

# Plano Independent School District

## Daffron Elementary

2019-2020



**Board Approval Date:** October 1, 2019

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# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

- Daffron continues to adjust well in terms of utilizing space and hiring professional staff to support the growing bilingual population.
- Parental engagement across socio-economic levels and with different races in school functions is strong. This includes Title 1 math and reading nights, bilingual parent nights, grade level performances and PTA events.
- Daffron staff members advocate for students to qualify for gifted and talented services, including those receiving ESL/Bilingual services and those designated as economically disadvantaged.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** On the 2018-19 STAAR Assessments, 69% of students identified as Economically Disadvantaged were at approaches grade level or above; 34% were at meets grade level standard or above; and 14% were at masters grade level standard. **Root Cause:** We will address the need for effective collaborative team planning to ensure quality instruction in every classroom.

# Student Academic Achievement

## Student Academic Achievement Strengths

- On the 2018-19 STAAR Assessment All Subjects, 83% of students performed at approaches grade level standard or above; 56% of students performed at meets grade level standard or above; and 32% of students performed at masters grade level standard.
- The majority of quintiles in the projected growth quintiles across grade levels are within the lower bounds or met growth expectations.
- Earned two distinctions in Top 25% Comparative Academic Growth and Post-Secondary Readiness

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** On the 2018-19 STAAR Reading Assessment, 83% of students were at approaches grade level or above; 60% were at meets grade level standard or above; and 34% of students were at masters grade level standard. The 2019 Projected Growth Summary (PGR) showed that 1st grade reading was below the standard deviation in reading quintiles 1, 2, 3, and 4. **Root Cause:** We will address the need for effective collaborative team planning to ensure quality instruction in every classroom.

**Problem Statement 2:** On the 2018-19 STAAR Writing Assessment, 76% of students were at approaches grade level or above; 37% were at meets grade level standard or above; and 11% of students were at masters grade level standard. **Root Cause:** We will address the need for effective collaborative team planning to ensure quality instruction in every classroom.

**Problem Statement 3:** The 2019 Projected Growth Summary in 3rd grade math was below the standard deviation in quintiles 1, 2, and 4; 4th grade math quintiles 4 and 5; and 5th grade math quintile 5. **Root Cause:** We will address the need for effective collaborative team planning to create clear and measurable learning goals for intervention and differentiation is needed.

**Problem Statement 4:** On the 2018-19 STAAR Science Assessment, 78% of students were at approaches grade level or above; 43% were at meets grade level standard or above; and 19% of students were at masters grade level standard. **Root Cause:** There is little to no progress monitoring of student mastery on science TEKS in each grade level.

# School Processes & Programs

## School Processes & Programs Strengths

- Teacher voice through leadership
- Training on formative assessments and understand it
- Specialists supporting students
- Meeting weekly at common time for planning (but still passing plans)

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Collaborative teams are not utilizing each component of the recommended PLC process of the Collaborative Team Framework.

**Root Cause:** Consistent and targeted professional learning and regular accountability are needed in order to ensure the implementation of the PLC process with fidelity.

# Perceptions

## Perceptions Strengths

- Parents feel comfortable calling teachers with concerns, and feel staff is friendly and helpful. Parents do feel that our school is a safe place.
- Several bilingual parents participated and stated their appreciation. Note: Only 144 parents responded to the survey, which is about a 1/3 of our population.
- Teachers mainly feel the school is a safe and orderly environment. According to walk throughs, evidence of learning is mainly student created.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** 2018-19 survey data shows 4.2 out of 5 parents and 4.4 out of 5 staff shared they felt the school's expectations and rules are not clearly defined. **Root Cause:** School-wide and campus area specific expectations are not clearly defined, agreed upon, or implemented.

# Priority Problem Statements

**Problem Statement 1:** On the 2018-19 STAAR Reading Assessment, 83% of students were at approaches grade level or above; 60% were at meets grade level standard or above; and 34% of students were at masters grade level standard. The 2019 Projected Growth Summary (PGR) showed that 1st grade reading was below the standard deviation in reading quintiles 1, 2, 3, and 4.

**Root Cause 1:** We will address the need for effective collaborative team planning to ensure quality instruction in every classroom.

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

**Problem Statement 2:** On the 2018-19 STAAR Writing Assessment, 76% of students were at approaches grade level or above; 37% were at meets grade level standard or above; and 11% of students were at masters grade level standard.

**Root Cause 2:** We will address the need for effective collaborative team planning to ensure quality instruction in every classroom.

