



Coppel Independent School District

Valley Ranch Elementary Campus Improvement Plan

2016-2017

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: Leverage our resources to provide opportunities for our learners to explore and discover their passions.

(community partnerships, technology, etc.)

- **Performance Objective 1:** Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.
- **Performance Objective 2:** Increase volunteer and service opportunities for learners within the community.
- **Performance Objective 3:** Expand opportunities for internships and job shadowing.
- **Performance Objective 4:** Partner with industry professionals to design and offer field-based learning experiences for educators.

STRATEGIC OBJECTIVE/GOAL 2: We will find creative solutions to address increasing enrollment while maximizing opportunities for individual learners.

- **Performance Objective 1:** Expand learning spaces within and outside of CISD facilities through the development of new and existing community partnerships.
- **Performance Objective 2:** Redesign or repurpose current learning spaces to provide flexibility and maximize learning opportunities for learners.
- **Performance Objective 3:** Develop a Long Range Facility Plan based on an evaluation of projected growth, learning services, and technology.

STRATEGIC OBJECTIVE/GOAL 3: We will foster proactive and reciprocal communication for the learner success.

- **Performance Objective 1:** Create a system to communicate foundational and future-ready skills for each learner.

STRATEGIC OBJECTIVE/GOAL 4: We will respect and leverage the diversity that exists in our community to provide a world class learning environment.

- **Performance Objective 1:** Increase educator proficiency to respond to our diverse community of learners.
- **Performance Objective 2:** Expand program offerings that reflect our diverse community.

STRATEGIC OBJECTIVE/GOAL 5: We will design comprehensive learning services that empower all learners with skills and knowledge to

ensure their individualized growth and success.

- **Performance Objective 1:** Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design.
- **Performance Objective 2:** Create a community-based accountability system for reporting learner growth.
- **Performance Objective 3:** Implement goal setting Pre K -12 to empower learners to take responsibility for their growth. (i.e. academic, social, and emotional).
- **Performance Objective 4:** Develop a comprehensive professional learning plan to actualize the CISD Learning Framework.
- **Performance Objective 5:** Reframe and prioritize state standards in a way that leads to profound learning.
- **Performance Objective 6:** Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world).
- **Performance Objective 7:** Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service.

Site Based Decision Making (SBDM)
2016-2017 COMMITTEE MEMBERS

Cynthia Arterbery	Principal
Mary Myles French	Assistant Principal
Jennifer Montano	School Counselor
Cindy Coggins	Kindergarten
Megan Schaum	1 st Grade
Amanda Goss	2 nd Grade
Katie Kennedy	3 rd Grade
Tammee Henderson	4 th Grade
Kirsten Chapman	5 th Grade
Mackenzie Brothers	Specials Chairperson
Cathy Bennett	Community Representative
Heather Cato	District Level Representative
Susie Mayes	Corporate Partnership – LC FCU
Puja Rahul Athale	Parent Representative

Comprehensive Needs Assessment Summary
2016-2017

Data Sources Reviewed:			
•			
Area Reviewed	Summary of Strengths What were identified strengths?	Summary of Needs What were identified needs?	Priorities What are the priorities for the school community, including how federal and state program funds will be used?
Demographics	Strong diversity in culture; We have a high learner population of Asian/Indian learners with decreasing populations of African American, Hispanic and White learners. We have high mobility.	Cultural sensitivity training; Instructional Culturally Responsive Classroom; Training to aide ESL learners to become proficient in English	Provide additional resources for English Language Learners, train educators on 504, Rtl and the ARD process in decision making for ESL learners and our total population. To involve all parents from different cultures in the school community. We will use Comp Ed funds to close the gap on student progress for learners from all cultures.

<p>Student Achievement</p>	<p>Our learners excelled above the state average in Reading, Math, Science and Writing on the STAAR test. We had an increase with science scores which was our learning focus for the 2015-16 school year. We were able to provide intervention strategies effectively; therefore, we had only a few learners referred for Special Education. Our positive growth in TELPAS advanced from the previous year indicating ESL strategies are being implemented thus helping to minimize the gap for ELL</p>	<p>We need to close the achievement gap in math for special education, African American and economically disadvantaged learners; and in reading for special education, economically disadvantaged, white, African American and LEP learners. We will continue to focus on student achievement in science across all grade levels. VRE demographics consist of a high ESL population (approximately one quarter of our campus are identified ESL). The TELPAS progress indicates sheltered instruction strategies are being used effectively while the STAAR progress results indicate a need for improved rigor while using those strategies. The ESL strategies need to be strengthened to increase the rigor necessary for more students to meet or exceed STAAR progress measures. This rigor needs to be in place for all learners.</p>	<p>Provide early intervention at K-3rd grade to ensure all learners are meeting expectations with literacy and math; identify learners with special learning needs such as dyslexia early in the year, make appropriate decisions for individual learners classified as 504 and data driven decisions for special education learners; integrate social studies and science into the literacy area to reinforce those content areas and nonfiction text comprehension; additional training in academic vocabulary development as well as enriched vocabulary in our classroom environments; implement new scope and sequence in social studies and implement nonfiction reading resources. The use of sheltered instruction strategies to support the increase of academic rigor will continue to be emphasized in Professional Learning Communities and expected in classrooms.</p>
<p>School Culture and Climate</p>			

