Plano Independent School District

Thomas Elementary

2019-2020

Board Approval Date: October 1, 2019

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

Our Mobility rate is lower than the state. We have Multicultural Celebrations to represent the different cultures of our families. We offer different programs like: Mobile Bus, Parent Academy, Saturday Training, Title I programs, Game Night, PTA functions (concerts, spirit days at restaurants) to involve our families.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We need effective ways and strategies to teach our culturally diverse learners. **Root Cause**: Professional development needed for Cultural Diversity for all Teachers on our campus. All teachers may not know how to reach students from different cultures and backgrounds. We need strategies and instructional materials to reach our students. The curriculum is not written for culturally diverse students. Teachers need need to know how to truly engage students by reaching out to them in ways that are culturally appropriate. Teachers must look at the cultural assumptions and stereotypes that some may prevent students and teachers to connect with each other.

Student Academic Achievement

Student Academic Achievement Strengths

The number of students at the Approaches level on STAAR increased across content areas

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: In 2018-2019, the percentage of students who scored at the Approaches Grade Level Performance on Science STAAR was 45%, Meets Grade Level Performance was 15%, and Masters Grade level Performance was 6%. **Root Cause**: Prerequisite skills in science not taught with fidelity across grade levels.

Problem Statement 2: In 2018-2019, the percentage of students who scored at the Approaches Grade Level Performance on Reading STAAR was 72%, Meets Grade Level Performance was 35%, and Masters Grade level Performance was 17% **Root Cause**: Formative assessments were not planned and data was not analyzed on a regular basis.

Problem Statement 3: In 2018-2019, the percentage of students who scored at the Approaches Grade Level Performance on Math STAAR was 74%, Meets Grade Level Performance was 37%, and Masters Grade level Performance was 20% **Root Cause**: Differentiation not supplied for all students K-5.

School Processes & Programs

School Processes & Programs Strengths

63.9 % of staff surveyed state that their teams are identifying the essential standards and 18% of those surveyed state that their teams are addressing this. When these percentages are combined, this means that almost 81% of teachers surveyed are addressing the standards as a team. 59% of staff surveyed state that they are identifying content and topics we can eliminate to devote more time to the essential curriculum and 19.7% of those surveyed state that their teams are addressing this. When these percentages are combined, this means that almost 78% of teachers surveyed are addressing the identity content and topics to eliminate s as a team.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teams are not proficient in the development or use of CFA's to monitor student mastery or deficits to drive instruction. **Root Cause**: Developing and using common formative assessments (CFA's) is an area of need. There were several questions on the HRS surveys regarding CFA's. The results for these questions were all lower than 72% (when combining "true of our team" and "we are addressing this"). The lowest was at 51% (establishing a proficiency standard). Initiating team data talks regarding student mastery of the standards. Teachers from 3 grade levels were represented in our group and none of them feel these conversations are taking place with their teams. Conversations are crucial for teams to have in order to ensure we have the mindset of "not my kids, your kids but OUR kids." Therefore, the development and use of CFA's in an area of need.

Perceptions

Perceptions Strengths

Parent and community involvement. Parent and student attitudes toward school as a whole. Most team leaders feel supported. Community is satisfied with our methods of communications (Bloomz*). Schoolwide norms have been established and guide in collaboration.

We provide services such as, Parenting classes, Mobile Computer Lab, Health Fair, Food for Kids, Social Worker services, Free Breakfast for all, ELMS club which promote healthy family relationships.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teacher teams lack strong relationships and clear expectations of proper protocols regarding school-wide procedures. **Root Cause**: Build better relationships within teams -Setting and adhering to clear expectations of school-wide procedures -Training on crucial conversations -Establish proper protocol on channels of communication -Effectively training new team leaders

Priority Problem Statements

Problem Statement 1: In 2018-2019, the percentage of students who scored at the Approaches Grade Level Performance on Science STAAR was 45%, Meets Grade Level Performance was 15%, and Masters Grade level Performance was 6%.

