Key Content Knowledge

Goals	Example Evidence: Student	Example Evidence: Teacher	Include this goal in the comprehensive action plan
KCK.SS.1. Students engage and apply the Social Studies CCRS at a level of depth that will lead to mastery by the end of 12th grade	Students perform at or above grade level in social studies and progress along the college and career readiness trajectory	Social studies teachers utilize ELPS, TEKS, and CCRS in their teaching, curriculum, and assessment to assure grade level mastery	☐
KCK.SCI.1. Students engage and apply the Science CCRS at a level of depth that will lead to mastery by the end of 12th grade	Students perform at or above grade level in science and progress along the college and career readiness trajectory	Science teachers utilize ELPS, TEKS, and CCRS in their teaching, curriculum, and assessment to assure grade level mastery	☐
KCK.ELA.1. Students engage and apply the English/ Language Arts CCRS at a level of depth that will lead to mastery by the end of 12th grade	Students perform at or above grade level in ELA and progress along the college and career readiness trajectory	ELA teachers utilize ELPS, TEKS, and CCRS in their teaching, curriculum, and assessment to assure grade level mastery	☐
KCK.MATH.1. Students engage and apply the Mathematics CCRS at a level of depth that will lead to mastery by the end of 12th grade.	Students perform at or above grade level in mathematics and progress along the college and career readiness trajectory	Mathematics teachers utilize ELPS, TEKS, and CCRS in their teaching, curriculum, and assessment to assure grade level mastery	☐
KCK.CTE.1. Students demonstrate business/industry aligned knowledge and skills within a program of study	Students apply academic and technical knowledge and skills through available and appropriate certification and licensure opportunities	Teachers seek opportunities to partner with businesses and industries to enhance curriculum	☐
KCK.WL.1. Students use their first language to compare new language and cultures	Student interactions are informed by awareness of themselves and others within a broad cultural and international context	Teachers infuse cultural and regional elements and international career opportunities into the world language curriculum	☐
KCK.ART.1. Students understand the role of the fine arts as a vehicle of personal growth, and social, political, scientific, and technical expressions or change	Students demonstrate originality, perseverance, and presentation skills through visual or performance art	Teachers require students to demonstrate knowledge and skills and reflect critically upon their product through written or oral communication	☐
KCK.PE.1. Students know how to monitor and care for their physical and mental well being	Students know techniques for managing stress to maintain their health	Teachers connect physical activities to maintenance of healthy living practices	☐

Key Cognitive Strategies

Goals	Example Evidence: Student	Example Evidence: Teacher	Yes, I want this in my plan.
KCS.PF.1. Students can use multiple strategies to plan their approach to non-routine, novel problems	Students break complex problems into component parts that can be analyzed and solved separately	Teachers instruct with enduring understanding and essential questions requiring students to utilize multiple skills	☐
KCS.PF.2. Students can generate original, viable hypotheses related to non-routine, novel problems	Students use math concepts to generate hypotheses in science courses	Teachers collaborate with other teachers to embed cross-curricular concepts into their lessons	☐
KCS.R.1. Students can collect evidence from a variety of sources with the goal of generating solutions to a problem	Students use technology, experimentation, and/or library searches to access primary and secondary data	Teachers regularly model multiple problem solving strategies	☐
KCS.R.2. Students can identify and evaluate the credibility and reliability of sources when researching a problem	Students indicate accuracy or reliability of sources, and effectively determine whether sources are biased or incomplete	Teachers present examples and non-examples of credible and reliable resources	☐
KCS.I.1. Students can analyze their research and locate information most relevant to the problem	Students identify effective quotations and evidence to illustrate their argument and eliminates irrelevant information	Teachers require student rationale for inclusion of information in completed task.	☐
KCS.I.2. Students can evaluate conflicting points of view and select the most compelling arguments related to the problem	Students examine alternative points of view, taking multiple roles to defend, oppose, and remain neutral	Teachers regularly pose alternative points of view for student analysis	☐
KCS.C.1. Students can organize well-reasoned arguments and support them with adequate evidence	Students cite valid examples or illustrations that support their conclusions	Teachers construct activities for students that require increasing levels of independent reasoning	☐
KCS.C.2. Students can construct final work products that demonstrate their understanding of the problem and their process for addressing it	Students determine a logical and effective order for presenting major and minor points	Teachers emphasize deliberate communication strategies for logical presentation throughout the course	☐
KCS.C.3. Students can effectively produce written expository descriptive, and persuasive work products	Students effectively identify their audience and utilize appropriate writing conventions	Teachers require multiple writing assignments that require students to engage in analysis of audience and purpose	☐
KCS.PA.1. Students monitor work for accuracy throughout their work process	Students continually reflect upon the original intent of the project to confirm the direction of their content development	Teachers strategically plan and monitor incremental steps during the student work process	☐
KCS.PA.2. Students confirm their outcomes and take the time to adjust their work products based on internal and external critiques	Students willingly accept critiques, then revise and edit work with improved results	Teachers require students to present accurate work, and hold them accountable for editing until accuracy is reached	☐