	We provide a safe and loving environment. There are very few discipline referrals at VRE. Digital literacy is taught to every learner. Community building and collaboration is a consistent part of our learners' days. KVRE, our morning announcement station, has encouraged learners across grade levels to work together. Students, parents and teacher work well together as a team.	Collaboration, character development and community building will be a focus to continue to build connections with our school culture. We will continue to enhance our KVRE information station for our learners to work together to provide information to the student body. We will encourage our parents to participate and volunteer with the PTO so that our PTO will reflect our population as well as maintain the overall diversity.	Digital literacy will be continually reinforced throughout the year. Learners will work together to provide news and information to the staff and students. We will continue to enhance character development throughout the curriculum, on KVRE, and in the classrooms as we build strong leaders. We will recognize and highlight exemplary character which helps strengthen the overall school climate.
Staff Quality/Professional Development	100% of the staff at VRE is highly qualified and ESL certified.	Continue to seek and retain highly qualified staff;	In an effort to retain staff, the new staff members will receive support through the district and campus mentor program. We will have monthly meetings with new staff members to provide continued support and guidance.
Curriculum, Instruction, Assessment	We have an Rtl process in place; educators have autonomy in their planning; we have strong literacy libraries at the elementary campuses; we have benchmark assessments in	We will better support our educators in planning and instruction through the PLC model. We will use universal screeners in math and effective progress monitoring tools.	PrimeTime (Professional Learning Communities) will be held daily for one and a half hours with each grade level rotating through Backwards Planning, Coaches and Strategies, Assessment and Data (taking a close look at

	science; Digital literacy has been implemented		data, time to build common assessments and disgregate the information as a team) and RtI, Each team will have four UbD/PBL planning days while their learners will be doing hands-on science for the day. Administrators will do frequent walkthroughs to continually take the pulse of the instruction and community of the campus and give feedback. The instructional coach will provide ongoing support to the new VRE educators as well as returning staff.
Family and Community Involvement	Strong parental involvement	Educate parents on UbD and PBL, and why they need to be a part of the school Educate parents on technology integration across content.	Provide resources and outreach to parents to educate them on literacy initiatives and technology usage in the schools Increase the number of volunteers on PTO board, involve businesses in the community to support overall school
School Context and Organization	Educators and administrators disgregate data to drive decision-making in instruction and professional learning.	Training is needed for administrators and educators on how to monitor ESL learners who could potentially have special needs; opportunities for individual and small group	Train administrators and educators on how to monitor ESL learners who could potentially have special needs; provide opportunities for

		<p>instructional strategies and differentiated instruction; Instructional coach, esl faciliator, and GTI specialist will work as support staff to meet the needs of learners and provide opportunities to help with professional learning</p>	<p>individualized/small group learning sessions; incorporate modifications/accommodations for curriculum activities; provide professional development in effective teaching strategies or best practices, and use data to implement strategies for appropriate activities. PLC rotation designated for support staff to share strategies for ESL, Special Education, teaching strategies, and enrichment.</p>
<p>Technology</p>	<p>VRE has a variety of technology resources – ipads, smart boards, macbooks, PC’s, projectors, as well as Spheros and Swivls in some specialized learning areas. Strong on our fundamental, on-line, and multi media skills. Teachers are exemplary in teaching foundational skills and teacher/student on-line and multi-media skills are classified as advanced.</p>	<p>In the area of the 4 C’s (critical thinking, communication, collaboration and creativity) on the Clarity Survey teachers were assessed as emerging. Students need a better understanding of the meaning and usage of Digital Citizenship. Continually increase the usage of technology through our DLC modeling lessons, working with small groups of students to be the classroom experts and provide professional development for the staff.</p>	<p>In our Professional Learning Communities, our Digital Learning Coach will provide training and follow up support with opportunities for the educators to address the 4 C’s with technology in the classroom. On-going Digital Citizenship information will be shared with the learners.</p>

List the identified needs of the campus derived from data review

Family and Community Involvement

- Greater need for reciprocal communication
- Increase the PTO membership and the number of parent volunteers
- Expansion of Business Partnerships
- Parent education on UbD and PBL

Technology

- Digital literacy learner training and reinforcement
- Training and follow up support to address the 4 C's – critical thinking, communication, collaboration and creativity
- Training on coding curriculum for educators and learners

Student Achievement

- Training on how to analyze data and how to use data to drive instruction
- Training on instructional strategies that are needed due to data information
- Training on the Learning Framework chapters (Design, Assessment, Curriculum, Environment)
- Training on meeting the needs of special education and ESL learners
- Training on how it make decisions for special education and ESL learners
- Training on how to add rigor and relevance into the general education classroom
- Greater expertise on responding to and instructing the needs of different sub-population groups of learners
- Development of more digital learning options to accommodate needs of learners
- Implementation and monitoring of sheltered instruction strategies
- Instructional design training

Teacher Quality

- Monthly meetings with new educators to provide guidance and support
- Ongoing guidance and support to increase staff retention

