

Strategic Objective/Goal 1	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 1:	Sustain district-wide PreK-5 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas								
Summative Evaluation:	Align the written, taught and assessed concept-based curriculum.								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Campus observations & discussions	Revise and implement written curriculum documents to align with research-based best practices	K-5	Campus Administrators, Teachers, Campus Curriculum Teams	June 2008	July 2009	Research-based best practice resources by authors such as Erickson, Wiggins & McTighe, Marzano, Stiggins, Daggett, etc., campus funds	RBI,RMB, RBS	Curriculum Unit Plans, Instructional Snapshots	Report Cards, progress reports, walk-through forms, curriculum team notes
CBA data, campus & community feedback, CBA data/local assessment comparison	Monitor the delivery of instruction to ensure alignment with CISD curriculum	K-5	Campus Curriculum Teams, Campus Administrators	August 2008	June 2009	Extended planning time, CBA preview process, TEKS, Forethought documents, Rigor/Relevance Framework	RBI	Forethought lesson plans, Instructional Snapshots/campus visits	Forethought Lesson Plans, walk-through forms
Campus observations, CBA data/local assessment comparison	Utilize CBA data to inform instruction	K-5	Curriculum Team, Campus Administrators, Teachers	August 2008	June 2009	Achievement Series data	RBI	Forethought lesson plans and campus visits	Forethought Lesson Plans, walk-through forms

Needs Assessment: AEIS = Academic Excellence Indicator System, SS= Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
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Special Populations (Sp. Pop): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity

Committees: AC=Assessment, CC=Curriculum, PD=Prof Dev, PC=Parent and Community, AR=At-Risk, LCO=Legislative/Campus Oversight

Budget Codes: SCE=State Comp. Ed., AMI=Accelerated Mathematics Instruction, ARI=Accelerated Reading Instruction, T1=Title 1, T2=Title 2, T2D-Title 2D, T3=Title 3, T4= Title 4, SPED=Special Education, LEA=Local Education Agency, AP=Advanced Placement

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EXT = Extended learning opportunities, PI = Parent involvement strategies

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2008-2009

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Quantitative Data - AEIS, TAKS Reports, CBAs, etc. Qualitative Data- surveys, writing folder reviews, team meetings etc.	Provide opportunities for training in: Research-Based Best Practices, Response to Intervention (Rtl), Write... from the Beginning, Words Their Way	Instructional staff	Director of Staff Development; Campus Administrators, Teachers	August 2008	June 2009	Outside consultants, in-district presenters, books, manuals, Region 10 workshops, etc., TEKS	Documentation of CISD staff development offerings, Eduphoria records, on-line and paper evaluations	Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc. Qualitative data such as surveys, writing folder reviews, team leader meetings, etc.	Professional development sign in sheets and Eduphoria
Quantitative data - AEIS, TAKS Reports, CBAs, etc. Qualitative data- surveys, writing folder reviews, team meetings, etc.	Monitor the implementation of Research-Based Best Practices & Rtl process	Instructional staff	Curriculum Team, Intervention Services, Campus Administrators, TOSAs	August 2008	June 2009	Curriculum Department, Intervention Services, Campus Administrators, Counselors	Instructional Snapshots, Forethought lesson plans, PST meeting minutes	Quantitative data- AEIS, TAKS Reports, CBAs, etc. Qualitative data - surveys, writing folder reviews, team leader meetings, etc.	Report cards, progress reports, walk-through forms

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Summative Evaluation:	Align the written, taught and assessed concept-based curriculum.								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report, local assessment data, campus discussions	Implement standards-based report cards leveling in grades 3 and 4	Grades 3-4	Campus Administrators, 3 rd and 4 th Grade Teachers; Curriculum Team	August 2008	June 2009	Standards-based report cards, Elementary Curriculum Director, Staff Development Director	Utilization of standards-based report cards	AEIS Report and local assessment data, campus discussions	Walk-through forms, lesson plans
AEIS Report	Sustain guided reading instruction	K-5	Literacy Coach, Campus Administrators, Teachers	August 2008	June 2009	Literacy Coach, Director of Elementary Curriculum, Campus Administrators	PD, RBI, RMR	BA, TPRI, DRA, walk-through visits, lesson plans	Report cards, progress reports, walk-through forms
AEIS Reports	Sustain reading, math and science stations	K-5	Campus Administrators, Teachers	August 2008	June 2009	Director of Mathematics, Director of Science, Campus Administrators	RMB, RBI	BA, lesson plans, walk-through visits	Walk-through forms, lesson plans

