moral character, and become dynamic leaders and global citizens with a zeal for service by engaging each individual through innovative learning experiences led by a visionary staff and progressive community.

CISD DISTRICT IMPROVEMENT PLAN

STRATEGIC OBJECTIVE/GOAL 1: We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.

- **Performance Objective 1**: Align the written, taught and assessed curriculum.

- **Performance Objective 2:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.

- **Performance Objective 3:** Communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.

- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.

- **Performance Objective 5:** Implement a system or systems to assess 21st Century skills.

- **Performance Objective 6:** Integrate 21st Century learning skills within the district.

- **Performance Objective 7:** Increase connections between real world experiences and authentic classroom instruction.

- **Performance Objective 8:** Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.

STRATEGIC OBJECTIVE/GOAL 2: We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.

- **Performance Objective 1:** Promote the development and demonstration of positive character traits including (but not limited to): Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.

STRATEGIC OBJECTIVE/GOAL 3: We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.

- **Performance Objective 1:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.

- **Performance Objective 2:** Develop a "green" IT strategy and promote "green" initiatives to reduce energy costs and appropriately manage electronic waste.

- **Performance Objective 3:** Enhance the communication system to provide district staff, parents, community members, and business partners with secure, effective and efficient communication via a reliable and dynamic infrastructure.

CAMPUS SITE-BASED COMMITTEE
20012 - 13 COMMITTEE MEMBERS

NAME OF PARTICIPANT	COMMITTEE ROLE
CHARLIE PERRYMAN BRANDY OSTERBERGER	FACILITATOR
RANDY BALL BENJI COLEMAN-LEVY	FACILITATOR
CARIE SPANNAGEL KIM WOOTTON	FACILITATOR
SILVIA PETROVA DARA THOMAS	LEARNER
JACK PARSLEY	LEARNER
ANNE TATUM	PARENT
DANA SHAY	PARENT
LINDA COOK BOB MALISCH	SCIENCE DIRECTOR COMMUNITY MEMBER
DEANA HARRELL	DIRECTOR
BRENDA BRINKMAN	ASSISTANT DIRECTOR

Campus Needs Assessment

List data utilized to identify the needs of your campus
Learner Panels Learner Surveys Facilitator Input AP Scores TAKS Data EOC Data Summer School Course Registration and Completion Data Grade Reports PBL Observations Visioning Document – Implementation Matrix

List the identified needs of your campus derived from data review
Strategies for scaffolding learners who are struggling in projects. Strategies for scaffolding learners so they do not rush to the product. Restructuring networking time to allow for one networking period a month to be "advisory" time specific to grade level needs. Increased levels of customization and voice for learners in projects. Increased need for community partnerships. Goal setting for learners at-risk. Cohesive assessment philosophy Need to map curriculum to determine areas for cross-curricular projects

Strategic Objective/Goal: 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.								
Performance Objective: 1	Align the written, taught and assessed curriculum.								
Summative Evaluation:	PBL Unit Evaluations; Benchmark Unit Assessments; Formative Assessments								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**	
Learner feedback, state and local assessments	Monitor the delivery of instruction to ensure alignment with TEKS to support End of Course Exams.	ALL	NTH Director, NTH Assistant Director, and Curriculum Directors	August 2012	June 2013	PBL Refresher, and Campus/Curriculum Walkthroughs	Observation Results, Goal-Setting and Facilitator Goal Achievement		
State/Local Assessment	Utilize pre-assessment and growth model data to inform individualized instruction.	ALL	NTH Director, NTH Assistant Director, and Curriculum Directors	August 2012	June 2013	Pre-Assessment Data, and Formative Assessment Data	Data Analysis, and PBL Units		
Learner feedback, and Visioning Document	Map curriculum across grade levels for cross curricular projects.	ALL	NTH Director, and NTH Assistant Director	September 2012	June 2013	TEKS, AP Standards, and Professional Learning Time	Organic Grouping of TEKS		