Demographics

- Cultural sensitivity in instructional design
- Parent involvement from diverse cultures
- Utilize Comp Ed funding to close achievement gaps for diverse learners

Strategic Objective/Goal 1:		Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)					
Performance Objective #1:		Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field-based learning experiences					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Enhance PBL by maintaining parent speakers list to invite parents to share their knowledge	Educators and Administrators	Parent Volunteers	August 2016-June 2017	Expanded list of speakers	Use of parent speakers during PBL	Feedback from learners, educators and parents	

Strategic Objective/Goal 1:		Leverage our resources to provide opportunities for our learners to explore and discover their passions (community partnerships, technology, etc.)					
Performance Objective #2:		Increase volunteer and service opportunities for learners within the community					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Expand service learning opportunities through the PBL process	Campus Administration; Educators; counselor	Supplies for service if needed	Fall 2016-Spring 2017	Learner reflections	Service Learning completed	Increased empathy for others; Character traits exhibited	

Strategic Objective/Goal 1:		Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)					
Performance Objective #3:		Expand opportunities for internships and job shadowing					
Strategies and Action Step(s)	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Provide Career Fair opportunities for 4 th and 5 th graders	Campus Administrators, Counselor, Educators	Time for Career Fair; Volunteers; Partners	February 2017	Career Fair Agenda; Pictures; Calendars	Learner feedback	Learner Input; Educator Input; Administrator Input	
Monthly Genius Day for learners to explore their interests	Educators, Learners	Technology, Librarian, Educators	August, 2016- May, 2017	Pictures, Learner projects and presentations	Educator, Learner and Administrator Feedback	Learner projects and presentations	

Strategic Objective/Goal 1:		Leverage our resources to provide opportunities for our learners to explore and discover their passions (community partnerships, technology, etc.)					
Performance Objective #4:		Partner with industry professionals to design and offer field-based learning experiences for educators					
Strategies and Action Step(s)	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Offer opportunities for educators to observe other educators	Campus Administration; Educators	Time for learning walks	Fall 2016; Spring 2017	Record of Educator Observations	Observation data	Feedback from new educators; Administrator feedback; Educator evaluations	

Strategic Objective/Goal 2:		We will find creative solutions to address increasing enrollment while maximizing opportunities for individual learners					
Performance Objective #1:		Expand learning spaces within and outside of CISD facilities through the development of new and existing community partnerships					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (code by #)
5 th graders tour the OMNI Hotel to learn about business operations of a hotel	Educators, Omni representative, counselor	Time for field trip, money for buses (\$500.00 from Campus Transportation budget)	Fall, 2016	Learner and Educator Knowledge	Learner Achievement	Learner and Educator Feedback	
4 th graders tour the Las Colinas Credit Union (LCCU) and then use information to run campus bank	Educators, Credit Union Representative and Volunteers, Parent Volunteers	Time for Field Trip, LCCU Personel	Fall, 2016	Learner knowledge gained about banking and financial literacy	Successful implementation of VRE Bank; VRE student participation with the bank	Learner, Educator, Bank Personel and Volunteer Feedback	

Strategic Objective/ Goal 2:		We will find creative solutions to address increasing enrollment while maximizing the opportunities for individual learners					
Performance Objective #3:		Develop a Long Range Facility Plan based on an evaluation of projected growth, learning services, and technology					
Strategies and Action Steps	Person(s) Responsible	Resources	Time- lines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (code by #)
Participate in the exploration and conversations held with district officials to relieve overcrowding at the elementary level as well as gather information from the Bond Oversight Committee	Administrators; Bond Oversight Committee; district staff; campus liaison	Information from the Bond Oversight Committee; enrollment data	Aug. 2016- June 2017	Minutes from the meetings; committee recommendations	Decisions made by the Oversight Committee, district staff, and school board	Meetings and final report	

Strategic Objective/Goal 3:		We will foster proactive and reciprocal communication for learner success					
Performance Objective #1:		Create a system to communicate foundational and future-ready skills for each learner					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Offer parent workshops to better understand data and the instructional program	Instructional coach, administrators, educators, learners	Time to conduct parent meetings	Sept. 2016-May 2017	Trainings offered; Sign in sheets	Parent feedback	Parent Satisfaction Survey; DEIC Input	
Continue parent learning walks	Campus Administrators	Time to conduct learning walks	October 2016-March 2017	Calendars of learning walks offered	Parent feedback	Parent Satisfaction Survey; DEIC Input	
Participating in the CISD touring system	Curriculum Department; Campus Administrators	Materials for tour days	June 2016-August 2016	Scheduled tours; Touring system information on the CISD website	Counts of individuals participating in the tours	Feedback from campus administration; Feedback from parents and community; Feedback from groups toured	
Implement and Utilize UbD/PBL planning form which highlights future ready and learner outcomes	Administrators, Instructional Coach, ESL Facilitator, Educators	Planning time for UbD/PBL,	August, 2016-May, 2017	Completed forms, projects, rubrics, and presentations	Learner Achievement	Learner success on presentations and understanding of concept and standards addressed	

