

# Plano Independent School District

## Otto Middle School

**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**

### **Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



**Board Approval Date:** October 20, 2020

# Mission Statement

At Otto Middle School, our mission is to foster lifelong learning as students obtain knowledge and skills needed for future success.

## Vision

At Otto Middle School, we envision a community that is built on perseverance, purpose and effective systems that develop lifelong learners through mindfulness, critical thinking, opportunities for leadership, and the celebration of diversity.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

- The economically disadvantaged population has increased to about 37%.
- The ESL Population has increased to 191 students which is 18%.
- The Special Education population is about 12%.
- The Hispanic population has increased and is 26%.

### Demographics Strengths

- This campus is highly diverse.
- Our staff diversity reflects our student diversity.
- All demographic groups are represented in student and staff population.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The ratio of students in special populations (low SES, SpEd and ESL) are steadily increasing. **Root Cause:** Demographics in the campus feeder pattern continue to shift.

# Student Learning

## Student Learning Summary

**Otto Middle Goals:** (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

- Our students are performing above district averages in the majority of demographic groups.
- The campus continues to receive numerous academic distinctions from the state for STAAR performance.
- Student achievement improved dramatically in the 2018-19 school year, as indicated by our GAP analysis and state accountability reports.

## Student Learning Strengths

- Our Domain 3 Closing the Gaps status went from 8 not meeting goals in 2018 to 4 in 2019 out of 61 goals.
- Our Accountability Ratings will be an A for two years in a row. Our Domain 2B went from an 89 to a 91.
- On the Gap Analysis document the students performed higher than the district in almost every subject.
- How: PLCs, cross curriculum interventions, and interactive word walls made gains.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Achievement gap for for ELLs and special education students is larger than that of other subgroups. **Root Cause:** Students in these subgroups experience have significant gaps in their learning due to language and socio-economic factors, including transience.

**Problem Statement 2 (Prioritized):** The campus needs additional staff training and support in identifying and supporting the needs of economically disadvantaged, ESL and Special Education populations. **Root Cause:** Demographic composition of the student body has shifted in recent years.

# School Processes & Programs

## School Processes & Programs Summary

- Schedule changes are made through the year to help students. Teams have a common conference period and a PLC planning to work together. There is intentionality with scheduling, staff teams, and building layout.
- Teachers can create an assessment based on the needs of students for comprehension after looking at data. Collaboratively selecting TEKS in PLCs to create warmups incorporating STAAR-type questions.
- A lot of teachers are willing to get out of their comfort zone and incorporate new technology to make learning more real and on the students' level.
- New teacher support is there but could be stronger. How can we help new staff get to know current staff and help bridge gaps between veteran teachers and new teachers?

## School Processes & Programs Strengths

- Scheduling and planning among teams and PLC
- Campus designated as a Model PLC School by Solution Tree
- Counselors/systems in place for student placement to better help the student
- Using data to inform instruction and create assessments
- Technology is a strength for the campus. It is used to help support the curriculum and the needs of all students.
- A robust peer observation system is in place.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** A process is needed to gather sustainable data to measure the effectiveness of instructional interventions. **Root Cause:** The campus intervention and tutorial system is compartmentalized within departments.

**Problem Statement 2 (Prioritized):** School staff will benefit from expanded opportunities to facilitate cohesiveness between new teachers and existing staff. **Root Cause:** Teachers primarily interact and collaborate with colleagues within their core team or department.

# Perceptions

## Perceptions Summary

- Perception of our school climate shows a positive, safe and orderly environment both by the staff and community. Standard deviation below 1.0 on HRS Level 1 survey for 90% of questions.
- Teachers form strong relationships with students to create a positive learning environment to help promote individual student growth.

## Perceptions Strengths

- Strong student-to-student and student-to-staff relationships.
- Collaboration across grade levels to help meet student needs through an authentic PLC process.
- Safe / nurturing campus environment, fostered by a deep commitment to PBIS and SEL.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Systems for maintaining parent communication and engagement, developing student relationships and staff collaboration require monitoring and refinement as the needs of the community evolve.. **Root Cause:** Perceptions of the campus are positive, but student needs continue to shift each year.

