

Plano Independent School District
Harrington Elementary
2021-2022



Board Approval Date: November 3, 2021

Mission Statement

Harrington Campus Mission Statement:

Educate and Inspire Successful, Life Long Learners. Everyday and in Every Way.

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Comprehensive Needs Assessment

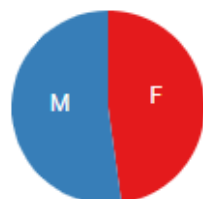
Demographics

Demographics Summary

Student Enrollment

360 enrolled. Please click on the graph to apply filters.

Gender



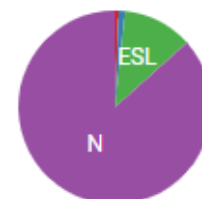
Female: 48%
Male: 52%

GT



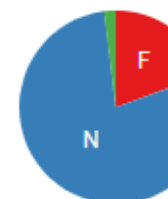
N: 90%
Y: 10%

ELL



Bilingual: 1%
Denial: 1%
Eng Sec Lan.: 12%
N: 87%

ED



Free: 19%
N: 79%
Reduced: 2%

At Risk



N: 100%

Special Ed



N: 84%
Y: 16%

504



N: 92%
Y: 8%

CTE



Not CTE: 100%

Ethnicity

Dual/Enrich

Virtual/In-person

Community



Asian: 24%
Afr. Am.: 11%
Am. In.: 0%
Hispanic: 18%
2 More: 4%
White: 41%

Dyslexia



N: 96%
Y: 4%

Virtual/In-person



In-Person: 100%

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	49.6	100.0%	100.0%	100.0%
Professional Staff:	43.6	88.0%	71.8%	64.1%
Teachers	38.1	76.9%	57.1%	50.1%
Professional Support	4.0	8.1%	10.5%	9.8%
Campus Administration (School Leadership)	1.5	3.0%	3.0%	3.0%
Educational Aides:	5.9	12.0%	9.5%	10.1%
Librarians & Counselors (Headcount):				
Librarians	1.0	n/a	70.0	4,429.0
Full-time				
Part-time	0.0	n/a	0.0	578.0
Counselors	1.0	n/a	161.0	12,131.0
Full-time				
Part-time	0.0	n/a	1.0	1,148.0

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Minority Staff:	11.5	23.2%	32.7%	49.9%
Teachers by Ethnicity and Sex:				
African American	2.0	5.2%	7.0%	10.4%
Hispanic	2.0	5.2%	12.7%	27.2%
White	28.1	73.8%	73.3%	58.9%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	4.0	10.5%	4.6%	1.6%
Pacific Islander	0.0	0.0%	0.1%	0.4%
Two or More Races	2.0	5.2%	1.8%	1.1%
Males	2.7	7.0%	18.9%	23.7%
Females	35.5	93.0%	81.1%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.3%	1.4%
Bachelors	27.5	72.0%	64.7%	74.1%
Masters	10.7	28.0%	34.2%	23.8%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.6%	4.1%	8.2%
1-5 Years Experience	11.0	28.9%	28.0%	29.1%
6-10 Years Experience	7.5	19.6%	20.8%	19.1%
11-20 Years Experience	13.0	34.1%	32.7%	28.2%
Over 20 Years Experience	5.7	14.8%	14.4%	15.3%
Number of Students per Teacher	10.8	n/a	13.8	15.1

Demographics Strengths

Demographic Strength: Some of the strengths include:

1. Identifying the SEL needs of the campus
2. Fast tracking of most academic needs.
3. Active PTA-PTA involvement is active
4. High Standards and supportive majority of parents
5. Teachers and staff are involved in the teaching of all students

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The percent of Harrington students that score Meets grade level or above on STAAR Reading 3-5 will increase from 68% in 2021 to 70% by June 2022. The African American student group performance will increase from 50% in 2021 to 53% in 2022. The Economically Disadvantaged student group performance will increase from 50%% in 2021 to 54% in 2022.

Student Learning

Student Learning Summary

Harrington Elementary Goals Including HB3 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.

