

# Plano Independent School District

## Wells Elementary

2019-2020

Accountability Rating: B



Board Approval Date: October 1, 2019

# Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

## Vision

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

Mobility rate- students will leave for vacation or various reasons, but come back. It is 6% higher than the district, and on par with the state, however our student achievement is still high. SES status has stayed about the same, along with enrollment. SPED population has increased. A lot of move in students qualified for SPED. ELL students who leave the country for extended time, but come back to Wells for the most part.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Not all students are making their expected growth on STAAR (4-5) or MAP (K-5). **Root Cause:** There is a need for analyzing individual student and sub-population data for planning for instruction, as well as a more consistent and frequent monitoring of informal and formal data.

# Student Academic Achievement

## Student Academic Achievement Strengths

- Using common formative assessments to assess student growth
- Intentional planning
- Analyzing the data and growth and using that to base and guide instruction to fill in needs or give extensions
- Using data to be aware of teacher strengths and open that up to conversation (i.e., “What are you doing?” “How did you teach \_\_\_\_?”)
- Fifth grade reading, math and science show an increase in overall performance over performance last year in the same grade. Overall performance in all subjects is above the district average. There was an increase in the percent of students at the Masters level in all subjects. The increase in Masters level performance in reading and math is significant.
- The fifth grade cohort performance in reading and math show increases in the overall passing rate over fourth graders in the same cohort. This cohort also shows significant increases in the percent of students at the Masters level of performance.
- The fourth grade cohort performance in reading and math also shows a significant increase in the percent of students at the Masters level of performance compared to their grade 3 performance. Writing performance is slightly improved over last year. Campus performance is very similar to district performance in writing.
- Third grade reading shows an increase in percent of students at the Masters level as well.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Not all students are making their expected growth on STAAR (4-5) or MAP (K-5). **Root Cause:** There is a need for analyzing individual student and sub-population data for planning for instruction, as well as a more consistent and frequent monitoring of informal and formal data.

# School Processes & Programs

## School Processes & Programs Strengths

- Physical set-up of school conducive to teamwork
- Technology proficiency of (most) teachers/students
- Increased use of data to inform curriculum, assessment, and instructional decisions

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Our school has varying levels of effective instructional strategies compared to indicators of High Reliability Status /Level 2 (per HRS Level 2 staff survey). **Root Cause:** There is need for more training on highly effective instructional practices and need to increase in the monitoring of instructional practices is needed to ensure they are routinely happening in all classrooms.

# Perceptions

## Perceptions Strengths

Overall, the faculty and staff perceive the school environment to be safe and orderly with scores ranging between 4.2 and 4.5. Students and parents give high marks to the school's efforts to communicate through the website and social media.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There is need for more communication related to behavior concerns and school wide discipline as well as training needs for all staff

# Priority Problem Statements

**Problem Statement 1:** Not all students are making their expected growth on STAAR (4-5) or MAP (K-5).

**Root Cause 1:** There is a need for analyzing individual student and sub-population data for planning for instruction, as well as a more consistent and frequent monitoring of informal and formal data.

**Problem Statement 1 Areas:** Demographics - Student Academic Achievement

**Problem Statement 2:** Our school has varying levels of effective instructional strategies compared to indicators of High Reliability Status /Level 2 (per HRS Level 2 staff survey).

**Root Cause 2:** There is need for more training on highly effective instructional practices and need to increase in the monitoring of instructional practices is needed to ensure they are routinely happening in all classrooms.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** There is need for more communication related to behavior concerns and school wide discipline as well as training needs for all staff

**Root Cause 3:**

**Problem Statement 3 Areas:** Perceptions



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- 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
- Accountability Distinction Designations
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: August 27, 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:** Increase the percentage of students who are meeting their expected STAAR growth (grades 4-5) by 2% for All Students and by 3% for the Economically Disadvantaged student group. Increase the percentage of students who are achieving their MAP Projected Growth (K-5) by 2% for All Students and by 3% for Economically Disadvantaged student group.