Key Learning Skills & Techniques

Goals	Example Evidence: Student	Example Evidence: Teacher	Yes, I want this in my plan.
KLST.1. Students appropriately use technology to efficiently access, collect, and collate data	Students access data bases, library searches, research studies, etc. to locate relevant information	Teachers model access and use of relevant information in numerous required course assignments	☐
KLST.2. Students know and employ effective strategies to prepare for cumulative exams	Students score well on cumulative, comprehensive exams	Teachers craft complex exam questions that assess students ability to integrate all units in the course	☐
KLST.3. Students apply a research-based note-taking method that allows them to capture and organize critical details from lectures and reading	Students refer to their notes to answer impromptu questions and/or ask for additional details about past topics	Teachers model and instruct various note-taking methodologies throughout the term of instruction	☐
KLST.4. Students participate productively in small study groups	Students self-select and regularly participate in a course study group	Teachers provide opportunities and incentives for students to study and work together in small groups	☐
KLST.5. Students correctly cite sources and do not claim the work of others	Students reference an industry-accepted style guide and use it consistently when creating works cited pages	Teachers explain the broad range of behaviors that qualify as plagiarism and provide examples of each	☐
KLST.6. Students employ tested strategies to monitor their task management and completion process	Students utilize a day planner to map the steps necessary to meet important deadlines	Teachers routinely review/monitor task segment deadlines and final completion dates	☐
KLST.7. Students have the ability to accurately monitor own performance throughout a course	Students regularly rate their own work against established course rubrics	Teachers and students regularly compare and/or discuss their respective course work ratings	☐
KLST.8. Students believe that if they work hard, they can improve their skills	Students who struggle in math or writing persist in practicing their skills	Teachers build confidence in students by encouraging them to practice and improve upon skills until they reach proficiency	☐

Key Transition Knowledge & Skills

Goals	Example Evidence: Student	Example Evidence: Teacher	Yes, I want this in my plan.
KTKS.1. Students define college broadly to include all postsecondary opportunities	Students investigate a variety of postsecondary education opportunities and/or programs that are connected to an identified career goal	Teachers promote various postsecondary opportunities in discussions and interactions with students and parents	☐
KTKS.2. Students receive a comprehensive guidance and counseling program K through 12	Students utilize all local resources including counselors, classroom teachers, and online career planning tools to select a program of study	Teachers view themselves as an important guidance resource for students when selecting a program of study	☐
KTKS.3.Students demonstrate self-advocacy skills necessary in a post-secondary environment	Students display problem solving approaches including resource identification and the confidence to access support when needed	Teachers require students to problem solve independently before asking the teacher for help	☐
KTKS.4. Students are knowledgeable about their finances and resources	Students analyze their resources and create budgets to manage finances	Teachers embed and identify financial literacy opportunities in their curriculum	☐
KTKS.5. Students are knowledgeable about financial aid and scholarship opportunities and know where to seek answers to postsecondary finance questions	Students fill out financial aid documents, e.g. FAFSA, scholarships applications, in a supported environment	Counselors actively discuss tuition, financial aid, scholarship options, and student loan obligations with students	☐
KTKS.6. Students are aware of all requirements and deadlines for applying to postsecondary programs	Students research and apply to at least two postsecondary programs	Counselors provide outreach and support to all students as they prepare and complete postsecondary applications	☐
KTKS.7. Students enroll in high school courses that provide college credit	Students graduate high school with college credit	Counselors seek to expand offerings of postsecondary credit, e.g. local articulation agreements, dual credit courses	☐
KTKS.8. Students participate in extended learning opportunities that provide exposure to career options (job shadow, internships, etc.)	Students participate in at least one extended learning experience as identified on the program of study	Teachers create bridges to business and industry that make extended learning available to all students	☐
KTSK.9. Students understand the difference between remedial and credit-bearing college coursework	Students are aware of their abilities to place in a credit-bearing college course and aware of the consequences of taking remedial coursework.	Teachers instruct at the college ready level to prepare all students for credit-bearing college coursework	☐
KTSK.10. Students take courses and participate in experiences that enhance or reinforce key content knowledge their senior year	Students participate in a long-term, cognitively demanding senior project involving planning and presenting their work to a panel of experts	Teachers serve as mentors to seniors and perform an advisory role in both their project work and their course-taking	☐