# Priority Problem Statements

**Problem Statement 1:** The campus needs additional staff training and support in identifying and supporting the needs of economically disadvantaged, ESL and Special Education populations.

**Root Cause 1:** Demographic composition of the student body has shifted in recent years.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Achievement gap for for ELLs and special education students is larger than that of other subgroups.

**Root Cause 2:** Students in these subgroups experience have significant gaps in their learning due to language and socio-economic factors, including transience.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** A process is needed to gather sustainable data to measure the effectiveness of instructional interventions.

**Root Cause 3:** The campus intervention and tutorial system is compartmentalized within departments.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** School staff will benefit from expanded opportunities to facilitate cohesiveness between new teachers and existing staff.

**Root Cause 4:** Teachers primarily interact and collaborate with colleagues within their core team or department.

**Problem Statement 4 Areas:** School Processes & Programs



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **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: Student Groups**

- 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

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

- Attendance data
- Discipline records
- School safety data

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

# Goals

Revised/Approved: September 29, 2020

**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:** Otto Middle School will increase ESL and Special Education student performance at the STAAR Approaches Grade Level standard as evidenced by a 3% increase in Reading, Math, Science and Social Studies. To meet this goal, teachers require additional support to meet the needs of ESL and Special Education students to close performance gaps.

STAAR Approaches Data:

Reading 7 Monitored 2 (campus / district) 57 / 84

Math 7 Monitored 2 (campus / district) 60 / 82

Math 8 ESL (campus / district) 57 / 72







Math 8 SpEd (campus / district) 32 / 49
















Science SpEd (campus / district) 35 / 38














Social Studies SpEd (campus / district) 21 / 31

**Evaluation Data Sources:** 2020 STAAR Results; Domain 3 - Closing the Gaps Data Table

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> ESL staff will provide EL update to staff during summer inservice to set expectations for meeting the needs of ELLs.</p> <p><b>Strategy's Expected Result/Impact:</b> By gaining knowledge about ELL students before the first day of school, teachers will be better prepared to meet student needs.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Department Head</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide ELLevation training and support for all teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Training will increase teacher understanding of student data and instructional interventions.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Department Head</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> EL student progress and grades will be monitored by core subject teachers and documented in ELlevation.</p> <p><b>Strategy's Expected Result/Impact:</b> EL's will receive effective academic intervention and support.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Department Head and CORE Department Heads.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Campus staff will utilize the Otto ELL Resource site as a digital resource and support tool.</p> <p><b>Strategy's Expected Result/Impact:</b> Information provided on the Google Site will provide teachers with resources to better meet the needs of EL's.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Department Head</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Special Education student progress will be monitored by the case manager through goal trackers, accommodation trackers, grade checks and teacher conferencing.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students will receive effective academic intervention and support.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Team Leader</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Utilize the Special Education Google Site and student specific google classrooms for on-demand access for general and student specific special education information and documentation.</p> <p><b>Strategy's Expected Result/Impact:</b> Information provided on the Google Site will provide teachers with resources to better meet the needs of Special Education students. Information on student specific google classrooms provide easy access to student IEP's and supporting documents for accuracy in implementation.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Team Leader</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Implement digital tools/apps that incorporate visual strategies to address the acquisition of academic language (i.e., Frayer Model, interactive notebooks with a section/tab focused on vocabulary).</p> <p><b>Strategy's Expected Result/Impact:</b> The digital tools will transcend both learning environments (face to face and virtual/school@home) by providing digital access to content vocabulary and will increase the acquisition of academic language and vocabulary.</p> <p><b>Staff Responsible for Monitoring:</b> CORE Department Heads</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			





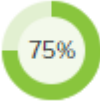
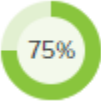



Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Ongoing training will be provided for teachers to more effectively provide modifications, accommodations, and instructional strategies for ELL's and Special Education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Instruction provided to students will better meet their needs and contribute to higher academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Department Head and Special Education Team Leader</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> The campus will implement opportunities for parents to gain knowledge and access resources on strategies for ELL's and Special Education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased communication and understanding by parents of strategies and campus processes to promote academic achievement of ELL's and Special Education students.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Department Head and Special Education Team Leader</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> The campus will seek parent input to gain insight into the needs of families to help support their child's specific areas for growth for both students served by Special education and ELLs.</p> <p><b>Strategy's Expected Result/Impact:</b> When collaborative partnerships are created between home and school, students benefit and instruction improves.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Department Head, Special Education Department Head</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  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.

