

Plano Independent School District

Memorial Elementary

2019-2020

Accountability Rating: C



Board Approval Date: October 1, 2019

Mission Statement

Memorial Elementary will empower students to become successful, global, lifelong learners in a supportive, safe, and culturally responsive environment.

Vision

Memorial Elementary will model grit, growth mindset, caring, collaboration, excellence in learning, and hope.

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Comprehensive Needs Assessment

Revised/Approved: September 09, 2019

Demographics

Demographics Strengths

List the strengths you see in our demographic data:

Other Group: Overall, our attendance rate is in line with the District

Attendance for Hispanic students and economically disadvantages are higher than district and state averages.

- Smaller Class sizes :)

- Small dropout rate as a district

-Enrollment

Stable enrollment

By and large, all of our demographic groups are showing up regularly to school. Attendance does not seem to be a concern for our school.

Attendance is comparable/ higher than the district average.

Student/ teacher ratio for monolingual is good in 4th

Not a lot of mobility

Every demographic has high attendance rates.

Not a lot of mobility and there is growth across the school .

small class sizes, stable enrollment

Our total loss of students each year is minimal.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 30% of Bilingual and Monolingual students in K-2 are not reading on grade level. **Root Cause:** A systematic approach to effective reading groups and English language development is needed.

Student Academic Achievement

Student Academic Achievement Strengths

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 30% of Bilingual and Monolingual students in K-2 are not reading on grade level. **Root Cause:** A systematic approach to effective reading groups and English language development is needed.

Problem Statement 2: The percentage of all students performing at the Meets Grade Level Standard in all subjects is 38%. Gaps exist between the performance of At-Risk students (30%) compared to campus non At-Risk students (62%). **Root Cause:** A. There is a need to address English language development by analyzing prior year MAP, STAAR, and TELPAS data. B. There is a need to address effective instructional strategies during first instruction by analyzing prior year student performance using STAAR, MAP, and reading records. C. There is a need to address effective differentiation strategies by analyzing prior year RtI documentation.

School Processes & Programs

School Processes & Programs Strengths

Summary of Strengths:

- Extended planning is effective.
- Weekly planning is focused, purposeful, and intentional.
- Third grade tutoring is flexible and effective based on MAP data.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 30% of Bilingual and Monolingual students in K-2 are not reading on grade level. **Root Cause:** A systematic approach to effective reading groups and English language development is needed.

Problem Statement 2: The percentage of all students performing at the Meets Grade Level Standard in all subjects is 38%. Gaps exist between the performance of At-Risk students (30%) compared to campus non At-Risk students (62%). **Root Cause:** A. There is a need to address English language development by analyzing prior year MAP, STAAR, and TELPAS data. B. There is a need to address effective instructional strategies during first instruction by analyzing prior year student performance using STAAR, MAP, and reading records. C. There is a need to address effective differentiation strategies by analyzing prior year RtI documentation.

Perceptions

Perceptions Strengths

Summary of Strengths:

We have emergency drills

Community police patrols

Multiple crossing guards

Staff supervision during arrival and dismissal

Visible staff

Students exit building in an orderly fashion

Organized dismissal process

Use of radios to manage student movement

Doors locked inside and outside of building

Security badges worn by staff

Parents/community members invited to SBIC

PTA input and involvement welcomed

Parent volunteers recruited and welcomed

Parents welcome to have lunch with students

Parents invited to multiple school events during the school day and evening events (multicultural festival, citizenship assemblies, parent academies, parenting classes, sewing classes, open house, student goal setting meetings, etc.)

Community groups contributing to school with physical upgrades and student activities/enhancements)

Reading buddies

Bowman PALS

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 30% of Bilingual and Monolingual students in K-2 are not reading on grade level. **Root Cause:** A systematic approach to effective reading groups and English language development is needed.

Problem Statement 2: The percentage of all students performing at the Meets Grade Level Standard in all subjects is 38%. Gaps exist between the performance of At-Risk students (30%) compared to campus non At-Risk students (62%). **Root Cause:** A. There is a need to address English language development by analyzing prior year MAP, STAAR, and TELPAS data. B. There is a need to address effective instructional strategies during first instruction by analyzing prior year student performance using STAAR, MAP, and reading records. C. There is a need to address effective differentiation strategies by analyzing prior year RtI documentation.

Priority Problem Statements

Problem Statement 1: 30% of Bilingual and Monolingual students in K-2 are not reading on grade level.

Root Cause 1: A systematic approach to effective reading groups and English language development is needed.

Problem Statement 1 Areas: Demographics - Student Academic Achievement - School Processes & Programs - Perceptions

Problem Statement 2: The percentage of all students performing at the Meets Grade Level Standard in all subjects is 38%. Gaps exist between the performance of At-Risk students (30%) compared to campus non At-Risk students (62%).