Provide opportunities for flexible grouping and scheduling in order to leverage current staff in a manner that promotes growth for all learners	Administrators; Educators	Tutors; Comp Ed funds to pay for tutors (\$4,000.) and materials and supplies (\$465.)	September, 2016-May, 2017	Completed Tutor Log,	Learner Achievement	STAAR Data and District Data; Educator input	

Strategic Objective/Goal 4:		We will respect and leverage the diversity that exists in our community to provide a world class learning environment					
Performance Objective #1:		Increase educator proficiency to respond to our diverse community of learners					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (code by #)
Continue to train educators in planning culturally responsive instruction and implement with learners	Campus Administration; Educators; Instructional Coach, ESL Facilitator	Training materials	August 2016- February 2017	Trainings offered; Eduphoria records; Schoology records	Learner Achievement	STAAR Data; TELPAS Data; District Benchmarking Data; Learner Input; Parent Input; Educator Input; Sign-in Sheets	
Continue to provide opportunities for the showcase of cultures represented at VRE the Multi-cultural Community Night	Campus Administration; Educators; PTO parents	Materials for events	October 2016	Showcase participation	Increase number of participants	Lesson plans; pictures; showcase of cultures	

Continue to foster culturally sensitive classroom practices that address various student groups	Campus Administration; Counselors; Educators; Instructional Coach, ESL Facilitator	Materials and strategies	September 2016- June 2017	Educator observations; Lesson plans; Educator evaluations; Walkthrough data	Learner Achievement	Lesson Plans; Walkthroughs; List of trainings offered	
Provide training for educators regarding their role in implementing IEP in making appropriate modifications and/or accommodations for learners in the general education classroom	Special Education Teacher, Administrators, Instructional Coach	Training development	August 2016- September 2016	Lesson plans; Observations; ARD decision-Making; Accommodations recommended	Learner Achievement	Sign-in Sheets; Training Modules; Lesson plans	
Provide training in various formats for educators regarding their role in implementing differentiation strategies and making appropriate accommodations for advanced learners in the general education classroom	Gtl Specialist, Instructional Coach, ESL Facilitator, Administrators	Materials needed for training and implementation	August 2016-Dec. 2016	Eduphoria and Schoology Records; Lesson plans	Learner Achievement	Recruiting schedule and materials	
Implement hiring strategies in an effort to recruit a more	Administrators; Educators	Recruiting materials and budget	July 2016- June 2017	Plan of hiring strategies;	Employee retention numbers;	Break down of new hires by ethnicity;	

diverse staff and implement retention strategies for once they are hired.				Retention strategies	Feedback from Administrators and New hires	Comparison of employee retention for the 2016-2017 school year to the 2015-2016 school year	
Hold Monthly New Star Meetings for educators new to our building to help acclimate them to teaching at Valley Ranch	Administrators;	Instructional Coach; Time for Meetings once a month – Sept. 21, Oct. 19, Nov. 16, Dec. 14, Jan. 18, Feb. 15, Mar. 22, Apr. 19, May 17	Sept. 2016-May, 2017	Meeting notes	Teacher retention and engagement	New educator evaluation and reflection	

Strategic Objective/Goal 4:		We will respect and leverage the diversity that exists in our community to provide a world class learning environment					
Performance Objective #2:		Expand program offerings that reflect our diverse community of learners					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)

Explore a coding curriculum at the elementary level	Educators; Campus Administration; District staff	Materials for coding exploration; funds for any training needed	July 2016- June 2017	Lesson plans; Projects completed by learners	Learner Achievement	Administrator and Educator feedback; Learner feedback	
---	--	--	-------------------------	---	---------------------	--	--

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
Performance Objective #1:		Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design					
Strategies & Action Step(s)	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Train educators on AWARE to view and utilize data	Administrators; Instructional Coach	Time for training; AWARE; Director of Assessment	August 2016-October 2016	Educator knowledge of data reports	Learner Achievement; RtI Tier numbers	Reports generated for the RtI process;	
Provide training staff to establish consistency with screeners and progress monitoring measures to use data effectively for student growth	Administrators; Instructional Coach	Training materials and modules; Instructional coach; Director of Assessment and Accountability	August 2016-October 2016	Educator knowledge of data reports and progress monitoring tools and how they are cohesive	Learner Achievement; RtI Tier numbers	RtI Data; Benchmark Data; Administrator and Educator feedback;	
Provide opportunities for peer to peer observations	Campus Administrators; Instructional Coach	Time for educators to observe one another; Campus	September 2016-March 2017	Educator reflections	Educator Evaluations	Campus Observation Schedules; Administrator feedback; Educator feedback	

in order for educators to learn from other educators		schedules allowing for observations					
Train new educators on the RtI protocols and RtI paperwork	Administrators	RtI protocols; Progress monitoring paperwork	August 2016	Educator knowledge of RtI process	RtI Tier II and Tier III numbers as compared to the 2015-2016 school year	RtI data	

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
Performance Objective #2:		Create a community-based accountability system for reporting learner growth					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by#)
Implement Community-based Accountability System specifically in the area of fine arts and parent and community involvement at the elementary level.	Campus Administrators; Educators; PTO	State Accountability Rubric; Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Business & Support Services	August 2016- June 2017	State Accountability indicators clearly defined for district and for VRE	STAAR letter grade	State Accountability Rubric; STAAR grade; Learner Achievement	