**Performance Objective 1:** By the end of the school year, Otto Middle School teachers and staff will implement their knowledge of Social Emotional Learning to enhance the social emotional well-being of students and teachers as evidenced by increasing students ability to integrate thinking, emotions and behavior in ways that lead to positive school experiences and life skill development. This will be facilitated through staff development, second step curriculum, restorative practices, PBIS, and is measured and evaluated through the collection of sign-in sheets and meeting agendas, along with student and staff surveys collected throughout the year.

**Evaluation Data Sources:** Sign-in sheets and agendas from staff training(s); student survey for understanding student's level of proficiency; Spring to follow up as needed.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will participate in SEL Training during all staff inservice.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have a better working knowledge of effective SEL strategies to best meet the needs of our students and promote success</p> <p><b>Staff Responsible for Monitoring:</b> SEL Facilitator</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will utilize a google request form to request assistance with implementing community and restorative circles within their classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will become more proficient implementing proactive community and restorative circles as a regular practice within the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> SEL Facilitator/Team</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> New Teachers will receive SEL training in response to a survey of needs, in order to reach the campus level of proficiency.</p> <p><b>Strategy's Expected Result/Impact:</b> New teachers to the campus can contribute actively confidently implement SEL strategies.</p> <p><b>Staff Responsible for Monitoring:</b> SEL Facilitator, New Teacher Mentor Liaison</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			





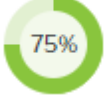


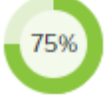





Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> All teachers will utilize the Second Step SEL curriculum lessons administered a minimum of once per week during Bobcat.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent lessons will be delivered campus-wide to promote successful interactions and life skill development.</p> <p><b>Staff Responsible for Monitoring:</b> SEL Facilitator, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> In collaboration with district SEL representatives the SEL team will develop campus wide SEL strategies for students that address social emotional learning needs and transcend learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased social/emotional capacity in staff and students as well as a safe and collaborative campus culture.</p> <p><b>Staff Responsible for Monitoring:</b> SEL Facilitator</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> The campus will utilize digital avenues (eNews, School Messenger, Review360) to make available links for parents to gain knowledge and access resources on Social Emotional Learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased communication and understanding by parents of SEL strategies and campus processes to promote social emotional well-being.</p> <p><b>Staff Responsible for Monitoring:</b> SEL Facilitator/Team</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

**Performance Objective 1:** The percent of Otto students that score Meets grade level or above on STAAR Reading 6-8 will increase from 68% in 2019 to 70% by June 2021. The Special Education student group performance will increase from 22% in 2019 to 25% in 2021. The English Learner student group performance will increase from 34% in 2019 to 38% in 2021.

**Evaluation Data Sources:** 2020-21 Reading STAAR

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement digital tools/apps that incorporate visual strategies to address the acquisition of academic language (i.e., Frayer Model, interactive notebooks with a section/tab focused on vocabulary).</p> <p><b>Strategy's Expected Result/Impact:</b> The digital tools will transcend both learning environments (face to face and virtual/school@home) by providing digital access to content vocabulary and will increase the acquisition of academic language and vocabulary.</p> <p><b>Staff Responsible for Monitoring:</b> CORE Department Heads</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize tools to annotate/mark texts to aid in comprehension across content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Annotation more fully engages students and increases reading comprehension strategies, helping students develop a deeper understanding and appreciation for texts. In order to think critically about a text, students need to learn how to actively engage with the text they're reading.</p> <p><b>Staff Responsible for Monitoring:</b> CORE Department Heads</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize current texts that promote student connections to aid in improving comprehension skills.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing texts that are relatable to students, understanding and comprehension improves.</p> <p><b>Staff Responsible for Monitoring:</b> CORE Department Heads</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



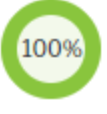








**Goal 3:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

**Performance Objective 2:** The percent of Otto students that score Meets grade level or above on STAAR Writing 7 will increase from 69% in 2019 to 71% by June 2021. The Special Education student group performance will increase from 16% in 2019 to 18% in 2021. The Hispanic student group will increase from 33% in 2019 to 37% in 2021.