School and Student Information This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

Campus District State Attendance Rate (2016-17) 97.3% 96.7% 95.7%

Enrollment by Race/Ethnicity Campus/District/State

African American 10.2% 12.6% 12.6%

Hispanic 16.3% 24.5% 52.4%

White 48.9% 34.8% 27.8%

American Indian 0.5% 0.3% 0.4%

Asian 20.0% 24.0% 4.4%

Pacific Islander 0.0% 0.1% 0.1%

Two or More Races 4.1% 3.8% 2.3%

Enrollment by Student Group:Campus/District/State

Economically Disadvantaged 24.3% 27.1% 58.8%

English Learners 13.1% 14.5% 18.8%

Special Education 15.3% 11.0% 9.1%

Mobility Rate (2016-17) 12.4% 10.7% 16.0%

Campus District State Class Size Averages by Grade or Subject Elementary

Kindergarten 17.0 18.6 18.7

Grade 2 17.3 19.6 18.8

Grade 3 18.3 19.3 19.0

Grade 4 18.7 19.6 19.2

Grade 5 21.3 23.0 21.2

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White 48.9% 34.8% 27.8%

American Indian 0.5% 0.3% 0.4%

Asian 20.0% 24.0% 4.4%

Pacific Islander 0.0% 0.1% 0.1%

Two or More Races 4.1% 3.8% 2.3%

Enrollment by Student Group

Economically Disadvantaged 24.3% 27.1% 58.8%

English Learners 13.1% 14.5% 18.8%

Special Education 15.3% 11.0% 9.1%

Mobility Rate (2016-17) 12.4% 10.7% 16.0%

Campus District State Class Size Averages by Grade or Subject Elementary

Kindergarten 17.0 18.6 18.7

Grade 2 17.3 19.6 18.8

Grade 3 18.3 19.3 19.0

Grade 4 18.7 19.6 19.2

Grade 5 21.3 23.0 21.2

AcademicGrowth Score (All Grades Tested) State/District/ Campus

Reading 2018 69,74, 80

Mathematics 2018 70, 75, 84

Texas Education Agency

2019 Accountability Ratings Overall Summary

HARRINGTON EL (043910118) - PLANO ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		92	A
Student Achievement		92	A
STAAR Performance	66	92	
College, Career and Military Readiness			
Graduation Rate			
School Progress		88	B
Academic Growth	80	88	B
Relative Performance (Eco Dis: 26.8%)	66	83	B

	Component Score	Scaled Score	Rating
Closing the Gaps	96	92	A

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Earned
Mathematics	Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned

State District Campus	African American	Hispanic White	American Indian	Asian	Pacific Island	Two or More Races	Special Ed	Economically Disadvantage / EL
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EL

STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^

Grade 3 Reading	2018	77%	85%	87%	*	*	87%	* 88%	- *	*	82%	*
At Approaches Grade Level or Above	2017	72%	81%	85%	*	82%	92%	- 92%	- *	*	77%	82%
At Meets Grade Level or Above	2018	43%	57%	59%	*	*	68%	* 63%	- *	*	36%	*
	2017	44%	60%	61%	*	64%	68%	- 77%	- *	*	45%	73%

STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^										
At Masters Grade Level	2018	24%	38%	40%	*	*	45%	* 56%	- *	* 27% *
	2017	28%	43%	41%	*	45%	36%	- 69%	- *	* 32% 55%
Grade 3 Mathematics	2018	77%	86%	95%	*	*	95%	* 94%	- *	* * 100%
At Approaches Grade Level or Above	2017	76%	86%	92%	*	100%	92%	- 100%	- *	* * 91%
At Meets Grade Level or Above	2018	46%	63%	69%	*	*	71%	* 88%	- *	* * 89%
	2017	48%	63%	72%	*	82%	68%	- 92%	- *	* * 91%
At Masters Grade Level	2018	22%	39%	44%	*	*	45%	* 56%	- *	* * 56%
	2017	25%	42%	44%	*	45%	44%	- 69%	- *	* * 45%
Grade 4 Reading	2018	72%	82%	84%	*	89%	92%	- 100%	- *	* 74% *
At Approaches Grade Level or Above	2017	69%	79%	91%	*	76%	97%	- 100%	- *	* 95% *
At Meets Grade Level or Above	2018	45%	61%	70%	*	78%	76%	- 100%	- *	* 48% *
	2017	43%	57%	74%	*	53%	84%	- 75%	- *	* 68% *
At Masters Grade Level	2018	23%	39%	45%	*	56%	44%	- 89%	- *	* 30% *
	2017	23%	36%	47%	*	35%	55%	- 50%	- *	* 32% *
Grade 4 Mathematics	2018	77%	83%	86%	*	89%	84%	- 100%	- *	* 83% *
At Approaches Grade Level or Above	2017	74%	79%	93%	*	94%	94%	- 92%	- *	* 91% *
At Meets Grade Level or Above	2018	48%	59%	68%	*	78%	72%	- 89%	- *	* 48% *
	2017	46%	56%	66%	*	65%	68%	- 75%	- *	* 59% *
At Masters Grade Level	2018	26%	39%	45%	*	56%	48%	- 67%	- *	* 26% *
	2017	26%	37%	44%	*	35%	48%	- 58%	- *	* 36% *
Grade 4 Writing	2018	62%	74%	82%	*	*	92%	- *	- *	* * *
At Approaches Grade Level or Above	2017	64%	73%	85%	*	*	87%	- *	- *	* * *
At Meets Grade Level or Above	2018	38%	55%	64%	*	*	75%	- *	- *	* * *
	2017	33%	48%	54%	*	*	65%	- *	- *	* * *
At Masters Grade Level	2018	11%	21%	18%	*	*	21%	- *	- *	* * *
	2017	10%	21%	31%	*	*	35%	- *	- *	* * *
Grade 5 Reading^^	2018	83%	90%	96%	*	92%	100%	- 100%	- *	* 87% *
At Approaches Grade Level or Above	2017	81%	89%	96%	*	100%	97%	* 100%	- *	* 94% *
At Meets Grade Level or Above	2018	53%	68%	78%	*	69%	81%	- 100%	- *	* 74% *
	2017	47%	64%	66%	*	83%	62%	* 77%	- *	* 71% *
At Masters Grade Level	2018	26%	40%	48%	*	38%	53%	- 56%	- *	* 39% *
	2017	25%	40%	39%	*	50%	38%	* 38%	- *	* 41% *

STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^														
Grade 5 Mathematics^^														
At Approaches Grade Level or Above	2018	90%	93%	99%	*	100%	100%	-	100%	-	*	*	96%	*
	2017	86%	92%	99%	*	*	100%	*	100%	-	*	*	*	*
At Meets Grade Level or Above	2018	57%	68%	94%	*	100%	100%	-	100%	-	*	*	87%	*
	2017	49%	66%	76%	*	*	86%	*	85%	-	*	*	*	*
At Masters Grade Level	2018	30%	43%	55%	*	62%	56%	-	67%	-	*	*	43%	*
	2017	24%	44%	34%	*	*	34%	*	54%	-	*	*	*	*
Grade 5 Science														
At Approaches Grade Level or Above	2018	75%	81%	87%	*	*	92%	-	*	-	*	*	*	*
	2017	73%	82%	89%	*	*	96%	*	*	-	*	*	*	*
At Meets Grade Level or Above	2018	40%	51%	51%	*	*	58%	-	*	-	*	*	*	*
	2017	41%	55%	64%	*	*	71%	*	*	-	*	*	*	*
At Masters Grade Level	2018	16%	25%	10%	*	*	14%	-	*	-	*	*	*	*
	2017	17%	28%	30%	*	*	36%	*	*	-	*	*	*	*
All Grades All Subjects														
At Approaches Grade Level or Above	2018	76%	85%	90%	62%	92%	93%	*	97%	-	94%	80%	81%	83%
	2017	74%	84%	91%	74%	87%	94%	*	97%	-	91%	82%	88%	89%
At Meets Grade Level or Above	2018	47%	64%	69%	29%	66%	75%	*	83%	-	82%	51%	52%	61%
	2017	44%	62%	67%	32%	61%	72%	*	77%	-	74%	43%	59%	59%
At Masters Grade Level	2018	21%	37%	38%	9%	34%	41%	*	53%	-	59%	10%	25%	30%
	2017	19%	34%	39%	18%	34%	41%	*	50%	-	38%	15%	25%	28%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	73%	85%	89%	*	94%	93%	*	94%	-	*	*	81%	81%
	2017	71%	83%	91%	*	85%	95%	*	97%	-	83%	80%	89%	89%
At Meets Grade Level or Above	2018	46%	64%	68%	*	62%	75%	*	82%	-	*	*	53%	57%
	2017	43%	62%	67%	*	65%	72%	*	76%	-	75%	34%	61%	58%
At Masters Grade Level	2018	19%	34%	44%	*	35%	47%	*	65%	-	*	*	32%	33%
	2017	18%	33%	42%	*	43%	44%	*	53%	-	50%	14%	34%	37%
All Grades Mathematics														
At Approaches Grade Level or Above	2018	80%	87%	93%	*	97%	94%	*	97%	-	*	83%	88%	90%
	2017	78%	86%	94%	*	98%	95%	*	97%	-	*	89%	90%	89%
At Meets Grade Level or Above	2018	48%	63%	77%	*	82%	82%	*	91%	-	*	55%	60%	76%
	2017	45%	61%	71%	*	70%	74%	*	84%	-	*	49%	59%	74%
At Masters Grade Level	2018	23%	39%	48%	*	50%	49%	*	62%	-	*	18%	29%	43%
	2017	21%	38%	41%	*	35%	42%	*	61%	-	*	20%	23%	32%
All Grades Writing														
At Approaches Grade Level or Above	2018	65%	77%	82%	*	*	92%	-	*	-	*	*	*	*
	2017	66%	76%	85%	*	*	87%	-	*	-	*	*	*	*

STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^												
At Meets Grade Level or Above	2018	40%	58%	64%	*	*	75%	-	*	-	*	*
	2017	36%	51%	54%	*	*	65%	-	*	-	*	*
At Masters Grade Level	2018	12%	25%	18%	*	*	21%	-	*	-	*	*
	2017	11%	23%	31%	*	*	35%	-	*	-	*	*
All Grades Science At Approaches Grade Level or Above	2018	79%	86%	87%	*	*	92%	-	*	-	*	*
	2017	78%	86%	89%	*	*	96%	*	*	-	*	*
At Meets Grade Level or Above	2018	49%	64%	51%	*	*	58%	-	*	-	*	*
	2017	48%	64%	64%	*	*	71%	*	*	-	*	*
At Masters Grade Level	2018	22%	37%	10%	*	*	14%	-	*	-	*	*
	2017	19%	33%	30%	*	*	36%	*	*	-	*	*

Student Learning Strengths

All Students from 3-5th grade performed about the district average on all tests

HARRINGTON EL (043910118) 2017-18 School Report Card PLANO ISD State District Campus.

TAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)

All Subjects 2018 77%, 86%. 90%

Reading 2018 74% 86% 90%

Mathematics 2018 81% 88% 93%

Writing 2018 66% 78% 83%

Science 2018 80% 87% 88%

STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)

All Subjects 2018 48% 65% 70%

Reading 2018 46% 65% 69%

Mathematics 2018 50% 64% 77%

Writing 2018 41% 59% 65%

Science 2018 51% 65% 52%

When looking at the data we see that we are only one point about the state average and 10 points below the district average in science for meets grade level

STAAR Performance Rates at Masters Grade Level (All Grades Tested)

Reading 2018 19% 35% 45%

Mathematics 2018 24% 40% 49% 43%

Writing 2018 13% 26% 19%

Science 2018 23% 38% 11%

In the Masters level we scored 11% and the district scored 38%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: HB3 - The percent of Harrington 3rd grade students that score meets grade level or above on STAAR Reading will increase from 65% in 2021 to 67% by June 2022. The African American student group performance will increase from 22% in 2021 to 25% in 2022. The Hispanic student group performance will increase from 50% in 2021 to 53% in 2022.

Problem Statement 2: The percent of Harrington students that score Meets grade level or above on STAAR Writing 4 will increase from 55% in 2019 to 57% by June 2021. The Hispanic student group performance will increase from 36% in 2019 to 40% in 2021. The Economically Disadvantaged student group performance will increase from 39% in 2019 to 44% in 2021.

Problem Statement 3: HB3 - The percent of Harrington 3rd grade students that score meets grade level or above on STAAR Math will increase from 70% in 2021 to 71% by June 2022. The Special Education student group performance will increase from 24% in 2021 to 26% in 2022. The African American student group performance will increase from 49% in 2021 to 52% in 2022.

Problem Statement 4: The percent of Harrington students that score Meets grade level or above on STAAR Math 3-5 will increase from 76% in 2021 to 78% by June 2022. The Special Education student group performance will increase from 48% in 2021 to 50% in 2022. The Economically Disadvantaged student group performance will increase from 57% in 2021 to 60% in 2022.