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Performance Objective 3:	Increase performance for each student group in each subject assessed by TAKS to reflect: <ul style="list-style-type: none"> no more than a 5% variance between groups and at least 10% gain in commended performance 								
Summative Evaluation:	Academic Excellence Indicator System Report (AEIS), TAKS Summary Report								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report, Local Assessments, TAKS Summary Report	Analyze assessment data to determine target areas for instruction	K-5	Curriculum Directors, Assessment Director, Campus Administrators, Teachers	August 2008	June 2009	TAKS and local assessment data, Tetradata, Achievement Series	RMB	Achievement Series data, walk-through visits	Achievement Series Reports, walk-through forms
AEIS Report, Local Assessments, TAKS Summary Report	Develop and monitor implementation of instructional target area action plans	K-5	Curriculum Directors, Assessment Director, Campus Administrators, Teachers	August 2008	June 2009	Instructional target area action plan, Tetradata, Achievement Series, Campus leadership team	RBI	Results of progress monitoring tools, ARI/AMI rosters	PST meeting minutes and forms
AEIS Report, Local Assessments, TAKS Summary Report	Submit plan to increase commended performance in all student groups in all subject areas	3-5	Campus Administrators, Campus Team	August 2008	October 2008	State assessment data, Cultural Literacy Resources, Best Practices, Tetradata, District Template	RBI	Campus Plan, Local assessments, Campus Comprehensive Commended Plan	Completed Comprehensive Commended Plan

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Summative Evaluation:	Academic Excellence Indicator System Report (AEIS), TAKS Summary Report								
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Adjustment to new campus	Invite prospective kindergarten families to Kindergarten Round-up	K	Campus Administrators, Kindergarten Teachers	February 2009	May 2009	Kindergarten Teachers, PTO, Student Council	PI	Sign-in sheets	Agenda
Adjustment to new campus	Invite CMS East counselors to Mockingbird to prepare fifth graders for sixth grade	5	Campus Administrators, 5 th Grade Teachers, CMS East Counselors	April 2009	May 2009	Fifth Grade Teachers, CMS East Counselors	PI	Meeting agenda, hand-outs	Agenda
AEIS Report and Local Assessments	Initiate cultural literacy program for staff	K-5	Curriculum Directors, Staff Development, Campus Administrators	August 2008	October 2008	Works of Ruby Payne, etc.	RBI	Notes from discussions	Sign-in sheets, meeting minutes
Teacher feedback	Offer Love and Logic materials and/or training to parents	K-5	Campus Administrators, Counselor	August 2008	June 2009	Love and Logic Materials, Mockingbird Parent Library/Title I Funds, \$473.00	PI	Parent feedback, teacher feedback	Agendas, sign-in sheets

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Summative Evaluation:	Academic Excellence Indicator System Report (AEIS), TAKS Summary Report								
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AEIS Report, TAKS Summary Report	Analyze TAKS-M and TAKS-Alt data to target instruction and accelerate learning	Special Ed	Exec. Dir. of Intervention Services, Directors of Special Education, Campus Administrators, Sp. Ed Teachers	August 2008	June 2009	TAKS Alt and TAKS-M data Local Assessment Data	PD	IEP Progress, ARD Committee Reports	ARD Committee Minutes
AEIS Report, TAKS Summary Report	Provide training for GEMS Kits	K-5	Director of Science, Campus Administrators	August 2008	June 2009	Director of Science, Campus Administrator, GEMS Kits	PD	BA, lesson plans, walk-through visits	Walk-through forms, lesson plans
AEIS Report	Expand Coppell Nature Park field experiences	K-5	Director of Science, Service Learning Coordinator, Teachers	August 2008	June 2009	Service Learning grant, Campus Administrators, Science Curriculum Team	RBS, EXT	Student Science Notebooks, lesson plans	Science notebooks, lesson plans
AEIS Report, BA	Increase number of One-on-One mentors	K-5	Teachers, PTO	August 2008	June 2009	PTO Volunteer Coordinator	PI, RBI, T, EXT	BA, TAKS, TPRI, DRA	Volunteer schedule, volunteer sign-in log