**Evaluation Data Sources:** 2020-21 Writing STAAR

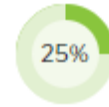
**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize mentor texts/documents illustrating effective writing, as models for writing assignments.</p> <p><b>Strategy's Expected Result/Impact:</b> Mentor texts are written pieces that serve as an example of good writing for student writers. The texts are read for the purpose of studying the author's craft, or the way the author uses words and structures the writing. The goal is to provide students a model they could emulate in crafting their own piece.</p> <p><b>Staff Responsible for Monitoring:</b> ELA Department Head</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Model purposeful annotation strategies to increase the level of analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> Purposeful annotation assists students with understanding and analysis and explicitly shows them how to "work smarter not harder" when reading and doing something with a text.</p> <p><b>Staff Responsible for Monitoring:</b> ELA Department Head</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize sentence stems for writing development.</p> <p><b>Strategy's Expected Result/Impact:</b> Sentence stems help to improve students' language proficiency, in turn improving their communication and writing. They improve fundamental language skills as well as higher-level thinking skills, familiarizing students with sentence structure, linguistic ability, and lesson content all at once.</p> <p><b>Staff Responsible for Monitoring:</b> ELA Department Head</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Analyze student data and conduct mini workshops to focus on isolated skill gaps/needs in writing.</p> <p><b>Strategy's Expected Result/Impact:</b> These workshops are designed to close the gap between what a student knows and what he's expected to know.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>





**Staff Responsible for Monitoring:** ELA Department Head

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math



 0% No Progress

 100% Accomplished

 Continue/Modify














 Discontinue

**Goal 4:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

**Performance Objective 1:** The percent of Otto students that score Meets grade level or above on STAAR Math 6-8 will increase from 74% in 2019 to 75% by June 2021. The Special Education student group performance will increase from 25% in 2019 to 28% in 2021. The Hispanic student group performance will increase from 45% in 2019 to 49% in 2021.

**Evaluation Data Sources:** 2020-21 Math STAAR

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














Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement digital tools/apps (including calculators) that incorporate visual strategies to address the acquisition of academic language (i.e., Frayer Model, interactive notebooks with a section/tab focused on vocabulary).</p> <p><b>Strategy's Expected Result/Impact:</b> The digital tools (including calculators) will transcend both learning environments (face to face and virtual/school@home) by providing digital access to content vocabulary and will increase the acquisition of academic language and vocabulary.</p> <p><b>Staff Responsible for Monitoring:</b> Math Department Head</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize annotation strategies/templates to annotate and break down math problems into actionable steps to promote comprehension of what is being asked of the problem.</p> <p><b>Strategy's Expected Result/Impact:</b> Annotation assists students in understanding the language of the problem in order to promote comprehension and skill mastery.</p> <p><b>Staff Responsible for Monitoring:</b> Math Department Head</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Collaborate with ESL and Special Education support staff to design effective teaching and intervention strategies for ELL's and students served by Special Education.</p> <p><b>Strategy's Expected Result/Impact:</b> Through intentional learning opportunities are designed for student populations with specific needs, they have a better opportunity to meet learning expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Math, ESL and Special Education Department Heads</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

**Performance Objective 1:** The percent of Otto students that score Meets grade level or above on STAAR Science 8 will increase from 71% in 2019 to 73% by June 2021. The Special Education student group performance will increase from 15% in 2019 to 17% in 2021. The English Learner student group performance will increase from 33% in 2019 to 35% in 2021.