Problem Statement 5 (Prioritized): The percent of Harrington students that score Meets grade level or above on STAAR Science 5 will increase from 59% in 2021 to 60% by June 2022. The Special Education student group performance will increase from 27% in 2021 to 29% in 2022. The Economically Disadvantaged student group performance will increase from 37% in 2021 to 40% in 2022.

Problem Statement 6: 60% of Harrington students will meet projected growth in the highest quantile's 1, 2 and 3 in Math MAP K-5th grade as measured by winter and spring MAP scores. **Root Cause:** Teachers will be intentional when planning for higher level learners. Using higher level questioning

Problem Statement 7: All K-5 reading teachers will analyze and respond to student errors on reading records through guided reading. **Root Cause:** Teacher will use running records for tier 2 and 3 students to determine and guide, guided reading and strategy group instruction. As a campus we did not meet MAP reading projected growth.

School Processes & Programs

School Processes & Programs Summary

At Harrington all instruction and strategies are aligned. Teachers across the grade levels are using district curriculum to guide instruction. Students are respected and teachers use restorative circles to build relationships with the students. Zones of Regulation is also one of the programs teachers use to help students when needed.. Morning circles Collaborative teams use data to analyze data and help them drive the planning processes. Planning and instruction help guide student success.

SMART goals are used by each teacher. TTESS goals are aligned and are focused on the whole child and meeting the needs of all students. Interventions are used to help students succeed. RTI/CMIT are used to put in the interventions whether behavior or academic to help monitor student success.

Watch DOGS (Dads of Great Student); assemblies, grade buddies, field day, Virtual 5th grade camp and Choir are all part of the Harrington way.

School Processes & Programs Strengths

- * Alignment/Peer Collaboration
- * Zones of Regulation/ behavior
- * Mentoring Program
- * New teacher support (New Mentor Program)
- * Implementation of research based programs
- * Implementation of Guided Reading (Jan Richardson)
- * Collaborative Meetings Weekly
- * Teachers are aware of the urgency to maintain and enhance best instructional practices needed for student success.
- * Scheduling maximizes instructional time for each grade and allows for minimal interruptions throughout the instructional day.
- * Safety drills are performed frequently and effectively
- *The overall perception of Harrington is positive. There is a culture and climate that has been long respected by staff, students and the community. Our PTA works closely with the staff at Harrington to create events to bring families and the community to the school. Families are always welcome at Harrington and we strive to have more parent involvement.
- * Harrington is a one to one campus with Technology. Technology is used in each classroom. Technology is used to enhance student learning

and provides a greater access to information, supports creating and learning, and motivates students. Technology is used to support curriculum, instruction, and assessment integration and implementation be reinforcing the standards set by the state. Teachers use SEESAW to communicate with parents on a daily basis. Also daily announcements are boardcast for the students and staff.

Tier one, Two and Three are used for behavior and academic.

Perceptions

Perceptions Summary

Harrington works extremely hard to create a friendly family environment. We strive to provide a warm climate that is conducive to learning. To strengthen the home/school connection, we communicate in many different ways- Principal communication, Twitter, Facebook PTA website, Seesaw site, and school call out system. We try to ensure consistency and ease by sending home the Thursday electronic folders campus-wide.

Perceptions Strengths

The teachers and staff work effectively with each other creating an environment that encourages team work, collaboration and respect for all. In addition, our HRS survey reflects a positive culture at Harrington. The staff and students have a positive growth mindset that is the foundation of Harrington which is respect, care and loyalty to our students, staff and community.

Priority Problem Statements

Problem Statement 1: The percent of Harrington students that score Meets grade level or above on STAAR Reading 3-5 will increase from 68% in 2021 to 70% by June 2022. The African American student group performance will increase from 50% in 2021 to 53% in 2022. The Economically Disadvantaged student group performance will increase from 50% in 2021 to 54% in 2022.

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percent of Harrington students that score Meets grade level or above on STAAR Science 5 will increase from 59% in 2021 to 60% by June 2022. The Special Education student group performance will increase from 27% in 2021 to 29% in 2022. The Economically Disadvantaged student group performance will increase from 37% in 2021 to 40% in 2022.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Goals







Goal 1: 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 2022.