Root Cause 1: Prerequisite skills in science not taught with fidelity across grade levels.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: In 2018-2019, the percentage of students who scored at the Approaches Grade Level Performance on Reading STAAR was 72%, Meets Grade Level Performance was 35%, and Masters Grade level Performance was 17%

Root Cause 2: Formative assessments were not planned and data was not analyzed on a regular basis.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: In 2018-2019, the percentage of students who scored at the Approaches Grade Level Performance on Math STAAR was 74%, Meets Grade Level Performance was 37%, and Masters Grade level Performance was 20%

Root Cause 3: Differentiation not supplied for all students K-5.

Problem Statement 3 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Goals

Revised/Approved: September 06, 2019

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.
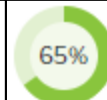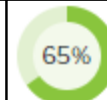
Performance Objective 1: In grade 5, there will be a 39% increase in the number of students performing at the Approaches (20%) Meets (14%), Masters (5%) grade level standards on the Science STAAR. In grades 3-4, 70% of students will be successful on formal Science assessments as measured by common formative assessment and the EOY Science MAP assessment. In grades Pre K-2, 70% students will demonstrate mastery of grade level essential Science standards as indicated on formal and informal Science assessments.
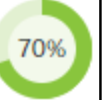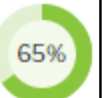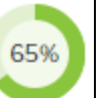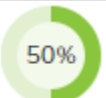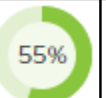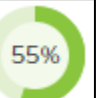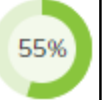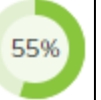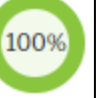
Evaluation Data Source(s) 1: Science STAAR, district benchmark assessments, common formative assessments