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AEIS Report, BA	Reorganize Family Science Night to increase attendance	K-5	Campus Administrators, Teachers	November 2008	January 2009	Campus Administrators, Fifth Grade Science Teachers	RBI, PI	BA, TAKS	Sign-in log
TAKS	Tutor students scoring 2200 and below	4-5, AR	Campus Administrators, Teachers	August 2008	June 2009	Campus Administrators, Counselor/SCE - \$2,459.00	T, EXT, RBI	BA, TAKS	Lesson plans, tutorial schedule
AEIS Report, BA, Classroom Assessments	Tutor students not meeting standards on benchmark data	3-5, AR	Campus Administrators, Teachers	August 2008	June 2009	Campus Administrators, Counselor/SCE - \$2,000.00	T, EXT, RBI	BA, TAKS	Lesson plans, tutorial schedule
AEIS Report, BA	Increase number of parents participating in brown-bag luncheons	K-5, AR	Campus Administrators, Counselor	November 2008	February 2009	Campus Administrators, Counselor	RBI, PI	BA, TAKS, PS	Sign-in log

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AEIS Report, TPRI, DRA, BA	Sustain alignment of instructional strategies in core subject areas	K-5	Campus Administrators, Teachers, Curriculum Team	August 2008	June 2009	Campus Administrators, Teachers, Curriculum Team/Title 1 Funds, \$2,000.00	SD, RBI, RMB, RBS	BA, TPRI, DRA, walk-through visits	Curriculum documents, meeting notes lesson plans
AEIS Report	Purchase materials designed for small group intervention	K-5	Campus Administrators, Teachers	August 2008	June 2009	Campus Administrators, Teachers/SCE - \$2,000.00	RBI	BA, TPRI, DRA, TAKS	Lesson plans, purchase orders
Teacher Feedback	Attend staff development to support curriculum								

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Strategic Objective/Goal 2:	The district will demonstrate educational excellence.								
Performance Objective 1:	Establish learning environments most appropriate for the implementation of 21 st century learning skills.								
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
21 st century learning research	Explore opportunities for implementation of problem or project-based learning such as service learning	K-5	Curriculum Team, Campus Administrators, Teachers	August 2008	June 2009	21 st century learning research, PLC studies, Service Learning curriculum, Local and federal funds	RBI	Service Learning logs	Minutes, Service Learning logs
21 st century learning research	Expand opportunities for small learning communities throughout the school day	K-5	Campus Administrators, Curriculum Team	August 2008	June 2009	Small Learning Community (SLC) and Professional Learning Community (PLC) studies, Local and Federal Funds	RBI	Meeting schedules, meeting agendas, reflective feedback	Meeting notes

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Performance Objective 3:	Attract. Retain and develop a diverse, highly qualified, innovative and visionary staff.								
Summative Evaluation:	Annual "State of the Staff" report, annual Highly Qualified Report to the Texas Education Agency and CISD Board of Trustees, TExES Scores								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Number of positions available	Send effective recruiting team to CISD Job Fair	K-5	Campus Administrators	August 2008	April 2009	Director of Human Resources, Campus Administrators	PD	Teachers recruited	Meeting agenda, schedule of interviews
Number of new teachers hired	Assign effective mentors to new teachers	K-5	Campus Administrators	August 2008	September 2008	Campus Administrators	PD	Number of new teachers retained	Personnel Files
Number of ESL students	Attain ESL Certification	K-5	Campus Administrators, Teachers	August 2008	August 2008	Director of Human Resources, Campus ESL Facilitator, Campus Administrators	PD	Number of teachers working on certification	Certificate on file