**Evaluation Data Source(s) 1:** STAAR Data  
 MAP Data  
 CNA Narrative (from district)

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Due to COVID 19 School Closure and remote learning implementation beginning in March, we will reevaluate the appropriateness of this Performance Objective after reviewing all applicable data during our CNA process using BOY and MOY data in 2020-21 school year.

| Strategy Description   | Monitor              | Strategy's Expected Result/Impact  | Formative Reviews   |   |   |
|--|----------------------|--|---|---|---|
|  |                      |  | Nov   | Feb   | June  |
| 1) Grade level collaborative teams, including administrators and specialist (rotation), will continue to meet weekly to plan for learning. | Campus Administrator | Weekly agendas with a focus on at least one of the big four PLC questions.<br><br>Feedback provided on sample set of meetings through Collaboration Notes that emphasizes focus on strategies helpful to students meeting their expected growth. |  |  |  |
| <b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 1   |                      |  |   |   |   |

| Strategy Description  | Monitor  | Strategy's Expected Result/Impact   | Formative Reviews |     |      |
|---|--|---|-------------------|-----|------|
|   |  |   | Nov               | Feb | June |
| 2) Extended planning time will be provided for teams to implement district collaborative team framework to identify ways to help students meet their expected growth.                               | Campus Administrator, Grade Level Team Leaders               | Agendas from extended planning that include one of the big four PLC questions, and focus on TEKS understanding as it aligns to vertical alignment to help understand what students might not know and what is expected of them to learn.  |                   |     |      |
| <b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 1  |  |   |                   |     |      |
| 3) Improve our system of Response to Intervention (RTI)   | Campus Administrator, Instructional Specialist, PACE Teacher | Training (Jennifer Ruth and Rachel Beachy) focused on streamlining of documentation<br><br>Tier 2 and 3 students' areas of growth targeted with monthly documentation and reflection on goal setting  |                   |     |      |
| <b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 1  |  |   |                   |     |      |
| 4) Develop a comprehensive calendar of data meetings based off of school wide CFAs, District Data Checkpoints and Portfolio Reports (K-2)/Report cards (3-5) to routinely review growth of students | Campus Administrator, Teachers                               | Calendar at a glance includes CFA's plotted for entire year based on monthly expectation and reflection times to review growth of students.<br><br>Calendar at a glance includes District MAP dates and built in reflection time to review growth of students<br><br>Calendar at a glance includes Progress Report and Report Cards<br><br>Provide parents with timely updates to grades and progress monitoring to partner in monitoring student growth with parents |                   |     |      |
| <b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 1  |  |   |                   |     |      |
| 5) DreamBox assigned to all students with before school computer-access options offered to all economically disadvantaged students.   | Campus Administrator, Instructional Specialist               | Teachers target lowest strand or gap areas in Dream Box pathways<br><br>Times communicated out and personal invites initiated to all ED students before school computer-access option for DreamBox  |                   |     |      |
| <b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 1  |  |   |                   |     |      |
| 6) Utilize parent and community volunteers for small group activities that support student learning   | Campus Administrator   | Various opportunities for students to receive targeted support on their level through Makerspace volunteers, Mathtastic small groups, and Mentors.  |                   |     |      |
| <b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 1  |  |   |                   |     |      |
| = Accomplished     = No Progress     = Discontinue  |  |   |                   |     |      |

**Performance Objective 1 Problem Statements:**

|                     |
|---------------------|
| <b>Demographics</b> |
|---------------------|

|  |
|--|
| <b>Problem Statement 1:</b> Not all students are making their expected growth on STAAR (4-5) or MAP (K-5). <b>Root Cause 1:</b> There is a need for analyzing individual student and sub-population data for planning for instruction, as well as a more consistent and frequent monitoring of informal and formal data. |
|--|

|                                     |
|-------------------------------------|
| <b>Student Academic Achievement</b> |
|-------------------------------------|

|  |
|--|
| <b>Problem Statement 1:</b> Not all students are making their expected growth on STAAR (4-5) or MAP (K-5). <b>Root Cause 1:</b> There is a need for analyzing individual student and sub-population data for planning for instruction, as well as a more consistent and frequent monitoring of informal and formal data. |
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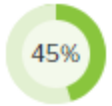


