Victory Place @ Coppell

Coppell Independent School District

Campus Improvement Plan

2015-2016

The mission of Victory Place @ Coppell, as an individualized and structured learning community in Coppell ISD, is to cultivate self-directed, resourceful, and responsible problem-solvers with the courage to persevere and adapt to meet global challenges through safe, rigorous, and engaging educational experiences facilitated by supportive, committed, and innovative professionals."

VP@C CAMPUS 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.

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

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.

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:** Implement goal setting PreK-12 to empower learners to take responsibility for their growth (i.e. academic, social, and emotional.
- **Performance Objective 3:** Develop a comprehensive professional learning plan to actualize the CISD Learning Framework.
- **Performance Objective 4:** Reframe and prioritize state standards in a way that leads to profound learning.
- **Performance Objective 5:** Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service.

VP@C Campus Educational Improvement Council (CEIC)
2015-2016 COMMITTEE MEMBERS

Campus Principal
Ron-Marie Johnson

Assistant Principal
Angie Hux- Chairperson

Counselor
Rochelle BastonWilliams

Campus Liaison
Regina Owens

Administrative Assistant
Cheryl Norman

Community Member
Karen Nix

Educators
Kevin Duke
Linda Fielder
Gale Rivers
Marco Rodriguez
Kelly Skillingberg
Kelly Vaccaro

Instructional Aide

CAMPUS NEEDS ASSESSMENT

List Data utilized to identify the needs of the campus:

- Campus Data:
  - Weekly Reports
  - Course Enrollment
  - Documentation Log
  - Edgenuity Reports
  - Program Data
  - Learner Application and / or Intake Information
  - Parent Surveys- Turning Point and Compass
  - Learner Survey / Cookie Chats-Turning Point and Compass
  - Educator Surveys and Reflections
  - Learner Accommodation Plans
- Learner Home Campus Data
- District Surveys
- STAAR
- TELPAS
- Failure Rates
- Educator Survey and Reflections
- Administrator / Staff / Home Campus Input
- District Improvement Plan
- Learning Framework

List the identified needs of the campus derived from data review

- Educate Community, CISD and Others, about our Campus and Programs
- Learners to Take Greater Ownership of Their Learning- goals setting, reflection, evaluations
- Growth of Great Expectations culture
- UbD Instructional Design Training- 2015-2016 Focus on Domain II: Learning Design
- Develop Process for Intervention Services
- Develop and Outline Counseling Program for VP@C
- Development Orientation Process- for learners and parents in both programs
- Cultural Sensitivity in Instructional Design
- Greater Expertise on Responding to the Needs of Learners
- Consistent Implementation of 2014-2015 Goals
- Continue to support learners in post-graduation planning

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
Summative Evaluation:	Implementation of community opportunities

Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Parent/ Learner /Educator Input; Campus Data, TP intake interviews, DIP, Learning Framework	Provide diverse opportunities to explore careers and continuing education	All	Educators Counselor	August 2015	June 2016	Extended planning time, Collaboration with district and community stakeholders, TWU Go Center, UbD Lesson Design, Naviance, Mentoring/Counseling time, ASVAB data, TP interview data, on site visits college workshops, Schoology, Campus Funds- if needed	Experiences for learners, Partnership opportunities Doc, Naviance and ASVAB data, learner web site	
Learning Framework, DIP, Intake TP Interviews, learner/parent/ educator/previo	Explore businesses and resources that may serve as internship/future career opportunities	All	Counselor, Assistant Principal, District Director of Marketing and Business Partnerships	July 2015	June 2016	initial planning meeting between district and campus, spreadsheet of learner and future plans, goal setting, support from mentors, collaboration with business	goal setting sheet, plan to achieve with deadlines, feedback from businesses/lea	

us campus feedback	based on learner need					partners, liaison between learner and business	rners/educators/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.
Summative Evaluation:	Lesson designs documenting community involvement and Observations

Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Parent/ Learner /Educator Input; Campus Data, Global Connections, DIP, Learning Framework	Expose and expand learners to diverse volunteer and service opportunities	All	Educators Counselor	August 2015	June 2016	Extended planning time, CISD Director of Marketing and Business Partnerships, partnerships with CISD campuses, UbD lesson design, CARE program, community partners, community service organizations Campus Funds- if needed	Lesson design plan, walkthroughs, feedback from community partnerships	

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 partnerships							
Summative Evaluation:		Learner / Parent Surveys, Educator & Administrator Input, Observations							

Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Learner & Educator Input, CISD Staff Input, Learning Framework, DIP	Provide opportunities for flexible grouping and scheduling	All	Educators, Counselor, Campus Admin.	August 2015	June 2016	Campus Funds Educator Planning, flexible learner scheduling, TWU Go Center, speakers, tailored counseling sessions, mentoring sessions	Learner & staff input, observations of space utilization/ stations, Learner experiences, formative assessment data	
Learner & Educator Input, Learning Framework, DIP	Expand learning beyond the campus	All	Educators, Counselor, Campus Admin., District Curriculum Directors	August 2015	June 2016	Campus Funds Educator Planning, field experiences, partnering with other CISD campuses	Learner & staff input, observations, Lesson Designs, Learner experiences	

Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Learner/ Parent Input, Research, Campus Data, SHAC expectations, DIP, Learning Framework	Continue customized wellness program	All	K. Duke Educators	August 2015	June 2016	Campus Funds Educator Planning, community speakers, Yoga Tuesday, exercise log, Max T3- community partner, on site visits, brain based research based practices	Learner & staff input, observations, Lesson Designs, Learner experiences & Documentation	

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.
Summative Evaluation:	Observations, Great Expectations Campus Recognition

Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Learner/ Parent Input, Campus Data, DIP, Learning Framework	Consistent sharing of campus information	All	All Campus Staff, Campus Admin, Campus Technology Assistant	August 2015	June 2016	Coppell Gazette, Coppell Bubble, (online and print) Email updates, Bria Jones, VP@C Curriculum Night	Learner, parent, staff feedback, Compass and TP documentation log	
Learner/ Parent Input, Campus Data, DIP, Learning Framework	Provide opportunities for preparation using future ready skills for learners post-graduation	All	Counselor Educators	August 2015	June 2016	Counseling Program, college workshops (CHS and VP@C), site visits, field experiences, Naviance, ASVAB data, website information for future planning, Schoology	Counseling lessons & activities, Lesson Design, learner/parent feedback	

Learner/ Parent Input, Campus Data, DIP	Why Try program	All	Educators Counselor Assistant Principal	August 2015	June 2016	Educator / Counselor Lesson Design Campus Funds	Observations, Discipline referrals	
Learning Framework, DIP, Parent/Learner satisfaction survey data	Celebrate individual learner growth and progress	All	Educators, Counselor, Campus Admin, Learners	August 2015	July 2016	Goal setting conferences, reflection data, staff weekly mentoring, admin collaboration with learners	email blasts online and in print media, learner data self-analysis and reflections, cookie chats with principal learners/parents, TP documentation log	
Learning Framework, DIP, Pinnacle 2020, VP@C Mission Statement	Incorporate GE Life Principles in lesson design and across daily campus	All	Educators, Counselor, Campus Admin, Learners	August 2015	June 2016	Campus Funds GE campus-wide training, GE Level I training for new staff- Title Funds, UdD lesson design aligned to GE	weekly team agendas, Success Sheets, Reflections Sheets, daily announcements	

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
Summative Evaluation:	Educator Lesson Designs; Walkthrough Data; Employee Records indicating Diversity added to staff

Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Learner/ Parent /Staff Input, Campus Data, Learning Framework, Pinnacle 2020, DIP	Provide training and support for cultural diversity and awareness	All	District Admin., All campus staff	August 2015	June 2016	Training Materials, Training, Dallas World Affairs Council, YMCA Youth & Government Program, Campus Funds	Learner/parent/educator input, Observations, Walkthroughs, Lesson design	

Learner/ Parent /Staff Input, Campus Data, District and campus Demographic Data, Learning Framework, DIP	Provide opportunities for learners to showcase their home cultures	All	Educators	August 2015	June 2016	Genius Hour, Learner Presentations	Walk-throughs; Lesson Design, Observations	
Campus Data, DIP, RtI 2 handbook, IEP, 504, LPAC,	Provide accommodation training for general educators	Sped, ESL, 504	Counselor, Assistant Principal, Campus Assessment Coordinator	August 2015	June 2016	Accommodation plans/health plans, Accommodations documentation folder, August educator/AP training regarding plans, CISD Intervention Services	Training Modules, Observations, Learner folders, 3/6 weeks admin documentation checks, ARD/504/LPAC meeting minutes, documentation log, acknowledgement log when plans are distributed	
Campus Data, Learning Framework, DIP, RtI 2 Training and Handbook	Provide diverse learning strategies to match need	All	Counselor, Campus Admin	August 2015	June 2016	Tier I Training: Monitoring and Intervening, Edgenuity, STAAR Individual Reports, SIOP strategies, Accommodation plans, Best Practices, Mentoring time with educators/learners, PLC training	Training Modules, Campus Docs, Observations, documentation logs, Monitoring and Intervening Protocols, input from learners/parents /educators, ARD/504/LPAC minutes	
Campus protocols	Provide training to maintain safe learning environments, both	All	Intervention Services, Coppell Police Department: SRO, CHS Trainer,	August 2015	June 2016	Training provided by Intervention Services-TBSI/CPI, CHS Trainer-CPR/AED/First Aid, Standard Response Protocol, School Resource Officer, District	Drill documentation, Partnership w/CMSN for drills,	

	academically emotionally		Counselor, Campus Admin, North			Behavior Specialists, CARE cooperation, Hotline information, sharing of provider resources, DAEP / JJAEP transition, educator/learner mentors	documentation log	