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Performance Objective 4:	Improve the K-5 gifted and talented program to the level of "recognized" according to the State of Texas GT criteria.								
Summative Evaluation:	GT Program Strategic Plan								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
State GT Plan	Develop a strategic plan based on the program evaluation	GT Evaluation Team	Director of Advanced Academics	August 2008	June 2009	GT Team members, CISD GT Program Evaluation	RBI	Agendas, action plans	Lesson plans, walk-through forms
AEIS Report	Earn 30 hours of GT training	Classroom teachers not trained	Campus Administrators, GT Teacher	August 2008	June 2009	Curriculum Team	RBI, RBSG	Registration	Certificate of completion

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Strategic Objective/Goal 2	The District will demonstrate educational excellence.								
Performance Objective 5:	Increase the number of students served in the least restrictive environment through a continuum of services.								
Summative Evaluation:	AEIS Report, Admission, Review and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP), Continuum of Services List								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Faculty Survey, Parent Survey	Provide ongoing training on Co-Teaching to general education and special education teachers	Special Ed	Exec. Dir of Intervention Services, Directors of SPED, Campus Administrators	June 2008	June 2009	SPED, Local and Federal Funds	PD	PLC documentation and forms, Eduphoria transcripts, PLC Showcase	Meeting notes, PLC Showcase
PEIMS, Local Assessment	Establish parameters to ensure that students are served in the least restrictive environment	Special Ed	Exec. Dir of Intervention Services, Directors of SPED, Campus Administrators	June 2008	June 2009	Exec. Dir of Intervention Services, Directors of SPED, Campus Administrators, Local and Federal Funds	PD	Meeting agendas, campus observation & participation in meetings, requests for participation, campus planning documents	Campus schedule, meeting agendas

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Summative Evaluation:	AEIS Report, Admission, Review and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP), Continuum of Services List								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Local assessment, Faculty Survey, Parent Survey	Expand specialized programs to meet the unique needs of students that require specialized instruction	Special Ed	Exec. Dir of Intervention Services, Directors of SPED, Campus Administrators	June 2008	June 2009	SPED, Local and Federal Funds	RBI	ARD committee reports, IEP Progress	
Local assessment data	Implement reading/writing curriculum for student in Practical Academics	Special Ed	Exec. Dir of Intervention Services, Directors of SPED, (Elem & Sec) Special Education Teachers, Speech Pathologists, Behavior Specialist/Consultants	August 2008	June 2009	Training; Material (books, manuals, etc.) SPED, Local and Federal Funds	RBI	Curriculum Documents, Teacher Input, Student Performance, IEP Progress	
Parent Survey (PS), Parent and Community (PC), Legislative/Campus Oversight (LCO)	Monitor co-teach model for instruction	Special Ed	Exec. Dir of Intervention Services, Directors of SPED, Campus Administrators	June 2008	June 2009	SPED, Local and Federal Funds	PD	Classroom observation/walk-throughs	Walk-through forms

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2008-2009

Strategic Objective/Goal 2	The District will demonstrate educational excellence.								
Performance Objective 5:	Increase the number of students served in the least restrictive environment through a continuum of services.								
Summative Evaluation:	AEIS Report, Admission, Review and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP), Continuum of Services List								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Local assessment data	Implement Applied Behavior Analysis programming in specialized programs (PA, ABC's, LS, SL) to improve social interaction and communication	Special Ed	Exec. Dir. Of Intervention Services, Director of Elementary Special Education, Lead Speech Pathologist, Speech Pathologist	August 2008	June 2009	Training; Material (books, manuals, etc.) SPED, Local and Federal Funds	PD, RBI	Teacher input, Student Performance, IEP Progress	
PST Meetings	Pilot Articulation Labs for "at risk" students	K-5	Exec. Dir. Of Intervention Services, Dir of Elem. Sp. Ed., Lead Speech Pathologist, Speech Pathologists	August 2008	June 2009	Training; Material (books, manuals, etc.) SPED, Local and Federal Funds		PST Meetings Student performance	Meeting agenda