Strategic Objective/Goal: 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective: 2	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Eduphoria Records; Quantitative/Qualitative Feedback; Walk-Throughs; TAKS/EOC data							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
AEIS, EOC, Grade reports, and RTI Documentation	Develop PBL appropriate interventions for all tiers of RTI.	RTI Learners	NTH Director, Facilitators, and Curriculum Directors	September 2012	July 2013	Staff Development, and Counselors	Walk-throughs, learner reflection, grade reports, and conduct	
AEIS, EOC, Grade reports, RTI Documentation, and staff feedback	Monitor the implementation of research based best practices for RTI model.	ALL	NTH Director, Facilitators, and Curriculum Directors	September 2012	July 2013	Staff Development, Counselors, and Curriculum Directors	Completion of PBL walkthroughs, learner reflection, and grade reports	
AEIS, EOC, and Grade Reports	Train facilitators in differentiation of scaffolding activities and their impact on at-risk learners.	At-Risk RTI Learners	NTH Director, and Facilitators	August 2012	July 2013	Staff Development, and Curriculum Directors	Eduphoria Rosters, and TAKS/EOC Scores	

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Performance Objective: 2	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.								
Summative Evaluation:	Eduphoria Records; Quantitative/Qualitative Feedback; Walk-Throughs; TAKS/EOC data								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
AEIS, EOC, Grade Reports, and Teacher Feedback	Set and monitor behavioral and academic goals each six weeks.	At-Risk Learners	Special Education Facilitator, and Counselors	September 2012	June 2013	Staff Development, and Counselors	Goal Setting Forms, and RTI Documentation	
EOC, and TAKS Data	Revise independent study structure to provide intense accelerated instruction.	At-Risk Learners	NTH Director, Counselors, and Facilitators	September 2012	June 2013	Assessment Data, and Counselors	Accelerated Instruction Plans	
EOC Data	Explore OnTrack Learning System for students who were not successful on the EOC.	At-Risk Learners	NTH Director, Special Education Facilitator, and Counselors	September 2012	June 2013	Assess to Project Share	Accelerated Instruction Plans	

Strategic Objective/Goal: 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective: 3	Communicate campus assessment plan to parents and facilitators and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Copies of documentation; Learner Customized Reflections; Stakeholder Feedback							

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS, EOC, Grade Reports, RTI Documentation, and Stakeholder Feedback	Research Best Practices of Assessment to align with Rigor and Engagement.	ALL	NTH Director, and Facilitators	September 2012	June 2013	Campus Book Study, Professional Learning Time, Curriculum Directors, and CISD Assessment Policy	Campus Assessment Philosophy	
AEIS, EOC, Grade Reports, RTI Documentation, and Stakeholder Feedback	Research Standards-Based Assessment at the Secondary Level.	ALL	NTH Director, and Facilitators	September 2012	June 2013	Professional Learning Time, Curriculum Directors, and CISD Assessment Policy	Campus Assessment Philosophy	
AEIS, EOC, Grade Reports, RTI Documentation, and Stakeholder Feedback	Create and implement interest inventories to customize projects and choices.	ALL	NTH Director, NTH Assistant Director, and Facilitators	September 2012	June 2013	Curriculum Directors, and Sample Inventories	Learner Feedback	
AEIS, EOC, Grade Reports, RTI Documentation, and Stakeholder Feedback	Provide opportunities for extended learning, enrichment and reteaching beyond the school day.	ALL	NTH Director, and Facilitators	September 2012	June 2013	State Compensatory Education Dollars ($4,158.00)	TAKS Scores, EOC Results, Grade Reports, and Learner Feedback	