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
Performance Objective #3:		Implement goal setting Pre K -12 to empower learners to take responsibility for their growth. (i.e. academic, social and emotional)					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Continue goal setting K-5 learners	Curriculum Dept.; Campus Administration; Educators	System for goal setting	September 2016-June 2017	Learner Goals	Learner ownership of learning goals	Expectations for goal setting; Learner goals	
Continue the expectation of a structured, balanced literacy model	Campus Administrators; Educators;	Director of ELAR; Instructional coach; Online resources	August 2016-June 2017	Lesson Plans; Walkthroughs; Educator Observations	Learner Achievement; Rtl data	Lesson Plans; Goals set by learners; District Benchmarks; STAAR data	

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
Performance Objective #4:		Develop a comprehensive professional learning plan to actualize the CISD Learning Framework					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Component (code by #)
Provide professional learning options that focus on the different chapters of the Learning Framework	Administrators; Instructional Coach, Educators	Learning Framework;	August 2016-May 2017	PLC meeting agendas	Lesson Plans; Learner Achievement	Sign-in sheets; Educator goal setting and evaluation; Walkthroughs	
Apply for School of Character recognition to reflect the overall district goal	Administrators; Counselor; Educators; District liaison; Parents; School of Character liaison	School of Character Application and resources	August 2016- November 2016	Completed Application	Student character development	Implementing individual principles; overall character development demonstrated throughout the school; fewer discipline referrals; more learners empathy	

Daily Professional Learning Community opportunities to enhance lesson design through backwards planning, instructional strategies, data and assessment, and Rtl to support student achievement	Administrators; district liaison, district and campus coaches, educators	Time to have meetings, specials teachers; Eduphoria, Curriculum resources, TEKS	August, 2016- May, 2016	Daily meeting google forms, lesson plans	Student Achievement, professional development opportunity	Learner data, lesson design, implementation of strategies, AWARE documentation	
Provide T-TESS training for all educators	Campus Administrators	T-TESS training module, Time to train, Appraise	August, 2016	Sign in sheet	Educator understand-ing and proficiency	Appraise documentation	
Professional Learning in T-TESS Domain componants and walk-through form	Campus Administrators	Time to train, Walk-through form	August, 2016 – February, 2017	Sign in Sheet	Educator understand-ing and proficiency	Appraise documentation; lesson design; learner strategies	

Providing support to teachers through the new instructional coach model	Instructional Coach, Administrators	Instruc-tional coach	August, 2016- May, 2017	Notes from weekly meeting with campus administrators; IC schedule	Student Achievement	Educator proficiency, Administrator Feedback	
Opportunity for professional learning at the Fort Worth Science Museum	Administrators, Science Museum Director of Education, Educators	Professional Learning time and follow-up	August, 2016	Agenda for day	Educator Feedback and Learner Success; Inquiry-based learning enhancing science	Educator Feedback Administrator Feedback; lesson plans	
Learning Walks by educators in Frisco ISD to observe instructional coaching model	Administrators from VRE and FISD, educators, FISD and VRE instructional coaches	Time for observations, funding for substitutes	August, 2016- April, 2017	Agenda for day	Observation notes and reflection; implementation of strategies	Educator feedback	

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
Performance Objective #5:		Reframe and prioritize state standards in a way that leads to profound learning					
Strategies & Action Step(s)	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by#)
Train new educators and provide a refresher for all staff in designing learning to achieve transfer of content material to solve problems in and out of school and over time	Administrators; Educators	Training Modules; Transfer standards for each content area	August 2016	Training Module; Sign-in sheets	Lesson plans of new educators showing understanding	Sign-in sheets; Training Module for UbD planning; Transfer tasks related to standards;	
Enhance science instruction through the increase of hands on activities and	Administrators; Educators; Instructional Coach, Susan Hall/ Ancillary Education Programs, PTO	FOSS Kits; Fort Worth Museum; CISD Science Director; District	August, 2016 – May, 2017	Student projects and experiments; Teacher lesson plans	Student engagement and Achievement	Projects, experiments, science journals, Educator and learner input	

inquiry based learning		Science Coach; Funds for program for Hands on Science - \$10,925. with the remainder being paid by the PTO.					

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
Performance Objective #6:		Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world)					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by#)
Disaggregate clarity data to inform next steps of the role of technology in the classroom	Digital Learning Coach (DLC)	Google forms	August, 2016	Disaggregated data	Plan for next steps in technology	Next steps for technology in instruction; disaggregated data for technology	

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
Performance Objective #7:		Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (code by #)
Provide ongoing training on digital citizenship – K-5 – to support critical thinking, communication, collaboration, and creativity	Campus Administration; Educators; Digital Learning Coach	Digital Citizenship Training Modules; DLCs; Librarians; Educators	August, 2016 – May, 2016	Lesson plans; Digital citizenship of learners	Decrease in infractions to the Digital Citizenship expectations	Training modules; Sign-in sheets; Student Code of Conduct receipts; PEIMS discipline data	

