

**School Plan for Student Achievement  
Executive Summary  
22/23  
Fisler School**

<b>Principal:</b> Kimberly Benaraw	<b>School Site Council Approval Date:</b> November 9, 2022
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<b>State Program Funds:</b>	LCFF Supplemental 302	LCFF Base 304	<b>Federal Program Funds:</b>	Title I Economically Disadvantaged 212
<b>Estimated Funds:</b>	\$ 172,024	\$ 117,962	<b>Estimated Funds:</b>	N/A

**School Mission/Vision**

**Mission:** At Robert C. Fisler School, we empower each other to create, communicate, collaborate, and think critically in a technology-rich environment.

**Vision:** The Fisler School community comes together based on a vision to develop the students into the innovators of today. Fisler students will become the forward-thinkers, strategists, and leaders who transform their future and innovate solutions for a better world.

School Achievement Goals	Major Initiatives, Actions and Services to Improve Student Achievement
<p><b>Goal 1: Student Achievement</b></p> <ul style="list-style-type: none"> <li>● ELA School-Wide Goals:               <ul style="list-style-type: none"> <li>○ Kindergarten ELA Goal: Using current ESGI data, Kindergarten's foci is segmenting and letter sounds. Currently 11% of students have met the goal. By the 3rd trimester benchmark, 80% of Kindergarten students will demonstrate proficiency in segmenting and 90% proficiency in letter sounds</li> <li>○ First Grade ELA Goal: Based on the district's oral reading/phonics benchmark, 18/94 below basic students (19%)</li> <li>○ Second Grade ELA Goal: The percentage of 2nd grade students scoring in levels 1 and 2 ("not mastered") was 42% on the 22/23 Fall district diagnostic assessment. Our goal is to decrease that percentage by at least 10% for the 22/23 district diagnostic assessment results (D3).</li> <li>○ Third-Eighth Grade ELA Goal: Percentage of students scoring in levels 1 and 2 ("not meeting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Teachers create California Common Core Standards based lesson plans that support the needs of students. Teachers are released during the day to collaborate in PLC teams. Teachers develop common formative assessment based on Guaranteed and Viable Standards. Data is analyzed and used to form Response to Intervention groups based on needs in all curricular areas.</li> <li>● Standards-based assessments are created in programs such as iReady and/or Blackboard Learning Management Systems.</li> <li>● Teachers use Gifted and Talented Education (GATE) strategies and implementation of school-wide Depth and Complexity Icons. Junior Great Books are offered to GATE identified students to utilize the Shared Inquiry Method.</li> <li>● Students use laptops, iPads, iPad Carts to enhance learning.</li> <li>● Students use laptop/iPad programs and application such as IXL for math, Accelerated Reader, IReady ELA, BrainPop for ELA/math to reinforce skills and as intervention tools. Blackboard Learning Management System and Google Classroom are use as learning management systems.</li> <li>● Teachers use Writer's Workshop, Reader's Workshop, CGI to teacher reading, writing, and math strategies. Grade levels K-6 use Lucy Calkins' Units of Study for both Reader's and Writer's Workshop.</li> <li>● Speech and Debate is offered to students in grades 4th -8th. Students will learn about public speaking, and speech writing, and will cover skills in argumentation and debate. Students will have the opportunity to participate in local and regional Speech and Debate competitions.</li> <li>● Middle School Grades (6-8) use Study Sync for Reading, Writing, and ELD supports, IReady ELA along with Listenwise to support listening skills.</li> <li>● Monthly learning objectives are submitted to administration and posted in all classrooms.</li> </ul>

<p>State Standards") on the 22/23 Fall district diagnostic was 25%. Our goal is to decrease that percentage by at least 10% for the 22/23 district diagnostic assessment results (D3).</p> <ul style="list-style-type: none"> <li>○ Third-Eighth Grade ELA English Learner Goal: For grades 3rd-8th, percentage of English Learner students scoring in levels 1 and 2 ("not meeting State Standards") on the 22/23 Fall district diagnostic was 71%. Our goal is to decrease that percentage by at least 10% for the 22/23 district diagnostic assessment results (D3).</li> <li>○ Third-Eighth Grade ELA SPED Goal: For grades 3rd-8th SPED students, percentage of English Learner students scoring in levels 1 and 2 ("not meeting State Standards") on the 22/23 Fall district diagnostic was 46%. Our goal is to decrease that percentage by at least 10% for the 22/23 district diagnostic assessment results (D2).