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Performance Objective: 3	Communicate campus assessment plan to parents and facilitators and report outcomes individually to parents and collectively to stakeholders.								
Summative Evaluation:	Copies of documentation; Learner Customized Reflections; Stakeholder Feedback								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Stakeholder feedback	Implement "Brown Bag Lunches and Dinners" to communicate with all stakeholders campus/district information.	ALL	NTH Director, NTH Assistant Director, and Facilitators	October 2012	April 2013	Directors, and Facilitators	Parent Feedback	
Facilitator feedback	Visit secondary campuses utilizing standards-based reporting.	ALL	NTH Director, and NTH Assistant Director	October 2012	April 2013	Directors, Facilitators, and LEA Budget	Facilitator Feedback	
Learner Feedback, and Facilitator Feedback	Provide Advisory time through Networking structure for learners to meet with counselors.	ALL	NTH Director, NTH Assistant Director, and Counselors	September 2012	May 2013	Naviance	Learner Feedback, and Facilitator Feedback	

Strategic Objective/Goal: 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.								
Performance Objective: 4	Expand campus business partnerships with the local and global community								
Summative Evaluation:	100% Graduation Requirements								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Partner Feedback, and Learner Feedback	Increase business partnerships for NTH@C	ALL	NTH Director, NTH Assistant Director, and Community Liaison	August 2012	July 2013	New Tech Network, and Chamber of Commerce	Surveys	
Partner Feedback, and Learner Feedback	Create a bank of resources/ partners for internships, job shadowing experiences	ALL	NTH Director, NTH Assistant Director, and Community Liaison	September 2012	June 2013	New Tech Network, and Chamber of Commerce	Surveys	
Partner Feedback, and Learner Feedback	Communicate the benefits of partnering with NTH@C in a reciprocal model	All	NTH Director, NTH Assistant Director, and Community Liaison	September 2012	June 2013	New Tech Network, and Chamber of Commerce	Surveys	

Strategic Objective/Goal: 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.								
Performance Objective: 7	Increase connections between real world experiences and authentic classroom instruction.								
Summative Evaluation:	Documentation of PBL experiences containing real world experiences, service learning and authentic classroom instruction								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material /Fiscal**	**Formative Evaluation**	**Documented**
Learner Feedback	Provide varied learning experiences focusing on learner input/choice.	ALL	NTH Director, and Facilitators	August 2012	July 2013	Staff Development, Meeting of the Minds, New Tech Network, and Curriculum Directors	PBL Units, and learner feedback	
Learner Feedback, and Facilitator Feedback	Create advisory programs to address time management, oral presentation skills and decision-making models to assist learners in completing real-world authentic PBL experiences.	ALL	NTH Director, Counselors, and Facilitators	September 2012	May 2013	Campus Budget	Survey results and feedback	
Learner Feedback, and Facilitator Feedback	Implement the use of iPads, digital microscopes and probes in science classrooms.	ALL	Science Facilitators	August 2012	June 2013	District Funds	Assessment Data, Learner Feedback, and Facilitator Feedback	
Facilitator Feedback	Provide training on the authentic use of iPads in the classroom.	ALL	NTH Director	October 2012	October 2012	Campus Budget	Facilitator Feedback	

Strategic Objective/Goal: 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective: 8	Transform systems to more effectively prepare learners to be successful in post-secondary education and beyond							
Summative Evaluation:	Documentation of Passion-based learning units that integrate authentic learning experiences and learner interest							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Facilitator Feedback	Implement instructional coaching in mathematics.	ALL	NTH Director and Math Department Facilitator Lead	July 2012	June 2013	Campus Budget	Facilitator Feedback	
Learner Feedback	Provide varied learning experiences focusing on learner input/choice.	ALL	NTH Director, and Facilitators	August 2012	July 2013	Staff Development, Meeting of the Minds, New Tech Network, and Curriculum Directors	PBL Units, and learner feedback	
Facilitator Feedback	Design learning experiences through the lens of NTH@C learning outcomes.	ALL	NTH Director, and Facilitators	August 2012	June 2012	Staff Development, and Critical Friends	PBL Units, and learner feedback	
AEIS, TAKS, and End of Course Data	Develop and implement phase 1 of the campus organizational transformation plan.	AILL	NTH Director, and NTH Assistant Director	August 2012	June 2012	Campus Budget, and Staff Development	Self-Assessment on Visioning Document Implementation Matrix	