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: This Performance Objective will be reevaluated and a determination will be made whether to continue this CPO in the 2020-21 CIP process.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Targeted Support Strategy 1) Increase teacher accountability for Science Content by ensuring all teachers across all grade levels are teaching the science content with fidelity.	2.4, 2.5, 2.6	Administration and Instructional Support Team	Weekly lesson plan review with a focus on Science instruction Walkthrough feedback with a focus on Science instruction	60%	65%	65%
Problem Statements: Student Academic Achievement 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 2) Ensure an instructional focus on analyzing the Science TEKS, following pacing guides, and accessing the TEKs Guide by TEA for a breakdown of Science TEKS	2.4, 2.5, 2.6	Administration and Instructional Support Team	Grade level Planning agendas and notes indicating a focus on analyzing Science TEKS, use of the district's pacing guides, and use of TEKS guides provided by TEA Admin/IS team attendance at grade level planning meetings focusing on Science instruction HRS level 2 surveys with a focus on Science instruction	65%	70%	70%
Problem Statements: Student Academic Achievement 1						
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 3) Identify and implement effective Tier 1 Science instruction.	2.4, 2.5, 2.6	Administration and Instructional Support Team	Formative assessments focused on tier 1 Science instruction Walkthrough feedback with a focus on tier 1 Science instruction	65%	65%	65%
Problem Statements: Student Academic Achievement 1						
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 4) Provide professional learning and ongoing support on Collaborative Planning Protocols (i.e., Collaborate Team Framework) by bringing in district curriculum personnel, with regular attendance by admin/IS team in grade level planning	2.4, 2.5, 2.6	Administration and Instructional Support Team	Notes and feedback from district curriculum personnel focused on the Collaborative Planning protocol Notes and agendas from grade level planning indicating a focus on the collaborative planning protocol HRS level 2 surveys focused on the Collaborative Planning Protocol	50%	55%	55%
Problem Statements: Student Academic Achievement 1						
Targeted Support Strategy 5) Guarantee growth for all students	2.4, 2.5, 2.6	Administration and Instructional Support Team	Grade Level data Meetings indicating a focus on student growth Formative assessment tracking and progress monitoring system	50%	55%	55%
Targeted Support Strategy 6) Provide Science Family Night from the Perot Museum Outreach Program to come to Thomas to engage families in science related concepts and TEKS. Expected cost $585.	2.4, 3.1, 3.2	Administration and Instructional Support Team	Resources that both parents and students will have access to help make connections to concepts learned in class.	100%	100%	100%
Problem Statements: Student Academic Achievement 1						
Funding Sources: 211 Title I, Part A - 585.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Additional Targeted Support Strategy **TEA Priorities** Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 7) Target skills through hiring an adult temp to help tutor students during the day.		Principal	Increasing STAAR and MAP scores	0%	75%	75%
Additional Targeted Support Strategy **TEA Priorities** Improve low-performing schools 8) Provide experiences to the Perot Museum for 3rd grade to develop background knowledge and vocabulary. Expected cost $1,098.	2.4, 3.1	3rd grade team	This unique experience will help build background knowledge and supplement out science instruction.	0%	0%	0%
Problem Statements: Student Academic Achievement 1						
Funding Sources: 211 Title I, Part A - 1098.00						
Targeted Support Strategy 9) Provide 1st grade field trip to the Dallas Zoo to build build background knowledge and teach students the importance of conservation and animal care. Estimated Total Cost $1,479	2.4, 3.1, 3.2	1st grade team	Students will make connections to the science concepts learned in class.	0%	0%	0%
Problem Statements: Student Academic Achievement 1						
Funding Sources: 211 Title I, Part A - 1479.00						
Targeted Support Strategy 10) Provide experiences to Perot Museum for Pre-K to develop background knowledge and vocabulary. Expected cost $680	2.4	Pre-K Teachers	This field trip will provide tools that can real-world experiences.	0%	0%	0%
Funding Sources: 211 Title I, Part A - 700.00						
11) Provide experiences to Perot Museum for 2nd grade to develop background knowledge and vocabulary. Expected cost $1,035.	2.4, 2.5	2nd grade	Exploring the exhibits and touring the Perot reinforces students' understanding of 2nd grade Science and Engineering TEKS.	0%	0%	0%
Problem Statements: Student Academic Achievement 1						
Funding Sources: 211 Title I, Part A - 1035.00						
Targeted Support Strategy **ESF Levers** Lever 5: Effective Instruction 12) Provide experiences to the Dallas Arboretum Kindergarten to develop background knowledge and vocabulary. Expected cost $1396	2.5	Kindergarten Team	This trip will provide tools that the teachers can use to provide every student with real-world background and vocabulary development	0%	0%	0%
Problem Statements: Student Academic Achievement 1						
Funding Sources: 211 Title I, Part A - 1396.00						

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

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: In 2018-2019, the percentage of students who scored at the Approaches Grade Level Performance on Science STAAR was 45%, Meets Grade Level Performance was 15%, and Masters Grade level Performance was 6%. **Root Cause 1**: Prerequisite skills in science not taught with fidelity across grade levels.

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.
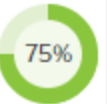
Performance Objective 2: In grades 3-5, there will be an 18% increase in the number of students who perform at the Approaches (6%), Meets (6%), and Masters (6%) grade level standards on Reading STAAR. In grades Pre K-2, 70% of students will show demonstrate mastery of grade level essential standards as indicated on informal and formal common assessments.
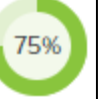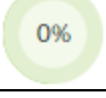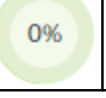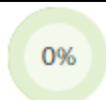
   Evaluation Data Source(s) 2: Reading STAAR, district benchmark assessments, common formative assessments.

   Summative Evaluation 2: Significant progress made toward meeting Performance Objective

   Targeted or ESF High Priority

   Next Year's Recommendation 2: This Performance Objective will be reevaluated and a determination will be made whether to continue this CPO in the 2020-21 CIP process.