</li> <li>○ Third- Eighth Grade By Spring 2022, the overall SBAC ELA Distance From Standard (DFS) will increase from 3 points from increased to increased significantly in the very high performance category</li> </ul> <ul style="list-style-type: none"> <li>● Math School-Wide Goals: <ul style="list-style-type: none"> <li>○ Kindergarten Math Goal:Using current ESGI Data, Kindergarten's focus in math is counting and representing numbers. By the 3rd trimester benchmark in 22/23, 90% of Kindergarten students will demonstrate proficiency in counting and representing numbers 0-20. Currently 75% have met the goal.</li> <li>○ First Grade Math Goal: The timed math test results showed that 28/94 first graders (30%) are far below basic in adding 25 math problems in 2 minutes. Our goal is to decrease this to 10%by the 2nd trimester.</li> <li>○ Second Grade Math Goal: The percentage of 2nd grade students scoring in levels 1 and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● School Plays enhance learning in social studies and science: 1st Grade; Biomes, 2nd Grade; Everybody Smiles in the Same Language, 3rd Grade; Pirates of Grammar Island, 4th Grade; Geology Rocks, 5th Grade; Alice's Adventures with Idioms.</li> <li>● Enrichment/Extended Activities: 6th Grade Science Camp, Science Olympiad, Family Science Night, Math Field Day, Math Olympiad, Mathena Math Club, MinecraftEdu, advanced robotics.</li> <li>● 5th-8th grade students will cultivate their passions and efficacy through personal, educational and professional discovery, guided by a college/ career pathway. Activities include engaging parents, teachers, staff and students. All G5-G8 students will take the Thrively strength assessment to help identify their strengths and passions. As this information is shared with students, teachers, and parents, activities will be scheduled throughout the year to help student cultivate those identified passions, ending with a culminating event to showcase the work students have done throughout the year. All 8th grade students will receive 1:1 counseling support in identifying pathways towards high school/college/career, supported by strength-based assessments, passion directed PBL, and community opportunities. This will be evidenced by a 1:1 counseling form, lessons through Thrively, and artifacts from community activities.</li> <li>● Support for Struggling Learners</li> <li>● Push-in RSP services are offered to students to meet IEP goals.</li> <li>● Response to Interventions (Rtl) are offered to students in small groups with targeted focus based on Universal Screenings, diagnostic tests and common formative assessments for grades K-8.</li> <li>● Saturday School opportunities are available to students for intervention support.</li> <li>● Positive Behavioral Intervention and Supports (PBIS) school-wide program helps with the implementation of Behavior Matrix to promote positive behaviors.</li> <li>● Multi-Tiered Systems of Support (MTSS) meetings are held to support teachers with struggling learners based on data and referral form process.</li> <li>● Programs such as BrainPOP ESL, and Study Sync ELD provides additional support for EL learners.</li> <li>● Counselor supports students with academic needs, scoring below a 2.0 GPA on a quarterly basis for middle school students.</li> <li>● Support for Teacher Planning, Collaboration, and Professional Development</li> <li>● On-going professional development is provided to support Common Core instruction. Professional development is focused on Marzano Strategies, Visible Learning with John Hattie, as well as training on Design Thinking and technology integration.</li> <li>● Teachers meet weekly for Professional Learning Community (PLC) meetings to analyze data, share resources, plan instruction, and create common formative assessments.</li> <li>● Teachers use Grade Level Planning and Teacher Planning days to collaborate with their grade level teams to plan curriculum and instruction.</li> <li>● Teachers participate in Instructional Rounds, where teachers are able to observe best teaching practices during the instructional day. Teachers debrief on what was observed.</li> <li>● Teachers attend trainings and inservice at the District to support student learning, topics such as Reader's Workshop, Cognitively Guided Instruction (CGI) Math, Writer's Workshop and Thinking Maps.</li> <li>● Middle School ELA and math teachers attend collaboration meetings with other middle school teachers as well as at the high school level.</li> </ul>
