Plano Independent School District

Barksdale Elementary

2019-2020

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Postsecondary Readiness

Board Approval Date: October 1, 2019

Mission Statement

Plano ISD Mission Statement

Our Plano ISD learning community will educate, inspire and empower every student to activate their unique learning potential in a dynamic world.

Campus Mission Statement

Where children feel safe, loved, and enjoy learning; where children see themselves as responsible lifelong learners; where respect and kindness define our Bronco spirit; where the commitment of school and community is celebrated.

Vision

Plano ISD Vision Statement

Committed to Excellence

Dedicated to Caring

Powered by Learning

Plano ISD Proud

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: September 04, 2019

Demographics

Demographics Strengths

<u>Demographic Strengths</u>

- Barksdale Elementary has a diverse student population.
- There are numerous lanuages represented at Barksdale Elementary.
- Families are encouraged to celebrate and share their culture at Multicultural Night each year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Additional support and training is required for staff to best meet the needs of all English Learners. **Root Cause**: As the demographics of Barksdale Elementary have changed, new instructional strategies are needed to meet the needs of all learners.

Problem Statement 2: There is a need to enhance communication and engagement for English Learners and their families. **Root Cause**: Language barriers exist within the current communication system.

Student Academic Achievement

Student Academic Achievement Strengths

Student Academic Achievement Strengths

- Third grade saw a one percent increase in students who received "Approaching" on STAAR Reading, and a five percent increase from students who received "Masters" on STAAR from the 2018-2019 administration of the test.
- Fourth grade saw a seven percent increase in students who received "Approaching" on STAAR Reading, and a three percent increase from students who received "Masters" on STAAR from the 2018-2019 administration of the test.
- Fifth grade saw a two percent increase in students who received "Approaching" on STAAR Reading from the 2018-2019 administration of the test.
- Third grade saw a five percent increase in students who received "Approaching" on STAAR Math, and a five percent increase from students who received "Masters" on STAAR from the 2018-2019 administration of the test.
- Fourth grade saw an eight percent increase from students who received "Masters" on STAAR Math from the 2018-2019 administration of the test.
- Fifth grade was consistent in the percentage of students who received "Approaching" on STAAR Math from the 2018-2019 administration of the test.
- Fourth grade saw a four percent increase in students who received "Approaching" and also in students who received "Masters" on STAAR Writing from the 2018-2019 administration of the test.
- All grade levels performed above the district percentage in each area assessed over the past three years.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: There is a need to target specific instructional strategies to support English Learners. **Root Cause**: There is a growing population of English Learners and monitored LEP students who are in the classroom for the majority of the day and need language acquisition/comprehension reinforcement.

Problem Statement 2: The most significant gaps in student performance compared to the district are in special education and economically disadvantaged students. **Root Cause**: Adjustments in services support the need for teachers to plan effectively and gain strategies for students who are in the classroom more with special education needs.

Problem Statement 3: There is a need to target specific instructional strategies to support the special education student population. **Root Cause**: Classroom

and resource teachers need to collaborate and partner together to provide opportunities for students to be supported when in and out of the regular classroom.

Problem Statement 4: There is a need for a systematic approach for differentiation to meet the needs of advanced learners and students performing below grade level. **Root Cause**: Lack of resources to meet the needs of these learners.

Problem Statement 5: There is a need for a system to monitor and adjust the instruction for economically disadvantaged students so that they can meet their growth measure. **Root Cause**: Lack of schoolwide system to monitor the growth of student subgroup populations.

School Processes & Programs

School Processes & Programs Strengths

School Processes and Programs Strengths

- Special Education and Dyslexia Programs
- Professional Learning Communities
- Extended Planning Days
- Skill Builders (Intervention) time
- First Lego League
- Jogging Club
- PTA sponsored after-school clubs
- National PTA school of Excellence

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need for common formative assessments to drive instruction and interventions. **Root Cause**: Lack of professional learning opportunities which involve the creation of common formative assessments and analysis of data.

Problem Statement 2: There is a need for specific technology guidelines for students when they use the Chromebooks at school. **Root Cause**: When Barksdale switched from a BYOD campus to a one-to-one campus, there was no update and discussion of the BYOD/technology student contract.

Problem Statement 3: There is a need for professional development that continues to supports the teachers' student behavioral needs. **Root Cause**: A new discipline referral system was put in place at the beginning of the year and needed to be reviewed.