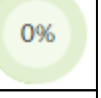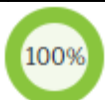| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math 1) Provide ongoing Jan Richardson guided reading, reading record, and formative assessment training	2.4, 2.5, 2.6	Administration Team Instructional Support Team	Increased teacher knowledge and implementation of effective guided reading instruction done with fidelity Regular attendance by admin/IS team in grade level planning Guided reading lesson plans	70%	75%	75%
Problem Statements: Student Academic Achievement 2						
Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math 2) Provide professional learning on content area literacy instruction in math, science and social studies using district curriculum personnel, admin and the IS team	2.4, 2.5, 2.6	Administration Team Instructional Support Team	Increased knowledge of content area balanced literacy instruction Lesson plans that include content area literacy instruction Agendas and notes from extended planning indicating a focus on content area literacy instruction	65%	70%	70%
Problem Statements: Student Academic Achievement 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math 3) Provide ongoing planning support to grade levels to encourage the use of instructional strategies that support the targeted TEKS with district and admin assistance	2.4, 2.5, 2.6	Administration Team Instructional Support Team	Effective Implementation of tier 2 instruction and interventions done with fidelity Regular attendance by admin/IS team in grade level planning	25%	100%	100%
Problem Statements: Student Academic Achievement 2						
Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math 4) Provide extended planning to discuss formative assessments by understanding and interpreting data from tier I instruction	2.4, 2.5, 2.6	Administration Team Instructional Support Team	Implementation of ongoing data analysis by teachers and students, Formative reading assessment implementation with fidelity Formative assessments indicating where teachers and students track reading levels and document improvement - every six-nine weeks Extended planning agendas and notes indicating a focus on formative assessments	25%	50%	50%
Problem Statements: Student Academic Achievement 2						
5) Target skills through hiring an adult temp to help tutor students during the day.	2.4, 2.5, 2.6	Principal	Increase scores on STAAR and MAP	30%	100%	75%
Funding Sources: 211 Title I, Part A - 12600.00						
Comprehensive Support Strategy 6) Use of Literacy Footprints Teacher Tools to supplement our guided reading Jan Richardson Reading Program. Expected cost $869.22	2.5	Instructional Team	Guided Reading Program can be implemented with fidelity.	0%	0%	0%
Funding Sources: 211 Title I, Part A - 869.22						
100% = Accomplished 0% = No Progress ✕ = Discontinue						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 2: In 2018-2019, the percentage of students who scored at the Approaches Grade Level Performance on Reading STAAR was 72%, Meets Grade Level Performance was 35%, and Masters Grade level Performance was 17% **Root Cause 2**: Formative assessments were not planned and data was not analyzed on a regular basis.

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.
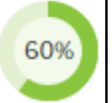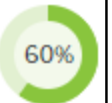
Performance Objective 3: In grade 3-5, there will be a 6% increase in the number of students who perform at the Approaches 2%, Meets 2%, and Masters 2% grade level standards on the Math STAAR. In grades Pre K-2, % of students will demonstrate mastery of grade level essential standards as indicated on informal and formal Math assessments.

   Evaluation Data Source(s) 3: Math STAAR, district benchmark assessments, common formative assessments.

