



MOCKINGBIRD ELEMENTARY CAMPUS IMPROVEMENT PLAN

2012- 2013

PAM MITCHELL, PRINCIPAL

CISD MISSION STATEMENT:

The mission of the Coppel 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
2012 - 13 COMMITTEE MEMBERS**

NAME OF PARTICIPANT	COMMITTEE ROLE
PAM MITCHELL	PRINCIPAL
BETSY CUMMINS	ASSISTANT PRINCIPAL
DIANE MOORE	KINDERGARTEN TEACHER
LINDA JOHNSON	FIRST GRADE TEACHER
DEBBY SAMARAS	SECOND GRADE TEACHER
CARLA LASATER	THIRD GRADE TEACHER
LAUREN SCRUGGS	FOURTH GRADE TEACHER
SUSAN HALL	FIFTH GRADE TEACHER
JODY REYNOLDS	LITERACY COACH
MARY JOHNSON	SPECIAL EDUCATION
MEHELLE BRYSON	CAMPUS LIAISON
AMY KRYZAK	PARENT
MAUREEN PRANSKE	PARENT
KEVIN NEVELS	COMMUNITY MEMBER



COPPELL INDEPENDENT SCHOOL DISTRICT

Campus Needs Assessment

List data utilized to identify the needs of your campus

DRA 2
Math Inventories
Reading Inventories
Reading Maze Assessments
Writing Assessments
Performance Series
Read 180 Data
iStation Data
FASST Math Data
Report Cards
RtI Data
STAAR
Attendance
Discipline Referral
Visioning Matrix

List the identified needs of your campus derived from data review

- Based upon STAAR and AYP data, an increased emphasis will be placed on closing the achievement gap for each identified area by focusing on the individual needs of each learner.
- Through the CISD Learning Framework and RtI data , we will differentiate instruction to meet the needs of individual learners.
- Based on the Vision Implementation Matrix, we will focus on improving effective assessment practices and embedding learner choice and voice in PBL.
- Based upon discipline, we will emphasize character education through CEP's 11 Principles of Effective Character.

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:	Unit design, lesson design, and learner data.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Curriculum Walkthroughs, Administrative Dialogues, and Principal's Academy	Educate all stakeholders on the CISD Learning Framework through the lens of PBL.	All	Campus Administrators, Campus Liaison, and Curriculum Team	August 2012	June 2013	Research-based best practice resources by authors such as Jensen, Wiggins & McTighe, etc., local funds, and Director of Elementary Education	Walkthroughs, and Lesson Designs	Meeting Agendas, Training Agendas, and Lesson Designs
Student Satisfaction Survey, Curriculum Walkthroughs and administrative dialogues	Conduct Constructivist conversations regarding assessment and grading beliefs.	All	Assistant Superintendent of Curriculum and Instruction, Campus Administrators, Campus Liaison, and Curriculum Team	August 2012	June 2013	Learning Framework, <u>Elements of Grading: A Guide to Effective Practice</u> , and research-based best assessment practices	Campus-determined learning outcomes, campus-based grading pilots, campus level assessment and grading dialogues	Assessments, lesson designs, and walkthroughs, data
Campus observations and administrative discussions	Align all accelerated instructional practices such as RtI, ESL, and GT district Learning Framework.	All	Assistant Superintendent of Curriculum and Instruction, Campus Administrators, and Curriculum Team	August 2012	June 2013	Performance Series and local funds, and Director of Elementary Curriculum	Campus data	DRA 2, Math Inventories, Performance Series, STAAR, and Report Cards

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, online/paper evaluations, walkthroughs, and evaluations of campus needs assessments.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR , Performance Series, and Classroom data	Provide tutoring for students below grade level expectations	Grades 3-5	Campus Administrators, and Instructional Staff	October 2012	June 2013	Campus administrators, Counselor/SCE - \$5,789	Progress Monitoring Data	Design Plans, and Tutorial Schedule
STAAR, and Writing samples	Provide writing training for staff to improve effective Tier 1 instruction and embed effective writing in PBL.	All	Campus Administrators	August 2012	June 2013	Assistant Principal	Writing samples	Eduphoria Records, and Design Plans
STAAR, Campus Data, Performance Series, and Campus Walkthroughs	Provide training in assessment through the lens of the Learning Framework to ensure rigorous instruction.	All	Campus Administrators, Campus Liaison, and Curriculum Team	August 2012	June 2013	Learning Framework, assessment document, Curriculum Team, Local Funds, Director of Assessment, and <u>Elements of Grading: A Guide to Effective Practice</u>	Eduphoria, Classroom Walkthroughs, and Rtl documentation	Eduphoria Records, Walkthroughs, and AWARE

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 the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Copies of documents used to communicate to parents, teachers, students and stakeholders.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Use goal setting protocols, self-monitoring tools and instructional feedback forms to solicit student voice through PBL.	All	Campus Administrators, and Curriculum Department	August 2012	June 2013	Campus Administrators, Team Leaders, Director of Elementary Curriculum, and Campus Liaison	Analyze learning goals and reflective feedback data	Design Plans, and Goal Setting Forms
Campus Feedback, and Community Feedback	Report current and historical assessment data to reflect the growth of the whole child to parents	All	Director of Assessment, and Campus Administrators	August 2012	June 2013	Student Data, Assessment of Learning Outcomes, and Student Goal Setting Forms	Protocol Usage Report	AWARE, and Goal Setting Forms