Systems

Goals	Example Evidence: Student	Example Evidence: District/Campus/Teachers	Yes, I want this in my plan.
SYS.D.1. Extra help is embedded throughout the culture of the school	Students performing below CCR standards, seek out, attend, and fully participate in extra help sessions	Teachers routinely use CCR benchmark data to identify students performing below grade level and provide quality extended instruction targeting identified areas of need	☐
SYS.D.2. Campus/district utilizes data to drive curriculum decisions	Students are aware of their progress towards college and career readiness goals and have plans to assure they meet these goals	Teachers use CCR benchmark data and other formative assessments to guide both daily and long-term curriculum planning	☐
SYS.D.3. Campus/district provides professional development for teachers learning to teach the Key Cognitive Strategies and Key Learning Skills and Techniques	Students engage cognitive strategies, time management skills, appropriate note-taking, and other learning behaviors to reach standards	Teachers consistently require and assess cognitive strategies and student learning behaviors	☐
SYS.D.4. Campus/district requires data-driven course offering decisions	Students complete multiple career interest assessments and use information to inform their program of study	School districts evaluate labor market data, student interest data to make appropriate course offering decisions	☐
SYS.A.1. Campus/district uses college grading criteria	Students consistently revise projects and work until they reach an identified quality level	Teachers collaborate with postsecondary faculty better understand postsecondary grading practices and how to identify postsecondary quality levels in student work	☐
SYS.A.2. Campus/district has set policy for GPA/rank calculations that is non-discriminatory for courses or students	Students identify and complete an academically rigorous and technically challenging program of study	All classes taught by all teachers meet the same level of cognitive challenge for all students	☐
SYS.A.3. Campus/district supports unified grading standards aligned to college and career readiness	Students understand the standards and implement plans to meet the identified standards	Teachers follow a standards-based grading practice and encourage revision to the identified standard rather than give extra credit	☐
SYS.A.4. Campus/district engages in vertical curriculum alignment that supports college and career readiness at the culmination of each grade level	Students demonstrate progress throughout the year and meet or exceed grade-level standards	Teachers meet regularly in vertical teams to refine and adjust curriculum and share classroom lessons to assure alignment of expectations.	☐
SYS.A.5. Campus/district requires that courses with the same name reach a common standard of quality	Students demonstrate the ability to move from one instructor to another without change in instructional integrity	Teachers meet in horizontal teams to ensure understanding and implementation of course standards	☐
SYS.P.1. Campus/district utilizes community partners to identify necessary knowledge and skills tied to employment in the local community	Students show competency in 21st century skills	Teachers incorporate real world connections into their curricular content	☐
SYS.P.2. Business/Industry partners identify extended learning experiences for students	Students engage in an internship, job shadow experience, or community service project	Teachers understand how the content of the course applies to community needs	☐
SYS.P.3. Teachers partner to align curriculum between grades and systems	Students demonstrate the knowledge and skills necessary to advance without remediation	Teachers continually assess and change a practice or curriculum to better align course expectations	☐