   Summative Evaluation 3: Some progress made toward meeting Performance Objective

   Targeted or ESF High Priority

   Next Year's Recommendation 3: This Performance Objective will be reevaluated and a determination will be made whether to continue this CPO in the 2020-21 CIP process.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math 1) Provide a variety of instructional practices that result in students exploring and making sense of multiple representations, mathematical strategies, and precise mathematical language	2.4, 2.5, 2.6	Administration and Instructional Support Team	Increased performance in Math in grades K-5, Increased teacher knowledge and implementation of effective tier 1 math instruction done with fidelity Classroom visits indicating effective tier 1 math instruction done with fidelity Walkthrough feedback focused on implementation of effective tier 1 Math instruction	60%	60%	60%
Problem Statements: Student Academic Achievement 3						
Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math 2) Provide extended planning and professional development to educate teachers in understanding and interpreting data, and using the collaborative framework, and PISD instructional model	2.4, 2.5, 2.6	Administration and Instructional Support Team	Increased performance in Math in grades K-5, Collaborative extended planning discussions focused on understanding and interpreting Math data using the PISD instructional model Extended planning agendas and notes indicating implementation of the collaborative framework and PISD instructional model	50%	60%	60%
Problem Statements: Student Academic Achievement 3						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Targeted Support Strategy 3) Provide ongoing planning support to grade levels to encourage the use of instructional strategies that support the targeted TEKS in math with district and admin assistance	2.4, 2.5, 2.6	Administration and Instructional Support Team	Increased performance in Math in grades K-5, Increased teacher knowledge and implementation of effective targeted tier 2 Math instruction and interventions done with fidelity Admin/IS regular attendance in grade level planning with a focus on effective tier 2 Math instruction and interventions	50%	50%	50%
Problem Statements: Student Academic Achievement 3						
Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math 4) Provide extended planning to discuss formative assessments by understanding and interpreting data from tier I instruction	2.4, 2.5, 2.6	Administration and Instructional Support Team	Increased performance in Math in grades K-5, Extended planning agendas , notes, and action plans, indicating a focus on understanding and interpreting data from tier 1 instruction	50%	50%	50%
Problem Statements: Student Academic Achievement 3						
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 3: In 2018-2019, the percentage of students who scored at the Approaches Grade Level Performance on Math STAAR was 74%, Meets Grade Level Performance was 37%, and Masters Grade level Performance was 20% **Root Cause 3**: Differentiation not supplied for all students K-5.

Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.

Goal 4: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

Campus Level Improvement Committee

Committee Role	Name	Position
Administrator	Zack Pruett	Principal
Administrator	Kimberly Blackwell	Assistant Principal
Parent/Teacher	Tiffany McDaniel	Parent/PE Teacher
Classroom Teacher	Esperanza Pratt	Kindergarten Teacher
Non-classroom Professional	Alison Manktleow	Dyslexia Specialist
Non-classroom Professional	Jami Lamar	Counselor
Classroom Teacher	Roxana Viganas	Parent/Pre-K Teacher
Classroom Teacher	Kellie Leehy	1st Grade Teacher
Non-classroom Professional	Ana Gurrola	Bilingual Specialist
Paraprofessional	Mirna Avila	Office Manager
Classroom Teacher	Mary Needham	2nd Grade Teacher
Classroom Teacher	Sally Gonzalez	3rd Grade Teacher
Parent	Tambrisha Hamilton	Parent/4th Grade Teacher
Classroom Teacher	Melissa Deichert	5th Grade Teacher
Community Representative	Jada Watson	PTA Representative
District-level Professional	Lesley Range-Stanton	Executive Director, Communications
Non-classroom Professional	Amy Rouquette	Instructional Specialist
Community Representative	Kory Knott	Pastor-Custer Road United Methodist Church

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. **Bullying** **Staff Prevention** • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations **Staff Education** • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process **Staff Intervention** • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies **Student Prevention** • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas **Student Education** • Explain referral process/contacts • Anonymous Tip Line **Student Intervention** • Apply classroom interventions • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students	TEC 11.252(a)(3)(E)	Principal	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
2. Coordinated Health Program **Coordinated School Health** • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. **Fitness** • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. **Physical Activity Requirements** • K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.	TEC 11.253(d) Board Policy FFA(Local)	Principal	The school will follow Board Policies: FFA and EHAA.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• K-5 Ensure students are receiving daily unstructured play during recess. • K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** • K-8 Monitor attendance of students and follow up on prominent and chronic absences.			
3. **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** • Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. • Funding source: State and Local	ESSA	Principal	
4. **Parent Involvement** • Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local • Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local • Utilize social media to keep parents and community informed. Funding source: State and Local • PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local • Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). Funding source: State and Local • Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		Principal	