CISD DISTRICT IMPROVEMENT PLAN 2016-2017

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 (Board Policy FFI, FFF & FFH)	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
2. All Elementary campuses will implement a bullying prevention program such as R-Time, Great Expectations or the IB Primary Years Program.	Region 10; Great Expectations; PYP	Campus Principals and Campus Counselors	R-Time Session Dates, R-Time 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 Agenda

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All district staff members will be trained in Recognizing and Reporting Child Abuse at the beginning of the year. April is National Child Abuse Prevention Month and a time to further educate staff.	Region 10; TEA provided training; D2L	Director of Advanced Academics and Campus Counselors	Training Sign-In Sheets, Training Agendas, and Training Survey Reports
2. All school staff members will follow the CISD Child Abuse Reporting Protocol.	Region 10; TEA provided training; D2L	Director of Advanced Academics 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; Director of Enrichment Programs	Minutes, Agendas, Sign-In Sheets
2. The council will provide the CISD Board an annual report of their activities for the year.	Student Services Budget	Co-Chairs; Director of Enrichment Programs	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, Director of Enrichment Programs	Membership List
4. The district expectation is that a representative from each campus will participate in the committee.	Student Services Budget	C-Chairs; Director of Enrichment Programs	Membership List
5. Communicate SHAC updates to stakeholders including staff and parents.	SHAC Meeting Minutes Provided to Administration	Co-Chairs; Director of Enrichment program	Communication Plan for the District and Campuses; Newsletters, Websites.

	for Updates communicated		
--	-----------------------------	--	--

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
1. Secondary Schools will provide on-going staff training on relationship abuse awareness, detection and prevention.	PEIMS Data, SRO's, Counselors, Parents and Campus Administrators	Director of Advanced Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, Anecdotal Campus Report
2. High Schools will implement programs, such as the Be Project, to eliminate teen dating violence and promote healthy relationships. Middle school will also address awareness.	PEIMS Data, SRO's, Counselors, Parents and Campus Administrators	Director of Advanced Academics, 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, SRO's, Counselors, Parents and Campus Administrators	Director of Advanced Academics, 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, SRO's, Counselors, Parents and Campus Administrators	Director of Advanced Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, Anecdotal Campus Report

Discipline Management – Safe Environments

Strategies	Resources	Staff Responsible	Evaluation
1. Disaggregate discipline data to identify training needs and issues related to the learning environment.	Discipline Data	Assistant Superintendent for Administration	Discipline Report
2. Provide professional learning opportunities to support campus character education indicatives (such as Great Expectations and Positive Behavioral Support Initiative).	Campus Discipline Reports, Positive Behavior Support Plan Template, Campus Administrators, Specialist/LSSP, 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 Administrators, Region 10, Intervention Specialist/LSSP, and Federal Funds	Assistant Superintendent for Administration	Eduphoria Records
4. Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements and DAEP within all subpopulations.	Campus Discipline Records; State Guidelines	Assistant Superintendent for Administration	Discipline Report

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. Provide on-going staff training on drug and relationship abuse awareness, detection and prevention.	PEIMS Data, SRO's 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
3. Each elementary has an SRO assigned to the campus to enhance or modify conversations about drugs. Red Ribbon Week for Drug Awareness is recognized throughout the district in the month of October.	SRO Officers	Counselors, Campus Administrators	Red Ribbon Week Plans; SRO Records

Gifted and Talented Program

Strategies	Resources	Staff Responsible	Evaluation
1. Establish a gifted and talented parent/community advisory committee to support and assist in GT services planning and improvements that emphasize key components of the Texas State Plan.	GT Faculty	Director of Advanced Academics	Committee Meeting Dates, Agendas, and Minutes
2. Develop and implement an annual review process to measure the effectiveness of GT services.	GT Faculty and Content Directors	Director of Advanced Academics and Content Directors	Annual Report

3. Develop and annually update a written comprehensive professional learning plan designed to address the needs of GT learners (including initial 30 hours of GT training and annual 6 hour update).	GT Faculty and Local Funds	Director of Advanced Academics	Written Professional Learning Plan
4. Develop a communication plan designed to systematize internal and external communication with all stakeholders.	GT Faculty & Local Funds	Director of Advanced Academics & Content Directors	Communication Plan

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 Specialist	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 Professional Learning	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, Direction 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 Professional Learning	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. High school campuses will provide college and post high school information to all students.	High School Budgets	High School Counselors' CHS Special Ed. Lead	Graduation Plans, and Post-Secondary Acceptance Data
2. High school students will complete the financial aid process.	Counselors; No Funding Needed	High School Counselors	Student PELL Application Completion Data

3. All 6-12 grade students will be assigned a Naviance Account for the purpose of researching college and career options and interests.	District Budgets	High School Counselors, and CTE Educators; Special Ed. Educators	User Account Report
4. Counseling and career guidance will be available to help students with certification and technical opportunities	High School Budgets	Counselors; CHS Principal	Career Pathway Graduation Plans
5. Parent meetings will be scheduled to provide post-secondary awareness and financial assistance.	High School Budgets	High School Principal; CHS Counselors	Participation Data, and Participant Surveys
6. 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	Participant Data , and Participant Surveys
7. College Recruiters will be given a venue to meet with students throughout the school year.	High School Budgets	Counselors	Schedule of Recruiter Visits
8. AP and Pre-AP courses will be open enrollment.	Campus Budgets	Counselors	Number of Students Completing AP Course, Number of Students passing AP Exams
9. 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.
10. Increase student and teacher awareness of college and career readiness/post-secondary education in order to best serve all students.	Campus Budgets	Campus Administrators; CHS Sp. Lead	Student Surveys and Graduation Tracker Data