Root Cause 2: A. There is a need to address English language development by analyzing prior year MAP, STAAR, and TELPAS data. B. There is a need to address effective instructional strategies during first instruction by analyzing prior year student performance using STAAR, MAP, and reading records. C. There is a need to address effective differentiation strategies by analyzing prior year RtI documentation.

Problem Statement 2 Areas: Student Academic Achievement - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: September 09, 2019

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 1: The campus will increase student learning in ELA and Math as evidenced by an increase in achievement on the 2020 STAAR assessment for all students at the Masters Performance Level by 4%, at the Meets Performance Level at 6%, and at the Approaches Performance Level by 5%.

Evaluation Data Source(s) 1: 2020 STAAR Reading and Math

Writing Samples

STAAR Growth

MAP Projected Proficiency

Common Formative Assessments

Unit Assessments

AMC

Jan Richardson's Next Steps Reading Assessment System

Reading Records

Fountas and Pinnell

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: This Performance Objective will be embedded in Performance Objectives in our CIP for the 20-21 school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Provide ongoing professional learning and support in Balanced Literacy and Mathematics to increase teacher effectiveness in Tier 1 instruction.	2.4, 2.5, 2.6	Campus Instructional Coaches, Administrators	-Consistent progress-monitoring in literacy and math with multiple data points. -Build teacher capacity in best practices for literacy and math instruction. -Responsive instruction to student needs in math and literacy.			
				Problem Statements: Student Academic Achievement 2 - School Processes & Programs 2 - Perceptions 2		
Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Use of common formative assessment results in collaborative teams to monitor student progress and to adjust instruction in math and literacy.	2.4, 2.5, 2.6	Campus Instructional Coaches, Administrators	-Consistent progress-monitoring in literacy and math with multiple data points. -Build teacher capacity in best practices for literacy and math instruction. -Responsive instruction to student needs in math and literacy.			
				Problem Statements: Student Academic Achievement 2 - School Processes & Programs 2 - Perceptions 2		
Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Provide ongoing professional learning and support in Response to Intervention so teachers can scaffold instruction to best meet the needs of each student.	2.4, 2.5, 2.6	Campus Instructional Coaches, Administration	-Collaborative Teams plan for opportunities to examine student work assessment data to inform instruction. -Increase teacher efficacy in planning responsive tiered instruction.			
				Problem Statements: Student Academic Achievement 2 - School Processes & Programs 2 - Perceptions 2		
Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Provide ongoing professional learning and support in language acquisition so that the listening and speaking skills of students increase by at least one proficiency level.		Campus Instructional Coaches, Administration	-Increase teacher confidence with effective language strategies instruction. -Increase proficiency levels specifically in listening and speaking for all students.			
				Problem Statements: Student Academic Achievement 2 - School Processes & Programs 2 - Perceptions 2		
Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Host parent engagement opportunities so that parents can support literacy and math development at home.	2.4, 2.5, 2.6, 3.1, 3.2	Campus Instructional Specialists, Administration, Teachers	-Staff will share literacy and math strategies with parents at Morning Cafes, and evening educational nights. -Students and parents will participate in goal setting conferences throughout the year.			
				Problem Statements: Student Academic Achievement 2 - School Processes & Programs 2 - Perceptions 2		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 2: The percentage of all students performing at the Meets Grade Level Standard in all subjects is 38%. Gaps exist between the performance of At-Risk students (30%) compared to campus non At-Risk students (62%). **Root Cause 2:** A. There is a need to address English language development by analyzing prior year MAP, STAAR, and TELPAS data. B. There is a need to address effective instructional strategies during first instruction by analyzing prior year student performance using STAAR, MAP, and reading records. C. There is a need to address effective differentiation strategies by analyzing prior year RtI documentation.

School Processes & Programs

Problem Statement 2: The percentage of all students performing at the Meets Grade Level Standard in all subjects is 38%. Gaps exist between the performance of At-Risk students (30%) compared to campus non At-Risk students (62%). **Root Cause 2:** A. There is a need to address English language development by analyzing prior year MAP, STAAR, and TELPAS data. B. There is a need to address effective instructional strategies during first instruction by analyzing prior year student performance using STAAR, MAP, and reading records. C. There is a need to address effective differentiation strategies by analyzing prior year RtI documentation.

Perceptions

Problem Statement 2: The percentage of all students performing at the Meets Grade Level Standard in all subjects is 38%. Gaps exist between the performance of At-Risk students (30%) compared to campus non At-Risk students (62%). **Root Cause 2:** A. There is a need to address English language development by analyzing prior year MAP, STAAR, and TELPAS data. B. There is a need to address effective instructional strategies during first instruction by analyzing prior year student performance using STAAR, MAP, and reading records. C. There is a need to address effective differentiation strategies by analyzing prior year RtI documentation.