Perceptions

Perceptions Strengths

Perceptions Strengths

- Implementation of Resortative Practies and Community Circles has seen positive results.
- Multiple events are held throughout the year to involve Barksdale parents and the community.
- School is a safe haven for our students and staff.
- PTA National School of Excellence award
- 4th and 5th grade students are morning and afternoon greeters.
- Social media platforms for the school and grade-levels
-

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to include a variety of students who are able to participate in after school clubs/activities. **Root Cause**: If a child typically rides the bus or goes to after school care, there is not anyone who can provide transportation from the club/activity.

Priority Problem Statements

Problem Statement 1: Additional support and training is required for staff to best meet the needs of all English Learners.

Root Cause 1: As the demographics of Barksdale Elementary have changed, new instructional strategies are needed to meet the needs of all learners.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to target specific instructional strategies to support English Learners.

Root Cause 2: There is a growing population of English Learners and monitored LEP students who are in the classroom for the majority of the day and need language acquisition/comprehension reinforcement.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: The most significant gaps in student performance compared to the district are in special education and economically disadvantaged students.

Root Cause 3: Adjustments in services support the need for teachers to plan effectively and gain strategies for students who are in the classroom more with special education needs.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: There is a need to target specific instructional strategies to support the special education student population.

Root Cause 4: Classroom and resource teachers need to collaborate and partner together to provide opportunities for students to be supported when in and out of the regular classroom.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: There is a need for common formative assessments to drive instruction and interventions.

Root Cause 5: Lack of professional learning opportunities which involve the creation of common formative assessments and analysis of data.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a need for a system to monitor and adjust the instruction for economically disadvantaged students so that they can meet their growth measure.

Root Cause 6: Lack of schoolwide system to monitor the growth of student subgroup populations.

Problem Statement 6 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- PBMAS 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
- 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
- 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

- Mobility rate, including longitudinal data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals
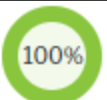
Revised/Approved: September 04, 2019

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.
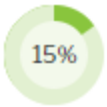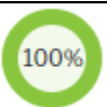
Performance Objective 1: Barksdale Elementary will create an aligned system for Professional Learning Communities informed by qualitative and quantitative data to support the implementation of High Reliability Schools framework Level 2.

Evaluation Data Source(s) 1: Meeting agendas, common formative assessments, lesson plans,

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to the COVID19 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) Professional development will be provided to all staff regarding Data Driven Instruction throughout the year.	Principal, assistant principal, grade level teachers, special education teachers, data team	Staff will have a greater understanding of student's area(s) of growth, therefore being able to target instruction and achieve maximum student growth.	50%	100%	100%
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1					
2) Teachers will research and determine, as a grade level team, the best way for them to track student data (ie. data binders, data walls, student data binders, etc).	Principal, assistant principal, grade level teams, special education team, data team	Teachers will implement a systematic approach to tracking student data that can be used to make instructional decisions.	50%	100%	100%
Problem Statements: Student Academic Achievement 5 - School Processes & Programs 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
3) The school Data Team will research and visit other schools' implementation of data teams.	Principal, assistant principal, instructional specialist, ESL specialist, gifted specialist, counselor	The Data Team will gather ideas for implementation of effective data meeting protocols.	15%	15%	0%
Problem Statements: Student Academic Achievement 1, 2, 3, 5 - School Processes & Programs 1					
4) Data meetings will be held after unit assessments with collaborative teams to analyze student progress, interventions, enrichment and implementation of common formative assessments.	Principal, assistant principal, data team, grade level teachers, special education teachers	Teachers will have an increased understanding of student progress and achievement to provide intervention and ensure learners' gaps are addressed, specifically in Quintiles 3-5 as determined by district MAP assessments. Learners who demonstrate mastery of grade level standards will be given opportunities to deepen and grow their understanding through planned experiences (PBL).	20%	40%	40%
Problem Statements: Student Academic Achievement 1, 2, 3, 5 - School Processes & Programs 1					
5) Vertical teams will meet to align content.	Principal, assistant principal, grade level teams, special education team	Teachers will have an increase of student understanding by identifying possible gaps in understanding from previous grade levels and methods teachers are using to provide interventions and extensions.	5%	50%	50%
Problem Statements: Student Academic Achievement 1, 2, 3, 5 - School Processes & Programs 1					
6) Collaborative teams will set SMART goals to address student achievement in areas of reading or math in all quintiles determined by MAP.	Principal, assistant principal, grade level teams, special education team	Students in these areas will meet or exceed growth due to greater accountability and monitoring.	20%	40%	100%
Problem Statements: Student Academic Achievement 1, 2, 3, 5 - School Processes & Programs 1					
7) Student subgroups having not met expected progress or growth the previous year will be identified, targeted and monitored by all staff.	Principal, assistant principal, data team, grade level teams, special education team	Student subgroups who previously did not meet growth expectation will meet or exceed growth as measured by STAAR, MAP and/or TELPAS.	20%	50%	100%
Problem Statements: Student Academic Achievement 1, 2, 3, 5					
8) The ESL specialist and special education teachers will partner with grade-level teachers to develop and administer the same common formative assessments to provide data on all students to be analyzed for interventions and extensions.	Principal, assistant principal, ESL specialist, special education teachers, grade-level teachers,	Student subgroups who previously did not meet growth expectation will meet or exceed growth as measured by STAAR, MAP and/or TELPAS.	20%	50%	100%
Problem Statements: Student Academic Achievement 1, 2, 3, 5 - School Processes & Programs 1					