11. Create a culture of college and redefine post-secondary education in order to best serve all students.	Campus Budgets	Campus Administrators; CHS Sp. Lead	Student Surveys and Graduation Tracker Data
12. Align college readiness assessments and design academic intervention to ensure college readiness for all.	Assessment Budget and Campus Budgets	Curriculum Directors, Campus Administrators and Educators	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
2. All staff members will be trained in the State Suicide Prevention Traingin	Professional Learning time	Campus Principal and Counselor(s)	Training Sign-In Sheets, Training Agendas, and Training Survey Reports

CISD DISTRICT IMPROVEMENT PLAN 2016-2017
APPENDIX B: CORE CONTENT INITIATIVES

English Language Arts & Reading

Strategies	Resources	Staff Responsible	Evaluation
1. Implement the use of Macro Curriculum documents in unit lesson design at the campus level	District curriculum documents	Director of Language and Literacy, Campus administration	Educator created UbD units
2. Develop curricular tools and common transfer tasks to deepen the supporting resources that align to the district curriculum for LOTE.	Understanding by Design resources, Standards (TEKS, ELPS, CCRS, IB, AP)	Director of Language and Literacy	LOTE Curriculum documents
3. Expand on the work of the Balanced Literacy Toolkit to create a revised/updated Balanced Literacy Handbook or Common Expectations	Language and Literacy Google Site	Director of Language and Literacy	Completed and updated information on Language and Literacy Google Site
4. Develop transfer tasks (course-level) to measure understanding and transfer of learning as well as provide evidence of authentic accomplishments.	Understanding by Design resources, Standards (Prekindergarten Guidelines, TEKS, ELPS, CCRS, IB, AP), Macro Curriculum Plan	Director of Language and Literacy	Macro Curriculum Documents, Transfer Tasks
5. Target balanced literacy development, with special education and ESL populations - with a specific focus on guided reading and conferring with readers	Next Steps in Guided Reading, Running Records	Director of Language and Literacy, Campus RtI teams	Eduphoria - RtI Documentation

6. Develop a common expectations guide for vocabulary instruction	CISD Mathematics Vocabulary Schoology Course	Director of Language and Literacy, Director of Mathematics, Director of Science, Director of Social Studies	Completed vocabulary expectations document
---	--	---	--

Math

Strategies	Resources	Staff Responsible	Evaluation
1. Develop PK-12 Mathematics Macro Curriculum Plan including Program Mission, Transfer Goals, Essential Questions, and Enduring Understandings.	Understanding by Design resources, Standards (PK Guidelines, TEKS, ELPS, CCRS, IB, AP)	Director of Mathematics	Macro Curriculum Documents
2. Support educators' implementation of learning design aligned with PK-12 mathematics Macro Curriculum.	Understanding by Design resources, Standards (PK Guidelines, TEKS, ELPS, CCRS, IB, AP), Macro Curriculum Plan, Professional Learning Communities	Director of Mathematics; Mathematics Instructional Coaches	Learning Design Units, Classroom Walkthrough Data
3. Develop transfer tasks (course-level) to measure understanding and transfer of learning as well as provide evidence of authentic accomplishments.	Understanding by Design resources, Standards (PK Guidelines, TEKS, ELPS, CCRS, IB, AP), Macro Curriculum Plan	Director of Mathematics	Macro Curriculum Documents, Transfer Tasks

4. Support educators' implementation of transfer tasks and analysis of resulting learner evidence of understanding and transfer of learning.	Understanding by Design resources, Standards (PK Guidelines, TEKS, ELPS, CCRS, IB, AP), Macro Curriculum Plan, Professional Learning Communities	Director of Mathematics, Mathematics Instructional Coaches	Learning Design Units, Classroom Walkthrough Data
5. Strengthen instructional practices in inquiry-based, authentic practices	Macro Curriculum Plan, NCTM Resources	Director of Mathematics, Mathematics Instructional Coaches	Learning Design Units, Classroom Walkthrough Data

Science

Strategies	Resources	Staff Responsible	Evaluation
1. Continue to support inquiry-based instruction K-12 with an emphasis on physical, life, and earth sciences to mirror TEKS.	FOSS Kits, STC Kits, and Inquiry-Based Instruction Training; TEKS required hands-on-time	Director of Science; Campus Administration	STAAR Data; Classroom Walkthrough Data, and Learning Design Units; Elementary schedules of time for science; Lesson Plans
2. Train all 4th & 5 th grade science educators and new 6-12 science educators in Argument Driven Inquiry and academic vocabulary.	Professional Learning Communities, Professional Learning	Director of Science; Campus Administration	Eduphoria Records, Classroom Walkthrough Data, Learner Products, and Learning Design Units; STAAR data
3. Implement pre and post assessments 3-8 to assist educators in targeting areas of concern and to enrich where needed	Forethought; Pre and Post Assessments	Director of Science; Campus Administration	Pre and Post assessments; District