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 on the effective use of data and assessment tools to inform the design						
Summative Evaluation:	RtI Data; Campus systems of peer to peer observations; Educator Evaluations; Eduphoria						

Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR Data; Curriculum Dept.; Campus Administrators; Educators, Learning Framework, DIP	Train educators in the use of multiple data sources and how they drive instruction	All	Assistant Principal	August 2015	June 2016	Carol Dweck's Growth Mindset, Eduphoria/AWARE, Lead4ward data resources, Director of Assessment, RtI2 Protocol, formative assessment resources, Monitoring and Intervening Training, www.lead4ward.com/resources	Eduphoria, Reports generated for the RtI process; Observations, documentation, Monitoring and Intervening Protocols, Educator Evaluations and walkthroughs	
Educator Input; Administrator Input, Learning Framework, DIP	Provide opportunities for peer to peer observations in order for educators to learn from other educators	All	Educators, Campus Admin	August 2015	June 2016	Release time for educators to observe one another; campus schedules allowing for observations, campus learning walks, PLC district training, planning time	Campus Observation Schedules, Reflections, agenda minutes	

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:	Implement goal setting to empower learners to take responsibility for their growth. (i.e. academic, social and emotional)							
Summative Evaluation:	Goal setting expectations; Lesson designs; Learner goals							

Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR Data; Campus Administrators; Educators, Learning Framework, DIP	Establish expectations for learner goal setting, both academic and through wellness programs	All	Counselor, Educators, Campus Admin, Learner	August 2015	June 2016	System for goal setting, time, forms, common rubrics	Expectations for goal setting, lesson design planning, learner goal reflections, performance logs, documentation logs	

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:	Develop a comprehensive professional learning plan to actualize the CISD Learning Framework							
Summative Evaluation:	Eduphoria; Educator Evaluations; Walkthroughs							

Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR Data; Campus Data; Campus Administrators; Educators, Learning	Provide professional learning options that focus on the different chapters of the Learning Framework	All	Curriculum Dept., Campus Admin, Educators	August 2015	June 2016	Campus Funds, Learning Framework; Exemplars; Training Modules	Eduphoria; Educator goal setting and evaluation; Walkthroughs	

Framework, Pinnacle 20/20, DIP								

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:	Reframe and prioritize state standards in a way that leads to profound learning.
Summative Evaluation:	Edgenuity customized courses, STAAR

Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
STAAR; Educator / Home Campus input	Access District/ State standards/syllabi	All	Educators, Assistant Principal, District Curriculum Directors	June 2015	June 2016	TEKS; ACT Data; 21st Century Skills, District Curriculum alignment, Edgenuity	Customized courses	
STAAR; TELPAS; Failure Rates; ACT Data; Campus Data, Learning Framework, DIP	Continue training educators in UbD learning design	All	Educators, Curriculum Directors, IT Specialist, Campus Admin	August 2015	June 2016	Trainer of Trainers, CHS, Collaborative lesson planning, book resources	Eduphoria; Training Module for UbD planning; Lesson Designs; Observations	
Learning Framework, DIP, Deficiency Plans, Graduation Plans, Transition Learner Data	Customize course selection plan based on optimal need	All	Counselor, Learner, Educators, Campus Admin	July 2015	June 2016	Deficiency plan, collaboration between educators, learners, and admin/counselor, customize courses, remediation tutorials, counseling sessions	Edgenuity progress data, course enrollment report, deficiency plans, graduation rates	

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:	Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service.								
Summative Evaluation:	Lesson Designs; Discipline Data, Documentation Log/Success Sheets								

Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Parent Survey; Educator Input; Learner Discipline Data; Clarity Data, Technology learner/parent/educator survey data	Reinforce digital citizenship	All	DLC, Campus Admin, Educators, Learners	August 2015	June 2016	Digital Citizenship Course; DLC; Educators, Student Code of Conduct	Educator lesson designs; Discipline data; Eduphoria	

Appendix A: State and Federal Mandates

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation	Doc.
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 school staff members will be trained in the CISD Bullying Reporting Protocol.	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports	

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation	Doc.
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	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	Campus Counselors	Counselor Documentation	

Coordinated Health – SHAC Council

Strategies	Resources	Staff Responsible	Evaluation	Doc.
1. The district expectation is that a representative from each campus will participate in the committee.	Student Services Budget	Campus Principal	Committee Roster	
2. Communicate SHAC updates to stakeholders including staff and parents.	SHAC Meeting Minutes Provided to Administration for Updates communicated	Campus Representative	Meeting agendas; parent communications.	