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 2: The campus will increase all K-2 student learning in Reading as evidenced by a 5% overall increase to 75% in reading levels at the end of the 2019-2020 school year.

Evaluation Data Source(s) 2: Monthly Jan Richardson Reading Assessments

- MAP Projected Proficiency
- Common Formative Assessments
- Unit Assessments
- Reading Records
- Fountas and Pinnell

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: This Performance Objective will be embedded in Performance Objectives in our CIP for the 20-21 school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Provide ongoing professional learning and support in Guided Reading to increase teacher effectiveness.</p>	2.4, 2.5, 2.6	Campus Instructional Coaches, Administration	-Consistent progress-monitoring in literacy with multiple data points. -Build teacher capacity in best practices for literacy instruction. -Responsive instruction to student needs in literacy.			
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1 - Perceptions 1						
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Use of common formative assessment results in collaborative teams to monitor student progress and to adjust literacy instruction.</p>	2.4, 2.5, 2.6	Campus Instructional Coaches, Administration	-Collaborative Teams plan for opportunities to examine student work assessment data to inform instruction. -Increase teacher efficacy in planning responsive tiered instruction. -Consistent progress-monitoring in literacy with multiple data points.			
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1 - Perceptions 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Provide ongoing professional learning and support in language acquisition so that the listening and speaking skills of students increase by at least one proficiency level.	2.4, 2.5, 2.6	Campus Instructional Coaches, Administration	-Lesson plans clearly identify differentiated instruction. -Lesson plans have adaptations for specific student groups. -Collaborative Teams analyze multiple measures of data.			
	Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1 - Perceptions 1					
Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Host parent engagement opportunities so that parents can support literacy and math development at home.	2.4, 2.5, 2.6, 3.1, 3.2	Campus Instructional Specialists, Administration, Teachers	-Staff will share literacy and math strategies with parents at Morning Cafes, and evening educational nights. -Students and parents will participate in goal setting conferences throughout the year.			
	Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1 - Perceptions 1					
= Accomplished = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 30% of Bilingual and Monolingual students in K-2 are not reading on grade level. Root Cause 1: A systematic approach to effective reading groups and English language development is needed.
Student Academic Achievement
Problem Statement 1: 30% of Bilingual and Monolingual students in K-2 are not reading on grade level. Root Cause 1: A systematic approach to effective reading groups and English language development is needed.
School Processes & Programs
Problem Statement 1: 30% of Bilingual and Monolingual students in K-2 are not reading on grade level. Root Cause 1: A systematic approach to effective reading groups and English language development is needed.
Perceptions
Problem Statement 1: 30% of Bilingual and Monolingual students in K-2 are not reading on grade level. Root Cause 1: A systematic approach to effective reading groups and English language development is needed.

Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.

Goal 4: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

SBIC 2019-2020

Committee Role	Name	Position
Administrator	Mary Hardin	Principal
Administrator	Fannysteen Mays	Assistant Principal
Administrator	Jeanette Aguirre	Assistant Principal
Classroom Teacher	Deanna Bane	Faculty Member
Counselor	Jennifer Erp	Faculty Member
Specialist	Anna Britt	Faculty Member
Classroom Teacher	Shirley Perez-Velazquez	Faculty Member
Special Education Teacher & Team Leader	Susan Haase	Faculty Member - Special Education
Classroom Teacher	Jennifer Thompson	Faculty Member
Non-classroom Professional	Dayle Thornal	Faculty Member
Specialist	Mayra Trejo	Faculty Member
District-level Professional	Seema Shah	Specialist
District-level Professional	Roxanne Burchfiel	Specialist
Parent	Ann Romagnolo	Parent - Selected by Principal
Parent	Ofelia Ramirez	Parent
Parent	Karla Arredondo	Parent - Selected by PTA
Business Representative	Darice Bolden	Business Representative - JP & Associates Realtors
Business Representative	Mary Alice Garza	Business Representative - First UMC Plano
Community Representative	Linda Welch	Community Representative
Parent	Janae Potts	Parent
Parent	Kristen Suprobo	Parent
Parent	Tracy Call	Parent

Committee Role	Name	Position
Community Representative	Virginia Panter	Community Representative

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>1. Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> • Explain referral process/contacts • Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> • Apply classroom interventions • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students 	<p>TEC 11.252(a)(3)(E)</p>	<p>Principal</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>2. Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> • K-5 Ensure students are receiving daily unstructured play during recess. • K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> • K-8 Monitor attendance of students and follow up on prominent and chronic absences. 			
<p>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. • Funding source: State and Local 	ESSA	Principal	
<p>4. Parent Involvement</p> <ul style="list-style-type: none"> • Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local • Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local • Utilize social media to keep parents and community informed. Funding source: State and Local • PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local • Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local • Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA 		Principal	