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<p>2 ("not mastered") was 55% on the 22/23 Fall district diagnostic assessments. Our goal is to decrease that percentage by at least 10% for the 22/23 district diagnostic assessment results (D3).</p> <ul style="list-style-type: none"> <li>○ Third-Eighth Grade Math Goal: Percentage of students scoring in levels 1 and 2 ("not meeting State Standards") on the 22/23 Fall district diagnostic was 30%. Our goal is to decrease that percentage by at least 10% for the 22/23 district diagnostic assessment results (D3).</li> <li>○ Third-Eighth Grade Math English Learner Goal: For grades 3rd-8th, percentage of English Learner students scoring in levels 1 and 2 ("not meeting State Standards") on the 22/23 Fall district diagnostic was 69%. Our goal is to decrease that percentage by at least 10% for the 22/23 district diagnostic assessment results (D3).</li> <li>○ Third-Eighth Grade Math SPED Goal: For grades 3rd-8th SPED students, percentage of SPED students scoring in levels 1 and 2 ("not meeting State Standards") on the 22/23 Fall district diagnostic was 68%. Our goal is to decrease that percentage by at least 10% for the 22/23 district diagnostic assessment results (D3).</li> <li>○ Third- Eighth Grade By Spring 2022, the overall SBAC Math Distance From Standard (DFS) will increase from 3 points from increased to increased significantly in the very high performance category</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers attend conferences offered by the professional community such as Cotsen Foundation Conferences on Reading, Writing, and Math, OCCGATE, CAG, and CUE.</li> <li>● Teachers pursue GATE Certification (Year 1 and Year 2) at the district or university.</li> <li>● District TOSA support is offered to teachers for curricular support such as science.</li> <li>● Communication and Support from School Community</li> <li>● Parents volunteer in the classrooms regularly.</li> <li>● English Language Advisory Committee (ELAC,) PTSA, School Site Council, FFAST Foundation, and Safety Committee meet regularly.</li> <li>● Parent conferences are held twice a year and as needed.</li> <li>● School and teacher websites are kept current. Social media such as Instagram and Twitter are used to communicate with the community. BlackBoard Connect used to send email and voice messages to the community. A weekly newsletter, Smore, is sent to parent via BlackBoard Connect.</li> <li>● Parents and school community support school events such as:</li> <li>● Read Across America</li> <li>● Film Festival</li> <li>● Book Fairs</li> <li>● Family Science Night</li> <li>● All the Arts Night (Celebrating Diversity Night)</li> <li>● School Spirit Rally by PTSA</li> <li>● Best Party Ever by the Foundation</li> </ul>
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<p><b>Goal 2:Technology and Digital Literacy</b></p> <ul style="list-style-type: none"> <li>All Fisler students and staff will have access to demonstrate mastery of 21st Century learning tools, resources, and skills in support of relevant and rigorous learning experiences.</li> </ul>	<p><b>Support for 21st Century Curriculum and Instruction</b></p> <ul style="list-style-type: none"> <li>Students use technology to access curriculum, reinforce skills, and extend learning. Students create, communicate, collaborate and critically think in a technology-rich environment. All students have equitable access to learning tools and devices. Students use laptops, iPads, iPad Carts, iPod Carts as well as laptop/iPad programs and application such as IXL for math, Accelerated Reader, BrainPop vocabulary.com and Moby Max for ELA/math to learn and reinforce skills. Blackboard Learning Management System allows teachers to create an online class, where students can access content and materials 24/7.</li> <li>Students are given opportunities to design, create, invent, and engineer ideas and products using technology through Project Based Learning and Design Thinking during Pathfinder time for enrichment. Middle school students are offered animation, html coding, photography, robotics, rocketry, graphic design and web design through technology class and/or electives. Students learn relevant, real world skills and how these skills impact the world today.</li> <li>There is a school-wide focus on progression of coding skills across the grade levels. Kindergarteners learn about coding through Kibo and Beebots; first graders program Ozobots, second graders program Dash N Dot robots; third graders program Lego Mindstorm EV3s, 4th grade programs circuits through Littlebits coding, 5th graders program drones using Python, and middle school students learn advanced Python, Java, and have an opportunity to program Vex Robots. In addition to programmable devices, 3rd-8th grade receive explicit instruction in the coding language. Through a partnership with TechSmart, 3rd-8th grade teachers explicitly teach block and language based coding progressively through TechSmart's curriculum. 6th-8th grade are given an opportunity to take the AP Computer Science Principles Exam.