Performance Objective 1: HB3 - The percent of Harrington 3rd grade students that score meets grade level or above on STAAR Reading will increase from 66% in 2021 to 69% by June 2022. The African American student group performance will increase from 22% in 2021 to 25% in 2022. The Hispanic student group performance will increase from 50% in 2021 to 53% in 2022.

HB3 Goal

Evaluation Data Sources: 2021-22 Reading STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Formative and Informal assessment - Using pre and post assessments Strategy's Expected Result/Impact: Using the assessment from CFA's to determine which students need reteach.* Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. Staff Responsible for Monitoring: Classroom and Specialist Teachers Administration	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Planning using the 4 PLC Questions. Strategy's Expected Result/Impact: Using the 4 PLC's questions when planning to guide the planning process. Using the Reading Academy strategies to help with instruction. Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. Staff Responsible for Monitoring: Classroom /Specialist Teachers Administrations	Formative		
	Nov	Feb	June
			

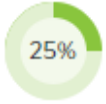
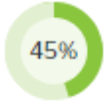


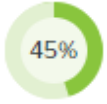





Strategy 3 Details	Formative Reviews		
Strategy 3: Guided reading (small group instruction) Strategy's Expected Result/Impact: Using Jennifer Serravallo's reading Strategies across all content areas. Using Reading Academy strategies to help with guided reading/Small group instruction. Maximized learning through intentional teaching, looking at student data and reevaluating. Staff Responsible for Monitoring: Classroom/Specialist Teachers Administrators	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Use the RULE (reread ?, underline key words, look back at the passage or problem, evidence) strategy across all subjects. (highlight-write) by integrating a variety of literature across all subjects. Strategy's Expected Result/Impact: Use the RULE (reread ?, underline key words, look back at the passage or problem, evidence) strategy across all subjects. (highlight-write) Use Jennifer Serravallo's reading strategies across all content areas. Integrate a variety of literature across all subjects. Reading Academy Staff Responsible for Monitoring: Classroom/ Specialist Teachers Administrators	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: 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 2022.

Performance Objective 2: The percent of Harrington students that score Meets grade level or above on STAAR Reading 3-5 will increase from 68% in 2021 to 70% by June 2022. The African American student group performance will increase from 50% in 2021 to 53% in 2022. The Economically Disadvantaged student group performance will increase from 66% in 2021 to 69% in 2022.

Evaluation Data Sources: 2021-22 Reading STAAR

Summative Evaluation: Some progress made toward meeting Objective











Strategy 1 Details	Formative Reviews		
Strategy 1: Differentiate groups for guided reading Strategy's Expected Result/Impact: Have students brainstorm visuals or motions to represent key words in text. Guided discussing with Comprehension questions Intentionally use vocabulary and discuss definitions.* Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. Staff Responsible for Monitoring: Classroom / Specialist Teachers Administration	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Use four PLC questions when planning and using the PLC questions to guide planning. Strategy's Expected Result/Impact: Teachers will use the 4 PLC questions to help guide students in the learning process. CFA's what students need to learn * Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. Staff Responsible for Monitoring: Classroom/ Specialist teachers Administrators	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: 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 2022.

Performance Objective 3: The percent of Harrington students that score Meets grade level or above on STAAR Writing 4 will increase from 57% in 2021 to 59% by June 2022. The Hispanic student group performance will increase from 40% in 2019 to 44% in 2022. The Economically Disadvantaged student group performance will increase from 44% in 2021 to 44% in 2022.

Evaluation Data Sources: 2021-22 Writing STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Work on writing editing and revising Strategy's Expected Result/Impact: Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. Staff Responsible for Monitoring: Classroom / Specialist Teachers Administration	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Writing expectations and non-negotiables in all grades; accountability for writing on all assignments in all subjects; teacher modeled writing lessons Strategy's Expected Result/Impact: Implement Lucy Calkins Writing Workshop to support the students with explicit writing instruction. Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. Staff Responsible for Monitoring: Classroom/ Specialist Teachers Administrators	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 2: 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 2022.








Performance Objective 1: HB3 - The percent of Harrington 3rd grade students that score meets grade level or above on STAAR Math will increase from 70% in 2021 to 71% by June 2022. The Special Education student group performance will increase from 24% in 2021 to 26% in 2022. The African American student group performance will increase from 49% in 2021 to 52% in 2022.