13

Strategic Objective/Goal: 2	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective: 1	Promote, embed and create a culture incorporating positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of TEC Section 29.906.							
Summative Evaluation:	Assessment Results, Character Education Survey							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material /Fiscal**	**Formative Evaluation**	**Documented**
Strategic Plan, and Learner Survey	Incorporate Character Traits into NTH@C rules to live by (trust card)	All	NTH Director, and Networking Facilitators	August 2012	June 2013	CISD character education program counselors, and Networking facilitators	Discussion, and Rules to Live By definition	
Strategic Plan, and Learner Survey	Incorporate Character traits into NTH@C Learning Outcomes (professional ethics) and rubrics	All	NTH Director, and Facilitators	August 2012	June 2013	Learners, and Facilitators	Discussion, and Rules to Live By definition	
Strategic Plan, and Learner Survey	Provide school-wide opportunities for community service	All	NTH Director, Counselors, and PTSO	August 2012	June 2013	X2Vol, and PTSO Committee	Documentation and reflection of community service experiences	

Strategic Objective/Goal: 3	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective: 1	Increase NTH@C staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.							
Summative Evaluation:	Facilitator Reflections, Staff Meeting Agendas							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PBL Evaluations, and Walkthroughs	Continue technology tips to allow staff to see new Web 2.0 tools integrated into instruction.	All	NTH Director, and I-Team Staff	August 2012	June 2013	I-Team, New Tech Network, and Online Training	Walk-Throughs, and PBL Evaluations	
PBL Evaluations, and Walkthroughs	Utilize SMART educator to enhance use of Smartboards.	All	NTH Director, and Virtual Business Facilitator	August 2012	June 2013	I-Team, New Tech Network, and Online Training	Walk-Throughs, and PBL Evaluations	

CISD DISTRICT IMPROVEMENT PLAN 2012-2013
APPENDIX A: STATE AND FEDERAL MANDATES

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campuses will implement and support CISD anti-Bullying policies, guidelines and procedures designed to reduce bullying.	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
2. All Elementary Campuses will implement and support RTime.	Region 10	Campus Principals and Campus Counselors	RTime Session Dates, RTime Session Agendas and Lessons
3. All Middle Schools will implement and support Negotiate.	Region 10	Campus Principals and Campus Counselors	Negotiate Session Dates, Negotiate Session Agendas, and Lessons
4. All school staff members will be trained in the CISD Bullying Reporting Protocol.	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
5. All 5th Grade students will view Cyber Bullying video from Yellow Dyno through Counseling Guidance Program.	Campus Budgets	Campus Counselor	Discipline Reports
6. Parent information sessions will be held to increase awareness and prevention measures for bullying and cyber bullying.	Local Funds	Assistant Superintendent of Administration	Discipline Reports and agendas

Child Abuse & Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campus counselors will be trained as trainers of trainers in the Dallas Children's Advocacy Center's training on Recognizing and Reporting Child Abuse.	Region 10	Executive Director of Leading and Learning and Campus Counselors	Training sign-in sheets, Training Agendas, and Training Survey Reports
2. All campus staff members will be trained in the Dallas Children's Advocacy Center's protocol on Recognizing and Reporting Child Abuse.	Region 10	Executive Director of Leading and Learning and Campus Counselors	Training sign-in sheets, Training agendas and Training Survey Reports
3. All school staff members will follow the CISD Child Abuse Reporting Protocol.	Region 10	Executive Director of Leading and Learning and Campus Counselors	Counselor Documentation