4. Implement district benchmark assessments at various grade levels	Assessments; AWARE	Director of Science	District Benchmark Data
5. Support K-9 science teachers in implementing the practices shared at the Dana Center Trainings (“I can” statements and embedded process and content standards)	Dana Center Training resources, TEKS, Curriculum Documents	Director of Science; Science K-5 Instructional Coaches	Curriculum Documents; Classroom Observations; Lesson Plans/Unit Design

Social Studies

Strategies	Resources	Staff Responsible	Evaluation
1. Administer pre and post assessments aligned to the TEKS for every SS unit plan in grades 6-8	Funds for assessment development	Coordinator of Social Studies	Pre and Post Assessments
2. Monitor to ensure Scope and Sequences are being followed	TEKS	Coordinator of Social Studies; Campus Administration	Walkthroughs; Lesson Plans; Educator Evaluations
3. Target economically disadvantaged learners for performance improvement in social studies through reading in the content	Nonfiction leveled reading materials; Social Studies Splash Screens to promote enduring understandings of the content	Coordinator of Social Studies; Educators	STAAR Social Studies Data
4. Implement benchmark assessments at various grade levels	Assessments; AWARE	Coordinator of Social Studies	District Benchmark Data

5. Address fall in 8 th grade scores with additional training in UbD	Training opportunities for UbD	Director of Social Studies	STAAR data
---	--------------------------------	----------------------------	------------

CISD DISTRICT IMPROVEMENT PLAN 2016-2017
APPENDIX C: COMPONENTS OF A SCHOOL WIDE TITLE I PROGRAM

Components of a Schoolwide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
Comprehensive Needs Assessment	Includes a variety of data gathered from multiple sources. Examines student, teacher, school and community strengths and needs.	
Schoolwide reform strategies	Opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement Use effective methods and instructional strategies that are based on scientifically based research: <ul style="list-style-type: none"> i. Strengthen core academic programs ii. Increase amount and quality of learning time iii. Strategies for meeting educational needs of underserved populations 	
Instruction by Highly Qualified Professional Staff	Teachers and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all teachers. All teachers are assigned to the areas in which they are certified to teach.	
Highly-qualified and Ongoing Professional Development	All staff is trained to meet individual needs of all students, but particularly the lowest achieving students of any program that is included in the school wide program.	

	All staff receives ongoing sustained professional development that is aligned with the goals of the new vision plan.	
Strategies to Attract Highly Qualified Staff	The school is allowed to provide incentives for highly qualified teachers to teach in high need schools. Only teachers who are highly qualified are assigned to low achieving students and this is the policy throughout the district.	
Strategies to Increase Parental Involvement	Specific strategies to increase parental involvement, based upon results of the needs assessment have been identified and implemented. Strong collaboration with community resources is evident. Parents are included as decision makers in a broad spectrum of school decisions.	
Preschool Transitional Strategies	Collaboration is evident between the elementary school and preschool programs (Head Start, Even Start, etc.) Specific strategies for helping students' transition into the elementary setting have been identified and implemented.	
Timely and additional Assistance to Students Having Difficulty Mastering the Standards	The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the state's standards.	

	Thematic, integrated instruction, designed to accommodate the needs of various learning styles is provided.	
Coordination and Integration of Federal, State and Local Programs and Resources	The school has established its new vision plan based on need, and is knowledgeable about and uses all resources available to the school to meet its goals.	
Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments	Classroom teachers developed the assessment matrix.	

CISD DISTRICT IMPROVEMENT PLAN 2016-2017

ACRONYM INDEX

AEIS	Academic Excellence Indicator System	IT	Informational Technology
AP	Advanced Placement	iTeam	Integration Specialist Team
BEST	Business Education Success Team	LSSP	Licensed Specialist in School Psychology
BTIM	Beginning Teacher Induction and Mentors	OSS	Out of school suspension
BYOD	Bring Your Own Device	PBMAS	Performance Based Monitoring Assessment System
C.A.R.E.	Chemical Awareness Resources & Education	PBS	Positive Behavior Supports
CISD	Coppell Independent School District	PEIMS	Public Education Information
Comp Ed	Compensatory Education	PST	Promoting Success Team
CTE	Career and Technical Education	RtI	Response to Intervention
EC	Early Childhood	SCE	State Comprehensive Education
EOC	End of Course	SHAC	School Health Advisory Council
D.A.T.E.	District Award of Teacher Excellence	SPED	Special Education
DIBS	Dream, Imagine, Believe and Succeed (Elementary Student Advisory Committee)	SRO	Security Resource Officer
GT	Gifted and Talented	TAKS	Texas Assessment of Knowledge & Skills
HR	Human Resources	TEA	Texas Education Agency
IB	International Baccalaureate	TEC	Texas Education Code
ICLE	International Center for Leadership in Education	TEKS	Texas Essential Knowledge & Skills
IDEA	Individuals with Disabilities Act	x2VOL	Data Warehouse for Service Learning
IAP	Individual Acceleration Plan		
IEP	Individual Education Plan		
ISS	In School Suspension		