100% = Accomplished   0% = No Progress   ✕ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Additional support and training is required for staff to best meet the needs of all English Learners. **Root Cause 1**: As the demographics of Barksdale Elementary have changed, new instructional strategies are needed to meet the needs of all learners.

Student Academic Achievement
Problem Statement 1: There is a need to target specific instructional strategies to support English Learners. **Root Cause 1**: There is a growing population of English Learners and monitored LEP students who are in the classroom for the majority of the day and need language acquisition/comprehension reinforcement.
Problem Statement 2: The most significant gaps in student performance compared to the district are in special education and economically disadvantaged students. **Root Cause 2**: Adjustments in services support the need for teachers to plan effectively and gain strategies for students who are in the classroom more with special education needs.
Problem Statement 3: There is a need to target specific instructional strategies to support the special education student population. **Root Cause 3**: Classroom and resource teachers need to collaborate and partner together to provide opportunities for students to be supported when in and out of the regular classroom.
Problem Statement 5: There is a need for a system to monitor and adjust the instruction for economically disadvantaged students so that they can meet their growth measure. **Root Cause 5**: Lack of schoolwide system to monitor the growth of student subgroup populations.

School Processes & Programs
Problem Statement 1: There is a need for common formative assessments to drive instruction and interventions. **Root Cause 1**: Lack of professional learning opportunities which involve the creation of common formative assessments and analysis of data.

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.
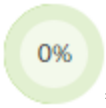
Performance Objective 2: Targeted instruction, interventions and enrichment will be utilized for students at all levels so to ensure that students meet or exceed expected growth as measured by MAP, TELPAS, and/or STAAR.

> **Evaluation Data Source(s) 2:** STAAR scores, lesson plans, grade level meeting agendas, professional learning programs

> **Summative Evaluation 2:** Met Performance Objective

> **Next Year's Recommendation 2:** Due to the COVID19 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) District Language Department team will provide training to help meet the needs of our ELL learners to best support comprehension and language acquisition of our intermediate, advanced and monitored students.	ESL specialist, campus administrators, instructional specialist, special education teachers, grade level teachers	The ELLs who are monitored or performing at the intermediate level or higher will meet or exceed their measure of growth as measured by MAP, TELPAS, and/or STAAR.	100%	100%	100%
Problem Statements: Demographics 1 - Student Academic Achievement 1					
2) Special education teachers and classroom teachers will collaborate and partner together in support of the instructional practices delivered to special education students.	Special education teachers, grade level teachers, administrators, instructional specialist, ESL specialist	Students who previously did not meet their growth expectation will meet or exceed growth as measured by MAP, TELPAS, and/or STAAR.	20%	40%	100%
Problem Statements: Student Academic Achievement 3					
3) The ESL specialist and classroom teachers will collaborate and partner together in support of the instructional practices delivered to ELL students.	ESL specialist, classroom teachers, administrators, special education teachers, instructional specialist	Students who previously did not meet their growth expectation will meet or exceed growth as measured by MAP, TELPAS, and/or STAAR.	35%	50%	100%
Problem Statements: Demographics 1 - Student Academic Achievement 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
4) Student subgroups having not met expected progress or growth the previous year will be identified, targeted and monitored by all staff.	Principal, assistant principal, grade level team leaders, special education teachers, data team	Student subgroups who previously did not meet growth expectation will meet or exceed growth as measured by MAP, TELPAS, and/or STAAR.	20%	50%	100%
Problem Statements: Student Academic Achievement 5 - School Processes & Programs 1					
5) Dedicated intervention and extension time built into each grade level schedule.	Principal, assistant principal, team leaders	Each grade level reflects time dedicated to intervention and extension so that students' academic needs can be addressed.	25%	50%	100%
Problem Statements: Student Academic Achievement 1, 2, 3, 5					
6) Use of formative and summative assessment data to drive instruction.	Principal, assistant principal, data team, grade level teams, special education team	Teachers will use results of common formative assessments, district and unit assessments to drive targeted instruction. The campus Data Team will meet regularly to discuss and analyze data.	20%	40%	100%
Problem Statements: Student Academic Achievement 1, 2, 3, 5					
7) Grade level teams will use extended planning days throughout the year in order to unpack TEKS, evaluate students data and plan instruction.	Principal, assistant principal, grade level teams, instructional specialist, ESL specialist, special education team	Increased student understanding and learning by providing targeted instruction.	30%	50%	50%
Problem Statements: Student Academic Achievement 1, 2, 3, 5					