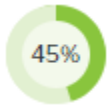

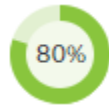



**Goal 1: Learning and Teaching:** All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

**Performance Objective 2:** We will increase our effective teaching indicators (HRS 2.1, 2.3, 2.4, 2.5, 2.6) by an average of 0.5 points as evidenced on the end of year High Reliability Schools Level 2 Survey.

**Evaluation Data Source(s) 2:** HRS Level 2 staff survey  
Walk thru data

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Due to COVID 19 School Closure and remote learning implementation beginning in March, we will reevaluate the appropriateness of this Performance Objective after reviewing all applicable data during our CNA process using BOY and MOY data in 2020-21 school year.

| Strategy Description  | Monitor                            | Strategy's Expected Result/Impact  | Formative Reviews   |   |   |
|---|------------------------------------|--|---|---|---|
|   |                                    |  | Nov   | Feb   | June  |
| 1) Monitor implementation of effective instructional practices through classroom visits   | Campus Administrator, Teachers     | Walkthrough forms focusing on identified effective instructional practices completed by staff through peer observations and administrators through walkthroughs and observations<br><br>Self-recording introduced to staff and self-reflection sheets required on their teaching practices |    |    |    |
| <b>Problem Statements:</b> School Processes & Programs 1  |                                    |  |   |   |   |
| 2) Campus Leadership Team will study student instructional practices (Art & Science of Teaching - Marzano) and provide team training as well as whole staff training. | Campus Administrator, Team Leaders | Common verbiage being used across campus on effective instructional practices<br><br>All staff able to identify and implement effective instructional practices as defined by Marzano  |   |   |   |
| <b>Problem Statements:</b> School Processes & Programs 1  |                                    |  |   |   |   |
| 3) Define, monitor and adjust our Wells' Instructional Model Snapshot   | Campus Administrator, Team Leaders | Classrooms have what has been identified as to be "seen and heard" compared to what "not to see and hear".<br><br>Administrators work one-on-one or in small groups with staff that are demonstrating "not to see and hear" and provide interventions to adjust practices                  |  |  |  |
| <b>Problem Statements:</b> School Processes & Programs 1  |                                    |  |   |   |   |

| Strategy Description  | Monitor  | Strategy's Expected Result/Impact   | Formative Reviews |     |      |
|---|--|---|-------------------|-----|------|
|   |  |   | Nov               | Feb | June |
| 4) Utilize Restorative practices and Social Emotional Learning (to help maximize time on instructional practices)                         | Campus Administrators, Student & Family Services           | Professional Development provided on Restorative practices  |                   |     |      |
|   |  | Use of reflection sheets that follow four main questions asked in Restorative Practices - varied by ability of grade level                            |                   |     |      |
| <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1  |  |   |                   |     |      |
| 5) Specific feedback provided on effective practices regarding behavior that allow for more time on task with highly effective strategies | Campus Administrators                                      | Written or verbal feedback provided to teacher emphasizing strategies used appropriately and action taken by other staff involved regarding behaviors |                   |     |      |
|   |  |   |                   |     |      |
| 6) Language-rich instructional strategies learned and reviewed to target needs of our Asian and ELL population                            | Campus Administrators, Team Leaders, Teachers, ESL Teacher | Two staff attend ELD training and lead a train-the trainer model with team leaders on implementing instructional practices                            |                   |     |      |
|   |  | 7 Steps to a Language Rich Classroom reviewed and strategies highlighted by month   |                   |     |      |
| <b>Problem Statements:</b> School Processes & Programs 1  |  |   |                   |     |      |
| = Accomplished      = No Progress      = Discontinue  |  |   |                   |     |      |