**Problem Statement 2 Areas:** Student Academic Achievement

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- 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
- Accountability Distinction Designations
- Federal Report Card 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

## **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
- Migrant/non-migrant 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

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

- Attendance data
- School safety data
- Enrollment trends



## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data

# Goals

Revised/Approved: September 03, 2019





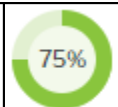
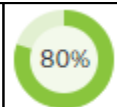
## Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

**Performance Objective 1:** Daffron Elementary will increase student learning in Reading as evidenced by an increase of students performing at the Approaches level by 5%, Meets level by 4%, and Masters grade level by 3%.

**Evaluation Data Source(s) 1:** TEA 2019 STAAR Performance  
2019 Projected Growth Summary

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

**Next Year's Recommendation 1:** Due to school closure as a result of COVID-19, we will reevaluate the appropriateness of this performance objective as the next school year approaches.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Professional learning for targeted intervention and documentation to meet the needs of students not mastering grade level standards.	2.4, 2.5, 2.6	Campus Administration	Growth in students not meeting grade level expectations will be maximized through targeted intervention.			
<b>Problem Statements:</b> Student Academic Achievement 1						
<b>TEA Priorities</b> Build a foundation of reading and math 2) Professional Learning for the implementation of a structured and systematic guided reading approach to meet the instructional needs of all students that includes support for using new resources.	2.4, 2.5, 2.6	Campus Administrators	Teachers will implement targeted reading instruction so that students increase their instructional reading level.			
<b>Problem Statements:</b> Student Academic Achievement 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<b>TEA Priorities</b> Build a foundation of reading and math 3) Additional targeted instruction provided in small groups to address learning gaps.	2.4, 2.5, 2.6	Campus Administrators	Tiered students will have greater opportunity to develop and apply foundational skills.			
				<b>Problem Statements:</b> Student Academic Achievement 1		
<b>TEA Priorities</b> Build a foundation of reading and math 4) Professional Learning of The Collaborative Team Framework and the Professional Learning Community process will be provided for all staff. The process will be explained and modeled using Reading Language Arts Unit 1 and participants will have time to apply what they have learned using their own unit plans for unit 1.	2.4, 2.5, 2.6	Campus Administrators	Collaborative teams will have a focus on student learning as they plan for instruction to meet the needs of all students.			
				<b>Problem Statements:</b> Student Academic Achievement 1, 2		
<b>TEA Priorities</b> Build a foundation of reading and math 5) Utilizing staff input, campus administrators will set expectations for tools and processes to use during collaborative team planning and will actively participate in weekly planning to hold all teams accountable.	2.4, 2.5, 2.6	Campus Administrators	Collaborative teams will utilize tools and processes to help focus on student learning as the plan for instruction to met the needs of all students.			
				<b>Problem Statements:</b> Student Academic Achievement 1, 2		
6) Collaborative teams will utilize tools and processes to help focus on student learning as the plan for instruction to meet the needs of all students which targeted instruction provided in small groups to address learning gaps.	2.4, 2.5, 2.6	Campus Administrators	Collaborative teams will utilize formative assessment data to target student needs and adjust instruction accordingly.			
				<b>Problem Statements:</b> Student Academic Achievement 1, 2		
7) Campus administrators will attend weekly collaborative team planning and participate in the professional learning community process.	2.4, 2.5, 2.6	Campus Administrators and Teachers	Collaborative teams will hold themselves accountable to implement the PLC process with fidelity.			
				<b>Problem Statements:</b> Student Academic Achievement 1, 2		
= Accomplished                = No Progress                = Discontinue						

**Performance Objective 1 Problem Statements:**

## Student Academic Achievement

**Problem Statement 1:** On the 2018-19 STAAR Reading Assessment, 83% of students were at approaches grade level or above; 60% were at meets grade level standard or above; and 34% of students were at masters grade level standard. The 2019 Projected Growth Summary (PGR) showed that 1st grade reading was below the standard deviation in reading quintiles 1, 2, 3, and 4. **Root Cause 1:** We will address the need for effective collaborative team planning to ensure quality instruction in every classroom.

**Problem Statement 2:** On the 2018-19 STAAR Writing Assessment, 76% of students were at approaches grade level or above; 37% were at meets grade level standard or above; and 11% of students were at masters grade level standard. **Root Cause 2:** We will address the need for effective collaborative team planning to ensure quality instruction in every classroom.

**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:** Daffron Elementary will increase student learning in Writing as evidenced by an increase of students performing at the Approaches level by 5%, Meets level by 4%, and Masters grade level by 3%.