100% = Accomplished	0% = No Progress	✗ = Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Additional support and training is required for staff to best meet the needs of all English Learners. **Root Cause 1**: As the demographics of Barksdale Elementary have changed, new instructional strategies are needed to meet the needs of all learners.

Student Academic Achievement
Problem Statement 1: There is a need to target specific instructional strategies to support English Learners. **Root Cause 1**: There is a growing population of English Learners and monitored LEP students who are in the classroom for the majority of the day and need language acquisition/comprehension reinforcement.

Student Academic Achievement
Problem Statement 2: The most significant gaps in student performance compared to the district are in special education and economically disadvantaged students. **Root Cause 2**: Adjustments in services support the need for teachers to plan effectively and gain strategies for students who are in the classroom more with special education needs.
Problem Statement 3: There is a need to target specific instructional strategies to support the special education student population. **Root Cause 3**: Classroom and resource teachers need to collaborate and partner together to provide opportunities for students to be supported when in and out of the regular classroom.
Problem Statement 5: There is a need for a system to monitor and adjust the instruction for economically disadvantaged students so that they can meet their growth measure. **Root Cause 5**: Lack of schoolwide system to monitor the growth of student subgroup populations.

School Processes & Programs
Problem Statement 1: There is a need for common formative assessments to drive instruction and interventions. **Root Cause 1**: Lack of professional learning opportunities which involve the creation of common formative assessments and analysis of data.

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	Jennifer Caplinger	Principal
Administrator	Elyse Daly	Assistant Principal
Classroom Teacher	Kristi Pavlasek	5th Grade Teacher
Classroom Teacher	Jacqueline Horton	4th Grade Teacher
Classroom Teacher	Cathy Ledsome	3rd Grade Teacher
Classroom Teacher	Christy Smith	2nd Grade Teacher
Classroom Teacher	Jennifer Salmon	1st Grade Teacher
Classroom Teacher	Shayla Locklear	Kindergarten Teacher
Classroom Teacher	Laurie Kane	PACE Teacher
Classroom Teacher	Cheryl Kool	PE Teacher
Classroom Teacher	Anisha Patel	Instructional Specialist
Non-classroom Professional	Tracie O'Gorman	Counselor
District-level Professional	DeLynn Brennan	Executive Coordinator - Family Education and Guidance
Parent	Lauren Lamb	Parent
Parent	Lisa Carlson	Parent-Selected by PTA
Classroom Teacher	Katharine Chamberlain	Special Education Teacher
Community Representative	Liz Snodgrass	Community Member
Parent	Jessica Marcum	Parent
Parent	Ambika Oberoi	Parent
Parent	Laura Smith	Parent
Parent	Kitti Noorani	Parent
Community Representative	Susan Valesano	Community Member

Committee Role	Name	Position
Parent	Gillian Hublall	Parent-Selected by Principal
Business Representative	Adrian Cardenas	Business Representative
Business Representative	Heather Anziani	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 (IMPLEMENTATION and EVALUATION)
1. **Bullying** **Staff Prevention** • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations **Staff Education** • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process **Staff Intervention** • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies **Student Prevention** • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas **Student Education** • Explain referral process/contacts • Anonymous Tip Line **Student Intervention** • Apply classroom interventions • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students	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)
2. Coordinated Health Program **Coordinated School Health** - 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. **Fitness** 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. **Physical Activity Requirements** - 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.	TEC 11.253(d) Board Policy FFA(Local)	Principal	The school will follow Board Policies: FFA and EHAA.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• 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. **Attendance** • K-8 Monitor attendance of students and follow up on prominent and chronic absences.			
3. **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** • 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	
4. **Parent Involvement** • 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	