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation	Doc.
1. Secondary Schools will provide on-going staff training on relationship abuse awareness, detection and prevention.	SRO's, Counselors, and Campus Administrators	Campus Counselor and Campus Administrators	Discipline Referrals, Anecdotal Campus Report, Lesson Designs	
2. High Schools will implement programs to eliminate teen dating violence and promote healthy relationships. Middle school will also address awareness.	SRO's, Counselors, and Campus Administrators	Campus Counselor and Campus Administrators	Discipline Referrals, Anecdotal Campus Report, Lesson Designs	**Doc.**
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	SRO's, Counselors, Educators, Campus Administrators	Campus Counselor and Campus Administrators	Discipline Referrals, Anecdotal Campus Report, Lesson Designs	

Discipline Management – Safe Environments

Strategies	Resources	Staff Responsible	Evaluation	Doc.
1. 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, Educators, Intervention Services	Eduphoria Records	
2. Implement and provide advanced training on alternative options to In-School Suspension.	Campus Administrators, Intervention Specialist/LSSP, and Federal Funds	Campus Administration, Educators, Counselor	Eduphoria Records	

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation	Doc.
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	

Strategies	Resources	Staff Responsible	Evaluation	Doc.
2. Provide information regarding C.A.R.E. to students with drug abuse issues and their parents.	YMCA- CARE, Counselors, and Campus Administrators	Counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports	

Gifted and Talented Program

Strategies	Resources	Staff Responsible	Evaluation	Doc.
1. Develop a professional learning plan designed to address the needs of GT learners (including initial 30 hours of GT training and annual 6 hour update).	District GT resources	Director of Advanced Academics, Campus Administrators	Campus Professional Learning Plan	

Post-Secondary Preparedness: Admissions & Financial Aid Information

Strategies	Resources	Staff Responsible	Evaluation	Doc.
1. High school campuses will provide college and post high school information to all students.	High School Budgets (District College Fair at CHS)	Counselor	Graduation Plans, and Post-Secondary Acceptance Data	
2. High school students will complete the financial aid process.	High School Budgets	Counselor (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.	High School and Middle School Budgets	Counselor (High School Counselors, and CTE Educators; Special Ed. Educators)	User Account Report, Lesson Designs, Counseling Syllabus	
4. Parent meetings will be scheduled to provide post-secondary awareness and financial assistance.	High School Budgets	Counselor (High School Principal; CHS Sp. Lead)	Participation Data and Participant Surveys	
5. College and Career Night will be scheduled to offer opportunities for students and parents to visit with college recruiters and businesses	High School Budgets	Counselor (High School Counselors)	Participant Data and Participant Surveys	
6. Increase learner and educator awareness of college and career readiness/post-secondary education in order to best serve all students.	Campus Budgets	Counselor, Educators Campus Administrators	Student Surveys and Campus Reports	
7. Align college readiness assessments and design academic intervention to ensure college readiness for all.	Campus Budgets	Counselor, Curriculum Directors, Campus Administrators and Educators	Student Surveys and Graduation Tracker Data	

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation	Doc.

| 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 | |

VP@C CAMPUS IMPROVEMENT PLAN 2015-2016
ACRONYM INDEX

AEIS	Academic Excellence Indicator System
AP	Advanced Placement
AEP	Alternative Education Program
BEST	Business Education Success Team
BTIM	Beginning Teacher Induction and Mentors
BYOD	Bring Your Own Device
C.A.R.E.	Chemical Awareness Resources & Education
CISD	Coppell Independent School District
Comp Ed	Compensatory Education
CTE	Career and Technical Education
DAEP	Discipline Alternative Education Program
D.A.T.E.	District Award of Teacher Excellence
DIBS	Dream, Imagine, Believe and Succeed
EC	Early Childhood
EOC	End of Course
GT	Gifted and Talented
HR	Human Resources
IB	International Baccalaureate
ICLE	International Center for Leadership in Education
IDEA	Individuals with Disabilities
IAP	Individual Acceleration Plan
IEP	Individual Education Plan
ISS	In School Suspension

IT	Informational Technology
DLC	Digital Learning Coach
JJAEP	Juvenile Justice Alternative Education Program
LSSP	Licensed Specialist in School Psychology
OSS	Out of school suspension
PBMAS	Performance Based Monitoring Assessment System
PBS	Positive Behavior Supports
PEIMS	Public Education Information
PST	Promoting Success Team
RtI	Response to Intervention
SCE	State Comprehensive Education
SHAC	School Health Advisory Council
SPED	Special Education
SRO	Security Resource Officer
TAKS	Texas Assessment of Knowledge & Skills
TEA	Texas Education Agency
TEC	Texas Education Code
TEKS	Texas Essential Knowledge & Skills
UbD	Understanding by Design
x2VOL	Data Warehouse for Service Learning