HB3 Goal

Evaluation Data Sources: 2021-22 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Use Common Formative Assessments to drive and support instructional practices. Strategy's Expected Result/Impact: Use CFA's to guide and help on reteach and support instruction in the classroom . Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. Staff Responsible for Monitoring: Classroom/Specialist Teachers Administrators	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Number talks in all classes; increased number sense activities to provide students with opportunities to continue to build fluency with numbers. Strategy's Expected Result/Impact: Use small group math instruction by using number talks and build fluency with numbers Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. Staff Responsible for Monitoring: Classroom / Specialist teachers Administrators	Formative		
	Nov	Feb	June
			




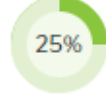






Strategy 3 Details	Formative Reviews		
Strategy 3: Use the RULE (reread ?, underline key words, look back at the passage or problem, evidence) strategy across all subjects. (highlight-write) Strategy's Expected Result/Impact: Teachers will use the RULE strategy to guide instruction in all content areas. Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. Staff Responsible for Monitoring: Classroom /Specialist teachers Administrators	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: 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 2022.

Performance Objective 2: The percent of Harrington students that score Meets grade level or above on STAAR Math 3-5 will increase from 72% in 2021 to 73% 2022. The Special Education student group performance will increase from 48% in 2021 to 50% in 2021. The Economically Disadvantaged student group performance will increase from 57% in 2021 to 60% in 2022.

Evaluation Data Sources: 2020-21 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective

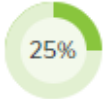

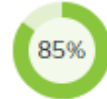










Strategy 1 Details	Formative Reviews		
Strategy 1: Number talks in all classes; increased number sense activities Strategy's Expected Result/Impact: Spiral review of readiness standards before test. Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. Staff Responsible for Monitoring: Teachers / Specialist Administrators	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide enrichment activities and extend the learning for students who are proficient. Strategy's Expected Result/Impact: Students will use different enrichment activities to help with the learning several times a week to maximize learning through intentional teaching. Collaborate with staff including specialist to develop effective strategies for all students. Staff Responsible for Monitoring: Classroom / Specialist teachers Administrators	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: 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 2022.

Performance Objective 1: The percent of Harrington students that score Meets grade level or above on STAAR Science 5 will increase from 59% in 2021 to 60% by June 2022. The Special Education student group performance will increase from 27% in 2021 to 29% in 2022. The Economically Disadvantaged student group performance will increase from 37% in 2021 to 40% in 2022.

Evaluation Data Sources: 2020-21 Science STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Science Talks K-5th Strategy's Expected Result/Impact: Teachers will engage in science talks during the lesson to help enrich and extend the learning. Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. Staff Responsible for Monitoring: Teachers/Specialist Administrators	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Use a common closed reading strategy to increase understanding across all content areas and Science application questions Strategy's Expected Result/Impact: Teachers will see students grow in their understand of content. Staff Responsible for Monitoring: Classroom Specialist teachers Administrators	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will use science notebook to help through setting up, creating a notebook to help reinforce skills. and help with new science terms and vocabulary. Strategy's Expected Result/Impact: Teachers will use AVID notes to help with the reinforcement of skills. Collaborate with district personnel to develop effective strategies for all students. Staff Responsible for Monitoring: Teachers/specialist Administrators	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

2021-2022 SBIC

Committee Role	Name	Position
Administrator	Jacye Jamar	Administrator
Administrator	Corinne Dias	Administrator
Non-classroom Professional	Scott Herdon	Non-classroom Professional (support staff)
Parent	Julia wilburn	PTA President
Classroom Teacher	Jennifer Nguyen	Classroom teacher
Classroom Teacher	Linda Culbreth	Classroom teacher
Classroom Teacher	Blair Flores	Classroom teacher
Non-classroom Professional	Denise Schneider	Non-classroom professional
Classroom Teacher	Ashley Duehr	Classroom teacher
Administrator	Lauren Canfield	Counselor
Parent	Annie Furr	Parent
Classroom Teacher	Aimee Edwards	Classroom Teacher
Classroom Teacher	Anika Jones	Classroom Teacher
District-level Professional	Mary Swinton	District Professional
Parent	Rebecca Smith	Parent
Parent	Emily Robinson	Parent
Parent	Sarah Pope	Parent
Business Representative	Michelle Oehler	Business Representative
Parent	Shayla Holub	Parent
Community Representative	Jordan Canfield	Community Member