</li> <li>Digital citizenship is explicitly taught through Common Sense Media. Grade levels choose a focus area and report on the lesson/project twice a year to administration. Robert C. Fisler School is Digital Citizenship Certified School through Common Sense Media. This certification is renewed annually.</li> <li>After school enrichment is offered through the Foundation with classes on advanced robotics, animation, app development, and MinecraftEdu.</li> </ul> <p><b>Support for 21st Century Professional Development</b></p> <ul style="list-style-type: none"> <li>Professional Development is provided throughout the year on campus with site specific needs. Progressive skills in coding across grade levels require vertical articulation. Teachers are given time to collaborate and explore technology through release days, as well as PLC meetings.</li> <li>Teachers also attend Computer Using Educators (CUE) conference annually. Attendees share ideas and best practices with their colleagues after the conference through Professional Development Wednesdays and PLCs.</li> <li>3rd-8th grade teachers are trained in coding through TechSmart.</li> <li>Teachers present at local and national conferences such as Computer Using Educators (CUE).</li> </ul>
<p><b>Goal 3:Safe and Secure Environment</b></p> <ul style="list-style-type: none"> <li>Robert C. Fisler School will provide a welcoming, safe and</li> </ul>	<p><b>Supporting a Welcoming Environment</b></p> <ul style="list-style-type: none"> <li>Buildings and campus are neat and orderly. Trash on and around campus is picked up before, during, and after school hours. Bathrooms are clean at all times.</li> </ul>

<p>secure environment for all members of our school community.</p> <ul style="list-style-type: none"> <li>● Fisler Staff will build a school-wide Cultural Proficiency Plan that will promote and celebrate diversity through best instructional practices, community events, and Positive Behavioral Intervention Supports (PBIS). <ul style="list-style-type: none"> <li>○ Celebrating Success (Marzano Domain 1: Art and Science of Teaching)</li> <li>○ School-wide celebrations that include students, staff, and community</li> <li>○ Creating a Safe and Collaborative Environment (Marzano Level 1: High Reliability Schools)</li> <li>○ Teachers will look more closely at all students' experiences and honor their background and uniqueness to shift mindset about teacher roles and the need to teach all students equitably.</li> <li>○ Parents will learn about students' uniqueness and embrace diversity within all learners.</li> <li>○ Students will be engaged in intentional opportunities that develop skills to interact with one another to become kind, safe, responsible and respectful individuals in their community.</li> </ul> </li> <li>● Fisler will foster an inclusive environment for new families and staff through ongoing events and meetings such as a new family orientation and New Student Program for students. Every Fisler leadership student will mentor a new student by assisting in school transition, helping with technology and attending school social events together (ongoing throughout the school year). All new student will be paired with a buddy in TK-8 at the start of school.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff, students and parents promote a positive and welcoming environment, with excellent customer services by school staff.</li> <li>● Positive Behavioral Intervention and Supports (PBIS) school-wide program helps with the implementation of Behavior Matrix to promote positive behaviors. The PBIS team, comprised of administration, teachers, counselor, support staff, and students, works towards a positive school climate.</li> <li>● Administration and teachers work closely with PTSA and the Foundation to support school-wide events and assemblies to celebrate talents and diversity and promote a welcoming environment, such as Celebrating Diversity through All the Arts Night, Fisler Spirit Rally, Read Across America, Family Science Night, Family Film Festival, and The Best Party Ever.</li> </ul> <p><b>Supporting School Safety</b></p> <ul style="list-style-type: none"> <li>● Fire drills, lockdown drills, and earthquake drills are held regularly in preparation for a emergency situation and/or disaster.</li> <li>● Fisler's Safety Committee, comprised of administration, support staff, and parent representatives, meets regularly to debrief on drills, discuss safety concerns, and develop action plans to improve safety protocol on campus.</li> <li>● A detailed emergency plan is in place with all staff members understanding their roles. A mock-drill is practice annually, which entails having all teams (Command Center, Security, Search and Rescue, Medical, and Release and Reunion) to play out their roles with impromptu scenarios.