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Strategic Objective/Goal 3	Each student will consistently demonstrate identified CISD character traits within the school and community.								
Performance Objective 1:	Seamlessly integrate character education into Coppell ISD curriculum.								
Summative Evaluation:	Assessment results, Character Ed Program recommendation								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Campus input	Review current character education program and make a recommendation.	K-5	Dir. Student Services, Campus Administrators	August 2008	June 2009	Current CISD character education program, Violent Criminal Incidents Report, counselors, Title IV	PD, RBI	Professional discussions	Minutes from meetings
Teacher input	Develop guidance lessons based on character traits	K-5	Counselor	August 2008	June 2009	Counselor, guidance materials	RBI	Teacher feedback, student feedback	Discipline referrals, lesson plans
Teacher input	Incorporate character traits into announcements	K-5	Campus Administrators, Student Council Advisors, Student Council	August 2008	June 2009	Campus Administrators, Counselor, Student Council Advisors	RBI	Teacher feedback, student feedback	Announcement forms

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2008-2009

Strategic Objective/Goal 3	Each Student Will Consistently Demonstrate Identified CISD Character Traits within the School and Community.								
Performance Objective 2:	Establish consistent safe and drug free school programs district wide.								
Summative Evaluation:	Post-instruction assessment								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Community feedback, current events, student survey	Continue to publicize safe and drug free programs.	All	Dir. Student Services, Dir Communications & Public Relations	August 2008	June 2009	Website, newsletters, Get Connected Committee, Title IV, Local Resources (Police, Assistance League, YMCA/ Care) Region 10 Texas Drug & Alcohol Survey		Newsletters, newspapers, campus & community feedback, student survey (6-12)	
Discipline Referrals, Anecdotal campus reports	Consistently implement a relational aggression prevention program <ul style="list-style-type: none"> Bullying Dating/Relational violence 	All	Dir. Student Services, Counselors, Campus Administrators, Teachers	August 2008	June 2009	Support materials, School Resource Officers (SROs), Title IV, Local funds		Curriculum documents, counselor & nurse feedback, discipline data	

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.								
Performance Objective 1:	Continue to integrate Service-Learning into curriculum focusing on best practices of authentic learning and student-driven projects.								
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Campus input	Continue tracking student participation in SL projects	K-5	District Service-Learning Director	August 2008	May 2009	Campus SL Leaders, Campus staff, Documentation of SL hours, campus listing of Projects, SL participation form	RBI, RBSG	SL participation form, Report of SL projects	SL Report, pictures
Community needs, Teacher input, student voice	Submit SL projects that align with written curriculum and follow the STARS model	K-5	Service-Learning Director, Curriculum Team	August 2008	June 2009	Curriculum plans, Project WILD, <u>Complete Guide to Service Learning</u> , Campus SL Leaders, Local funds, SL grant	RBI, RBSG	Report of SL projects	SL Report, product
Service Learning teacher input	Attend and share staff development on using Service-Learning as a teaching methodology to promote problem-solving and higher-level thinking skills	K-5	SL Director, SL Leaders	August 2008	June 2009	SL grant, Staff Development Director, Region 10, SL Leaders	SD	Teacher feedback	Sign-in sheets, staff meeting agendas

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Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.								
Performance Objective 2:	Improve access to student information through electronic database and management systems.								
Summative Evaluation:	Eduphoria posting of training dates								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Faculty Survey, Parent Survey	Provide training on new Special Education data-based system	Special Ed	Executive Dir. Of Intervention Services, Directors of Special Education, Appraisal Staff, Special Education Teachers	June 2008	June 2009	SPED	RBI	Meeting agenda, handouts, feedback from campus staff; review of information of database	Sign-in Sheets

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