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,310.00
+/- Difference					\$1,310.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$264.00
+/- Difference					\$264.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,950.00
+/- Difference					\$2,950.00
Grand Total Budgeted					\$4,524.00
Grand Total Spent					\$0.00
+/- Difference					\$4,524.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Harrington

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	46	61	68		81		86	48	45	50	62	70	55	66
2020	48	63	68		81		87	49	47	51	64	70	56	67
2021	50	66	69		82		89	51	50	53	66	71	58	68
2022	53	69	70		83		90	53	54	55	68	72	60	70
2023	57	74	71		84		93	55	59	58	72	73	63	72
2024	62	79	72		85		96	58	65	62	76	74	67	74

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	57	79	68		83		86	45	53	50	74	77	55	71
2020	59	81	68		83		87	46	55	51	75	77	56	72
2021	61	83	69		84		88	48	57	52	76	78	57	72
2022	64	86	69		84		89	50	60	54	78	78	59	73
2023	68	90	70		85		90	52	64	56	80	79	61	75
2024	73	95	71		86		92	55	69	59	83	80	64	76

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Harrington

2019 Rates: Based on percent of students at STAAR Grade 3 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 # of Students	11	11	42		14		5	14	25		17	62	21	83
2019	18	45	71		86		100	57	48		47	69	52	65
2020	20	47	71		86		100	58	50		49	69	53	66
2021	22	50	72		87		100	60	53		51	70	55	67
2022	25	53	73		88		100	62	57		53	71	57	69
2023	29	58	74		89		100	64	62		57	72	60	71
2024	34	63	75		90		100	67	68		61	73	64	73

District Goals for Grade 3 STAAR

District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Harrington

2019 Rates: Based on percent of students at STAAR Grade 3 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.

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 # of Students	11	11	42		14		5	14	25		17	62	21	83
2019	45	64	67		86		100	21	56		82	76	48	69
2020	47	66	67		86		100	22	58		83	76	49	70
2021	49	68	68		87		100	24	60		84	77	50	70
2022	52	71	68		87		100	26	63		86	77	52	71
2023	56	75	69		88		100	28	67		88	78	54	73
2024	61	80	70		89		100	31	72		91	79	57	74

District Goals for Grade 3 STAAR

District 2019 Baseline	43	44	72	71	85	-	63	40	43	57	58	67	57	65
District 2024 Goal	59	60	75	74	88	70	69	50	59	66	67	70	66	70
District Increase 2019 to 2021	4	4	1	1	1	2	2	3	4	2	2	1	2	2
District Increase 2019 to 2024	16	16	3	3	3	5	6	10	16	9	9	3	9	5

Harrington - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 55% in 2019 to 57% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
56% 2019 Baseline: 55%	57%	59%	61%	63%

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	43	36	64	*	67	*	*	44	39	*	59	58	48	55
2020	44	38	64	*	67	*	*	45	41	*	60	58	49	56
2021	47	40	65	*	68	*	*	46	44	*	62	59	51	57
2022	50	44	65	*	68	*	*	48	48	*	65	59	53	59
2023	54	48	66	*	69	*	*	51	53	*	68	60	56	61
2024	59	54	68	*	71	*	*	54	59	*	73	62	59	63
2019-2021	4	4	1	*	1	*	*	2	5	*	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

Harrington - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 57% in 2019 to 59% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
58% 2019 Baseline: 57%	59%	60%	61%	62%

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	40	46	55	*	100	*	*	25	33	*	46	63	38	57
2020	41	47	55	*	100	*	*	26	34	*	47	63	39	58
2021	44	50	55	*	100	*	*	27	37	*	48	63	40	59
2022	47	52	56	*	101	*	*	29	40	*	49	64	42	60
2023	51	56	56	*	101	*	*	32	44	*	51	64	44	61
2024	56	61	57	*	102	*	*	35	49	*	54	65	47	62
2019-2021	4	4	0	*	0	*	*	2	4	*	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

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>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> ● Apply classroom interventions 	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"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● K-8 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. ● K-8 Measure MVPA and physical activity time 	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"> ● 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. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. ● Funding source: State and Local 	ESSA	
Principal	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local ● Utilize social media to keep parents and 		

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