Coordinated Health - SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
1. The SHAC Council will meet a minimum of 4 times per year.	Student Services Budget	Co-Chairs	Minutes recorded and filed for each meeting
2. The council will provide the CISD Board an annual report of their activities for the year.	Student Services Budget	Co-Chairs	Board Agenda – Presentation by SHAC Chairs
3. The majority of the council membership will be parents and the co-chair will be a parent.	Student Services Budget	Co-Chairs	Membership List
4. The district expectation is that a representative from each campus will participate in the committee	Student Services Budget	Co-Chairs	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
1. Provide on-going staff training on relationship abuse awareness, detection and prevention.	PEIMS data, SROs, Counselors, parents and Campus Administrators	Executive Director of Leading and Learning, Campus Counselors, and Campus Administrators	Discipline Referrals, Anecdotal campus report
2. High Schools will implement the Be Project to eliminate teen dating violence and promote healthy relationships.	PEIMS data, SROs, Counselors, parents and Campus Administrators	Executive Director of Leading and Learning, Campus Counselors, and Campus Administrators	Discipline Referrals, Anecdotal campus report
3. Selected secondary courses will embed a unit of study designed to increase awareness of teen dating violence and the warning signs of abusive relationships.	PEIMS data, SROs, Counselors, parents and Campus Administrators	Executive Director of Leading and Learning, Campus Counselors, and Campus Administrators	Discipline Referrals, Anecdotal campus report
4. Elementary Counselors will conduct guidance lessons on conflict resolution to promote healthy relationships.	PEIMS data, SROs, Counselors, parents and Campus Administrators	Executive Director of Leading and Learning, Campus Counselors, and Campus Administrators	Discipline Referrals, Anecdotal campus report

Discipline Management – Safe Environments

Strategies	Resources	Staff Responsible	Evaluation
1. Review discipline data and disaggregate the data to identify training needs and issues related to the learning environment.	Discipline Data	Assistant Superintendent of Administration	Discipline report
2. Provide professional learning opportunities on Positive Behavioral Support cohorts.	Incident codes per campus, positive behavior support plan template, campus staff, Specialist/LSSP Region 10 (School wide PBS), and SpEd local and federal funds	Campus Administration and Executive Director of Intervention Services	Eduphoria records
3. Implement and provide advanced training on alternative options to In-School Suspension.	Campus administration, Directors of SpEd, Region 10, Intervention Specialist/LSSP and SpEd local and federal funds	Campus Administration and Executive Director of Intervention Services	Eduphoria records, input from administrative staff, and input from teachers
4. Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements and DAEP within all subpopulations.	Incident codes per campus, positive behavior support plan template, campus staff,	Assistant Superintendent of Administration	Discipline Report
5. Students that are highly at risk of dropping out of school will be recommended for enrollment in Turning Point.	Compensatory Funds	High School Counselors and High School Principals	Monthly reports monitoring the attendance and status of students attending Turning Point.

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. Provide on-going staff training on drug and relationship abuse awareness, detection and prevention.	PEIMS data, SROs, Counselors, parents and Campus Administrators	Counselors, campus Administrators	Discipline Referrals, Anecdotal campus reports
2. Provide information regarding C.A.R.E to students with drug abuse issues and their parents.	YMCA, Counselors and Campus Administrators	Counselors, campus Administrators	Discipline Referrals, Anecdotal campus reports

Gifted and Talented Program

Strategies	Resources	Staff Responsible	Evaluation
1. Revise GT Scope and Sequence of Skills.	GT Faculty	Director of Advanced Academics	Copy of Revised Scope and Sequence
2. Develop GT program assessments reflecting of the learning goals and scope and sequence of curriculum.	GT Faculty and Content Directors	Director of Advanced Academics and Content Directors	Copies of used or in process of development
3. Incorporate the use of the Texas Performance Standards Projects in the secondary GT program.	GT Faculty and local funds	Director of Advanced Academics	Curriculum Documents and Student Projects
4. Work with teacher teams to refine new middle school curriculum for core GT classes in grades 6-8.	GT Faculty and local funds	Director of Advanced Academics and Content Directors	Curriculum Documents
5. Develop additional information about GT program options on the GT website to improve communication.	GT Faculty	Director of Advanced Academics	Web pages available to communicate options