**Performance Objective 2 Problem Statements:**

| <b>School Processes &amp; Programs</b>   |
|--|
| <p><b>Problem Statement 1:</b> Our school has varying levels of effective instructional strategies compared to indicators of High Reliability Status /Level 2 (per HRS Level 2 staff survey). <b>Root Cause 1:</b> There is need for more training on highly effective instructional practices and need to increase in the monitoring of instructional practices is needed to ensure they are routinely happening in all classrooms.</p> |
| <b>Perceptions</b>   |
| <p><b>Problem Statement 1:</b> There is need for more communication related to behavior concerns and school wide discipline as well as training needs for all staff</p>  |



**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

| <b>Committee Role</b>       | <b>Name</b>        | <b>Position</b>                              |
|-----------------------------|--------------------|--|
| Administrator               | Sara Meyer         | Principal/Nonteaching Staff Member           |
| Administrator               | Stacy Lawrence     | Assistant Principal/Nonteaching Staff Member |
| Paraprofessional            | Esther Roady       | Office Manager/Support Staff Member          |
| District-level Professional | Geralyn Hendrick   | Elementary Instructional Specialist          |
| Classroom Teacher           | Amy Bowley         | Kindergarten Teacher                         |
| Classroom Teacher           | Michelle Beal      | 5th Grade Teacher                            |
| Classroom Teacher           | Karen Surowiec     | 5th Grade Teacher/Team Leader                |
| Classroom Teacher           | Meredith Burgess   | 3rd Grade Teacher                            |
| Classroom Teacher           | Kim Probst         | Campus Instructional Specialist              |
| Classroom Teacher           | Sandra Sewell      | 4th Grade Teacher                            |
| Community Representative    | Jenny Williams     | Parent/Community Rep                         |
| Community Representative    | Carrie Beaird      | Parent/Community Rep                         |
| Parent                      | Kamlesh Singh      | Parent                                       |
| Parent                      | Elaine Fortenberry | Parent                                       |
| Parent                      | Jeevan Gangaram    | Parent                                       |
| Parent                      | Josephine Green    | Parent                                       |
| Parent                      | Fernando Chen      | Parent                                       |
| Parent                      | Catherine Woods    | Parent                                       |
| Parent                      | Amanda Milburn     | Parent                                       |
| Business Representative     | Nancy Przada       | Business Representative                      |
| Business Representative     | Pat Przada         | Business 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<br>(IMPLEMENTATION and EVALUATION)   |
|---|----------------------------|------------------------|--|
| <p><b>1. Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>• Identify high risk areas</li> <li>• Monitor high risk areas</li> <li>• Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>• Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>• Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>• Establish recommended intervention strategies for classroom/campus</li> <li>• Implement campus referral plan</li> <li>• Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>• Clearly state student expectations/campus rules/citizenship</li> <li>• Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>• Explain referral process/contacts</li> <li>• Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>• Apply classroom interventions</li> <li>• Employ discipline interventions</li> <li>• Use other intervention strategies as necessary/appropriate</li> <li>• Conference with parents/students</li> </ul> | <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><b>2. Coordinated Health Program</b></p> <p><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>• K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>• K-8 Include at least one Parent on Campus Wellness Team.</li> <li>• 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.</li> <li>• K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>• K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>• 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>• 4<sup>th</sup> and 7<sup>th</sup> Ensure all data for 3<sup>rd</sup> - 8<sup>th</sup> 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors.</li> <li>• 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.</li> </ul> | <p>TEC 11.253(d)<br/>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"> <li>• K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>• K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>  |            |                        |   |
| <p><b>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Funding source: State and Local</li> </ul>  | ESSA       | Principal              |   |
| <p><b>4. Parent Involvement</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>• Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>• Utilize social media to keep parents and community informed. Funding source: State and Local</li> <li>• PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li> <li>• Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</li> <li>• Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li> </ul> |            | Principal              |   |