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 district educational and business partnerships with the local and global community.							
Summative Evaluation:	Documentation of increased participation in campus partnerships in Campus Improvement Plans and business partnership survey feedback.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community Feedback	Create reciprocal relationships with existing business and community partnerships through PBLs.	All	Campus Administrators, and Team Leaders	August 2012	June 2013	District PBL Team, and Parents and community members	Business participation rates	Log-in data, and meeting agendas

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: 5	Implement a system or systems to assess 21 st Century skills.							
Summative Evaluation:	Documentation of assessment results.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan 2009	Expand the adoption of campus-based learning outcomes to support PBL.	All	Classroom Educators, and Campus Administrators	August 2012	June 2013	Campus Administrators, Buck Institute Elementary Handbook, District PBL Team, Campus Liaison, and District PBL Team	List of Assessed Campus Based Learning Outcomes	Meeting Agendas, and PBL Google Docs
CISD Strategic Plan 2009	Create, refine and utilize campus-based learning outcomes rubrics in PBL.	All	Classroom Educators, and Campus Administrators,	August 2012	June 2013	Campus Administrators, Buck Institute Elementary Handbook, and District PBL Team	List of Assessed Campus Based Learning Outcomes	Meeting Agendas, and PBL Google Docs
CISD Strategic Plan 2009	Inform stakeholders on the use of campus-based learning outcomes to develop 21 st Century Skills.	All	Classroom Educators, and Campus Administrators	August 2012	June 2013	Campus Administrators, Buck Institute Elementary Handbook, District PBL Team, and District PBL Team	List of Assessed Campus Based Learning Outcomes	PBL Google Docs, and Educator Webpages

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 lessons 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
CISD Strategic Plan 2009	Embed the Learning Framework in lesson design to support effective Tier 1 instruction in PBL.	All	Assistant Superintendent of Curriculum and Instruction, Campus Administrators, and Curriculum Team	August 2012	June 2013	Curriculum Model, Director of Professional Learning, Curriculum Directors and Campus Administrators, and District PBL Team	Eduphoria records, classroom walkthroughs, and campus needs assessment	Lesson designs, and walkthroughs

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 students to be successful in post-secondary education and beyond.							
Summative Evaluation:	State and campus assessment data and survey results.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
New Vision Implementation Matrix Pre Analysis, and Campus comprehensive needs assessment	Design an instructional transformation plan based on PBL.	All	Curriculum Department, Campus Administrators, and Educators	August 2012	June 2013	Curriculum Department, Visioning Institute Document, and Campus Administrators	New Vision Implementation Matrix Rubric	Meeting Agendas, and Campus Plan
AEIS Report	The achievement gap will be reduced through culturally responsive teaching and pedagogy.	All	Curriculum Department, Campus Administrators, and Educators	August 2012	June 2013	Curriculum Framework, and Research-based best practice resources by authors such as Gilman Whiting, Bonnie Davis and Eleanor Rodrigues	District achievement gap data, campus-based data and unit plans	State, District and Campus Level Assessments

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.							
Summative Evaluation:	Campus survey results and feedback by community about learner behavior and character.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
CISD Strategic Plan 2009, Parent, and Staff and Learner Surveys	Provide professional learning opportunities on character traits for all stakeholders.	All	Campus Administrators, Counselor, and Classroom Educators	June 2012	June 2013	Great Expectations, R Time, Campus Administrators, and Counselor	Compilation of Survey Results	Eduphoria, Surveys
CISD Strategic Plan 2009, Parent, and Staff and Learner Surveys	Embed the character traits rubric into the campus-based learning outcomes.	All	Campus Administrators, Counselor, and Classroom Educators	August 2012	June 2013	Campus Administrators, Counselor, and <u>CEP's 11 Principles of Effective Character Education</u>	Compilation of Survey Results, and List of Campus Based Learning Outcomes	Surveys
CISD Strategic Plan 2009	Report positive character traits exhibited by learners.	All	Campus Administrators, Counselor, Classrooms Educators, and PTO Public Relations Committee	August 2012	June 2013	Campus Administrators, Counselor, and PTO	Media report	Newspaper articles, radio and television broadcasts
Character Education Partnership Feedback	Present CEP 11 Principles of Character Framework to other campuses and districts	All	National Forum Attendees	November 2012	June 2013	Character Education Partnership, and National Forum Attendees	Surveys	Eduphoria, and Meeting agendas

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: 2	Develop a “green” IT strategy and promote “green” initiatives to reduce energy costs and appropriately manage electronic waste.							
Summative Evaluation:	Campus paper consumption report, recycling program, and “green” initiatives and program.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Feedback from campus personnel and learners	Develop, integrate and promote ways to conserve resources.	All	Campus Administrators, Campus Recycling Leader, and Learner Recycling Team	August 2012	June 2013	Campus Recycling Leader, Learner Recycling Team, and Campus Administrators	Pounds collected based on recycling report	Number of Pounds collected
Paper consumption report	Decrease the level of paper consumption on campus.	All	Campus Administrators, and Team Leaders	August 2012	July 2013	Campus Administrators, ITeam, and Paper consumption documentation	Number of reams of paper consumed	Lesson designs and Amount of paper consumed.

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 5 th 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	GT Faculty	Director of Advanced Academics	Web pages available to communicate options

improve communication.			
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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 21 st 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	High School	High School	100% of students will have

process.	budgets	Counselors	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 Administration 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