**Evaluation Data Source(s) 2:** 2020 STAAR Results

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

**Next Year's Recommendation 2:** Due to school closure as a result of COVID-19, we will reevaluate the appropriateness of this performance objective as the next school year approaches.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) A writing task force will be developed to participate in a root cause analysis in order to determine strategies to increase student learning.	2.4, 2.5, 2.6	Writing Task Force, Campus Administrators	Task force will determine strategies for increasing student learning.			
<b>Problem Statements:</b> Student Academic Achievement 2						
2) Create teacher led writing training team to provide professional learning of writing to all staff.	2.4, 2.5, 2.6	Campus Administrators	Commitment of staff to utilizing new strategies and resources as presented by their peers.			
<b>Problem Statements:</b> Student Academic Achievement 2						
3) Professional learning for Grammar instruction utilizing district approved routine will be provided .	2.4, 2.5, 2.6	Campus Administrators	Teachers will implement the effective instruction of grade level writing standards (revising and editing) with consistency and fidelity.			
<b>Problem Statements:</b> Student Academic Achievement 2						
4) Professional learning for use and implementation of a vertically aligned tool for organizing ideas for developing compositions.	2.4, 2.5, 2.6	Campus Administrators	Teachers will implement the effective instruction of grade level writing standards (composition) with consistency and fidelity.			
<b>Problem Statements:</b> Student Academic Achievement 2						
5) Progress monitor the use and implementation of the grammar routine and graphic organizers during writing instruction.	2.4, 2.5, 2.6	Campus Administrators	Teachers will implement the effective instruction of grade level writing standards (composition) with consistency and fidelity.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
6) Professional Learning of The Collaborative Team Framework and the Professional Learning Community process will be provided for all staff. The process will be explained and modeled using Reading Language Arts Unit 1 and participants will have time to apply what they have learned using their own unit plans for unit 1.	2.5	Campus Administrators	Collaborative teams will have a focus on student learning as they plan for instruction to meet the needs of all students.			
	<b>Problem Statements:</b> Student Academic Achievement 2					
7) Utilizing staff input, campus administrators will set expectations for tools and processes to use during collaborative team planning will actively participate in weekly planning to hold all teams accountable.	2.4, 2.5, 2.6	Campus Administrators	Collaborative teams will utilize tools and processes to help focus on student learning as the plan for instruction to met the needs of all students.			
	<b>Problem Statements:</b> Student Academic Achievement 2					
= Accomplished      = No Progress      = Discontinue						

**Performance Objective 2 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 2:</b> On the 2018-19 STAAR Writing Assessment, 76% of students were at approaches grade level or above; 37% were at meets grade level standard or above; and 11% of students were at masters grade level standard. <b>Root Cause 2:</b> We will address the need for effective collaborative team planning to ensure quality instruction in every classroom.

**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 3:** Daffron Elementary will increase student learning in Math as evidenced by an increase of students performing at the Approaches level by 5%, Meets level by 4%, and Masters grade level by 3%.

**Evaluation Data Source(s) 3:** 2020 STAAR Results

**Summative Evaluation 3:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Due to school closure as a result of COVID-19, we will reevaluate the appropriateness of this performance objective as the next school year approaches.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) Provide professional learning to teachers for creating and monitoring clear and measurable learning goals for intervention and differentiation.	2.4, 2.5, 2.6	Principal, Assistant Principal, and Instructional Specialist	Increased fidelity in targeted intervention to meet students' needs.			
<b>TEA Priorities</b> Build a foundation of reading and math 2) Collaborative Framework and PLC questions	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Specialist, Collaborative Teams	Increased opportunities for professional discourse that leads to a clear understanding of student learning and how to determine proficiency.			
= Accomplished                = No Progress                = Discontinue						

**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.**

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Stefanie Ramos	Principal
Non-classroom Professional	Cathy Chomistek	Instructional Specialist
Classroom Teacher	Linda McElreath	4th grade Team Leader
Classroom Teacher	Deana Chandler	SPED Team Leader
District-level Professional	Tita Matamoros	Coordinator Multilingual
Parent	Katie Mills	Parent 2018-2019
Paraprofessional	Jasmine Guerra	Bilingual paraprofessional
Non-classroom Professional	M'Cheyl Herrera	Assistant Principal
Non-classroom Professional	Paula Diaz	Bilingual Specialist
Non-classroom Professional	Monica Diaz	ESL Specialist
Parent	Michele Townes	Parent 2018-2019
Parent	Ana Maria Fernandez	Parent 2018-2019
Business Representative	Chick Fil-A	Business Representative
Business Representative	Mooyah Burger	Business Representative
Non-classroom Professional	Julie McGlamery	Counselor
Business Representative	Mooyah Burger	Business Representative
Classroom Teacher	Maribel Quiroz	Bilingual Teacher
Parent	Meri Maguire	Parent 2018-2019
Parent	Nida Khan	Parent

# 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><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>	TEC 11.252(a)(3)(E)	Principal	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

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) 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	