Highly Qualified Teachers and Paraprofessionals

Strategies	Resources	Staff Responsible	Evaluation
1. Provide testing information and guide teachers through the certification process as needed.	State Testing Website, Testing Schedule and Test Prep Guides	Executive Director of HR and Certification Manager	Teacher Test Scores
2. Mentor beginning educators to improve effective teaching and performance while promoting personal and professional well-being.	Title II funds, local funds	Executive Director of HR, Director of Professional Learning and Director of School Improvement	Teacher retention rate, Teacher exit interviews and Beginning Teacher and Mentor Journals
3. Utilize instructional exemplars to reflect on identified aspects of effective instruction including 21st Century skills.	Title II funds, local funds	Executive Director of HR, Director of Professional Learning, and Communications Department	Teacher retention rate, Teacher exit interviews and Beginning Teacher and Mentor Journals
4. Utilize instructional exemplars to calibrate classroom walkthrough documentation.	Title II funds, local funds	Executive Director of HR and Director of Staff Development,	Teacher retention rate, Teacher exit interviews and Beginning Teacher and Mentor Journals

Post-Secondary Preparedness: Admissions & Financial Aid Information

Strategies	Resources	Staff Responsible	Evaluation
1. Campuses will provide college and post high school information to all students.	High School budgets	High School Counselors	Graduation Plans, Acceptance letters to post-secondary institutions
2. Students will complete the financial aid process.	High School budgets	High School Counselors	100% of students will have completed a PELL application

Strategies: Post-Secondary Preparedness	Resources	Staff Responsible	Evaluation
3. All 9 – 12 grade students will be assigned a Naviance Account for the purpose of researching college and career options and interests.	High School budgets	High School Counselors	List of assigned user accounts
4. All 9-12 grade students will have access to Naviance to manage the college application process.	High School budgets	High School Counselors	Acceptance letter to post-secondary institutions
5. Counseling and career guidance will be available to help students with certification and technical opportunities.	High School budgets	Counselors	Career pathway graduation plans
6. Parent meetings will be scheduled to provide post-secondary awareness and financial assistance.	High School budgets	High School Principal	Participants attending the meetings, surveys
7. College and Career Night will be scheduled to offer opportunities for students and parents to visit with college recruiters and businesses.	High School budgets	High School Counselors	Participants attending, surveys
8. College Recruiters will be given a venue to meet with students throughout the school year.	High School budgets	High School Counselors	Schedule of recruiter visits
9. AP and PreAP courses will be open-enrollment.	Campus budgets	Counselors	Number of students completing AP course Number of students passing AP exams

Strategies: Post-Secondary Preparedness	Resources	Staff Responsible	Evaluation
10. Dual and Concurrent credit will be available to all eligible students.	High School budgets	Counselors	Number of students enrolled in dual credit courses Number of students passing dual credit courses
11. Increase student and teacher awareness of college and career readiness/post-secondary education in order to best serve all students.	Campus budgets	Campus Administrative Team	Student surveys and four year plans
12. Create a culture of college and redefine post-secondary education in order to best serve all students.	Campus Budgets	Campus Administrative Team	Student surveys and graduation tracker data
13. Align college readiness assessments and design intervention framework to ensure college readiness for all.	Advanced Academic Budget and Campus Budgets	Curriculum department, Campus Adminstration and teachers.	Student surveys and graduation tracker data

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All staff members will be trained in the CISD suicide Prevention Protocol.	Campus Budgets	Campus Principal and Counselors	Training sign-in sheets, Training agendas and Training Survey Reports