**Evaluation Data Sources:** 2020-21 Science STAAR

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement digital tools/apps that incorporate visual strategies to address the acquisition of academic language (i.e., Frayer Model, interactive notebooks with a section/tab focused on vocabulary).</p> <p><b>Strategy's Expected Result/Impact:</b> The digital tools will transcend both learning environments (face to face and virtual/school@home) by providing digital access to content vocabulary and will increase the acquisition of academic language and vocabulary.</p> <p><b>Staff Responsible for Monitoring:</b> Science Department Head</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize interactive notebooks with real-world examples (realia) to promote connections.</p> <p><b>Strategy's Expected Result/Impact:</b> Interactive notebooks promote independent thinking, metacognition, confidence in academic skills, organization and better performance on assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Science Department Head</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Collaborate with ESL and Special Education support staff to design effective teaching and intervention strategies for ELL's and students served by Special Education.</p> <p><b>Strategy's Expected Result/Impact:</b> Through intentional learning opportunities that are designed for student populations with specific needs, they have a better opportunity to meet learning expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Science Department Head, ESL and Special Education Department Head's</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 6:** DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies and STAAR/EOC U.S. History from 2019 to 2021.

**Performance Objective 1:** The percent of Otto students that score Meets grade level or above on STAAR Social Studies 8 will increase from 62% in 2019 to 64% by June 2021. The Special Education student group performance will increase from 12% in 2019 to 14% in 2021. The English Learner student group will increase from 28% in 2019 to 31% in 2021.

**Evaluation Data Sources:** 2020-21 Social Studies STAAR

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize interactive notebooks with real-world examples (realia) to promote connections.</p> <p><b>Strategy's Expected Result/Impact:</b> Interactive notebooks promote independent thinking, metacognition, confidence in academic skills, organization and better performance on assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Department Head</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize tools to annotate/mark texts to aid in comprehension across content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Annotation more fully engages students and increases reading comprehension strategies, helping students develop a deeper understanding and appreciation for texts. In order to think critically about a text, students need to learn how to actively engage with the text they're reading.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Department Head</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Collaborate with ESL and Special Education support staff to design effective teaching and intervention strategies for ELL's and students served by Special Education.</p> <p><b>Strategy's Expected Result/Impact:</b> Through intentional learning opportunities that are designed for student populations with specific needs, they have a better opportunity to meet learning expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies, ESL and Special Education Department Heads</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

# 2020-21 SBIC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Antoine Spencer	Principal
Administrator	Abby Hines-Homer	Assistant Principal
Administrator	Mark Kelly	Assistant Principal
District-level Professional	Fern Johnson	Digital Learning Specialist
Classroom Teacher	Rita Attuquayefio	English Department Head
Classroom Teacher	Jaimi Boutemy De Guislain	Social Studies Department Head
Classroom Teacher	Jefferie Thielbar	Science Department Head
Classroom Teacher	Yamicii Wilson	Math Department Head/Title I Campus Coach
Classroom Teacher	Anna Mackey	SEL Campus Coordinator
Classroom Teacher	Michelle Schuler	PLC Campus Liaison
Classroom Teacher	Vernadeth Franco	ESL Department Head
Non-classroom Professional	Misty Benson	Academic Specialist
Non-classroom Professional	Lynette Snyder	Special Education Department Head
Non-classroom Professional	Nikole Roberson	Counseling Lead
Support Staff Member	Norma Jones	Parent Involvement Liaison
Community Representative	Ermioni Takou	Community Member
Community Representative	Jenny Rogers	Community Member
Business Representative	Megan Flores	Business Representative-Canyon Creek Presbyterian Church
Business Representative	Coral Siordia	Business Representative/Parent
Parent-Selected by PTSA	Nicole Haun	Parent
Parent	Stephanie Tsao	Parent
Parent	John Beall	Parent
Parent	Jodie Gee	Parent
Parent	Connie Reeves	Parent
Parent	Shamila Fatima Mohammed	Parent

# Addendums

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Otto

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

### Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	57	38	73		85		81	22	41	75	34	70	59	68
2020	59	40	73		85		82	23	43	76	36	70	60	69
2021	61	43	74		86		84	25	46	78	38	71	62	70
2022	64	46	75		87		85	27	50	80	40	72	64	72
2023	68	51	76		88		88	29	55	83	44	73	67	74
2024	73	56	77		89		91	32	61	86	48	74	71	76

### Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	53	45	79		94		75	25	49	93	50	77	61	74
2020	55	47	79		94		76	26	51	94	51	77	62	75
2021	57	49	80		95		77	28	53	95	52	78	63	75
2022	60	52	80		95		78	30	56	97	54	78	65	76
2023	64	56	81		96		79	32	60	99	56	79	67	78
2024	69	61	82		97		81	35	65	100	59	80	70	79

## Otto - STAAR Social Studies Grade 8

The percent of 8th grade students that score Meets grade level or above on STAAR Social Studies Grade 8 will increase from 62% in 2019 to 64% by June 2021.

### Yearly Target Goals

2020	2021	2022	2023	2024
63% 2019 Baseline: 62%	64%	66%	68%	70%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	55	33	57	*	81	*	88	12	38	69	28	63	56	62
2020	56	35	57	*	81	*	89	13	40	70	29	63	57	63
2021	59	37	58	*	82	*	90	14	43	72	31	64	59	64
2022	62	41	58	*	82	*	92	16	47	74	34	64	61	66
2023	66	45	59	*	83	*	94	19	52	77	37	65	64	68
2024	71	51	61	*	85	*	97	22	58	80	42	67	67	70
2019-2021	4	4	1	*	1	*	2	2	5	3	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8



## Otto- STAAR Grade 7 Writing

**The percent of 7th grade students that score Meets grade level or above on STAAR Writing Grade 7 will increase from 69% in 2019 to 71% by June 2021.**

### Yearly Target Goals

2020	2021	2022	2023	2024
70% 2019 Baseline: 69%	71%	73%	75%	77%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	62	33	76	*	89	*	82	16	37	73	38	72	59	69
2020	63	35	76	*	89	*	83	17	39	74	39	72	60	70
2021	66	37	77	*	90	*	84	18	42	76	41	73	62	71
2022	69	41	77	*	90	*	86	20	46	78	44	73	64	73
2023	73	45	78	*	91	*	88	23	51	81	47	74	67	75
2024	78	51	80	*	93	*	91	26	57	84	52	76	70	77
2019-2021	4	4	1	*	1	*	2	2	5	3	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

## Otto - STAAR Grade 8 Science

**The percent of 8th grade students that score Meets grade level or above on STAAR Science Grade 8 will increase from 71% in 2019 to 73% by June 2021.**

### Yearly Target Goals

2020	2021	2022	2023	2024
72% 2019 Baseline: 71%	73%	74%	75%	76%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	52	39	74	*	89	*	100	15	40	77	33	72	66	71
2020	53	40	74	*	89	*	100	16	41	78	34	72	67	72
2021	56	43	74	*	89	*	101	17	44	79	35	72	68	73
2022	59	45	75	*	90	*	102	19	47	81	36	73	70	74
2023	63	49	75	*	90	*	104	22	51	83	38	73	72	75
2024	68	54	76	*	91	*	106	25	56	86	41	74	75	76
2019-2021	4	4	0	*	0	*	1	2	4	2	2	0	2	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

**Otto - Algebra 1**

**The percent of students taking the Algebra I EOC (first time testers and re-testers) that perform at the Meets grade level standard or above will increase from 94% in 2019 to 97% by June 2021.**

**Closing the Gaps Student Groups Yearly Targets**

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
<b>2019 Baseline</b>	<b>92</b>	<b>90</b>	<b>90</b>	<b>*</b>	<b>98</b>	<b>*</b>	<b>100</b>	<b>*</b>	<b>94</b>	<b>100</b>	<b>100</b>	<b>95</b>	<b>89</b>	<b>94</b>
<b>2021</b>	<b>100</b>	<b>97</b>	<b>91</b>	<b>*</b>	<b>100</b>	<b>*</b>	<b>101</b>	<b>*</b>	<b>102</b>	<b>109</b>	<b>104</b>	<b>96</b>	<b>98</b>	<b>97</b>
<b>2019-2021</b>	<b>8</b>	<b>7</b>	<b>1</b>	<b>8</b>	<b>2</b>	<b>*</b>	<b>1</b>	<b>2</b>	<b>8</b>	<b>9</b>	<b>4</b>	<b>1</b>	<b>9</b>	<b>3</b>

## 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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p><b>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> </ul>	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
Principal	<p><b>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>● 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● K-8 Campuses Only: 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</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> <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> <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>		
Principal	<p><b>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>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</li> </ul>		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none"><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>		
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