</li> <li>● Each classroom is equipped with a box of emergency food, water, and an emergency bucket with all supplies. Additional emergency supplies and water are stored in the school's emergency shed. All supplies are kept updated annually.</li> <li>● Multi-Tiered Systems of Support (MTSS) meetings are held to support teachers with struggling learners and students who exhibit emotional or behavioral difficulties. The counselor serves on this team and supports students as well as teachers in the classroom.</li> <li>● The school administration works closely with the School Resource Officer of a neighboring high school as needed.</li> <li>● A detailed Safe School Plan and Safe School Action Plan are in place.</li> </ul> <p><b>School Programs/Activities</b></p> <ul style="list-style-type: none"> <li>● Fisler's counselor leads staff and students through social emotional support trainings. The counselor also leads Team Kids, a charity/community service program that empowers students to make a difference. Parent groups support Team Kids activities by assisting in the school-wide carnival and helping to collect items for the charity donations.</li> <li>● Positive Behavioral Intervention and Supports (PBIS) school-wide program helps with the implementation of Behavior Matrix to promote positive behaviors. Information is shared with the parent community through PTSA meetings, monthly newsletters, and emails sent by teachers. Opportunities for parent involvement are given to help support positive behaviors such as through anti-bullying assemblies, planning Red Ribbon Week, and assisting with the prizes for PBIS Rewards System. Agenda items will focus on diversity and how the school can better embrace difference.</li> <li>● Middle school students hold pep rallies five times a year to promote school spirit and participation with school activities and events such as Middle School Dances. Parent support is needed to run the dances, provide refreshments, and help with the planning.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Fisler has a School Wide Cultural Proficiency Plan. The plan is based from the school core values of being Kind, Safe, Responsible, and Respectful. The plan seeks to shift instructional practices and school events to promote individuality, innovation, creativity, student ownership, inclusion and safety in learning. It is meant to confront biases and support one another to provide an environment that is safe for all students and families. With the efforts of the community, staff, PBIS, and students, we promote an inclusive and safe learning environment. A new student orientation has been established for new students to Fisler. New Parent Orientations are held for all incoming Kindergarten parents and new parents. PBIS works to support teachers with Restorative Circles and Class Meetings to address social emotional concerns.</li> <li>● A MTSS team consisting of several general education teachers, the Response to Intervention Teacher, the Resource Specialist, and administration are working toward inclusive practices in the general education classroom for students in Special Education. Together, they are finding ways to establish a co-teaching model where differentiation and student individual learning needs are attended to without excluding or removing students. It is also to improve teaching practices through a reflective and collaborative process.</li> </ul>
<p><b>Goal 4:Parent Environment</b></p> <ul style="list-style-type: none"> <li>● Robert C. Fisler School will improve parent involvement and communication by amplifying the use of diverse modalities to disseminate news, events, and showcase student work among all members of our school community and within our District and city and geographic area at large.</li> <li>● Fisler Staff will promote active parent involvement in activities related to student academic, physical and emotional well-being. Information will be disseminated through PTSA, Foundation, ELAC, School Site Council, and School Safety Committee meetings. Parents will also have an active role in decision making through these meetings. Parents will engage in this effort through various family nights provided by parent groups, administration, and staff such as the Celebration of Diversity Night, Spirit Rally, Film Festival, Science Night, showcases, Best Party Ever and 8th Grade Promotion. Fisler Staff will communicate with parents using a variety of modes to disseminate news, events and showcase student work. This will be evidenced by the use of:</li> </ul>	<p><b>Supporting School to Home Communication</b></p> <ul style="list-style-type: none"> <li>● Administration and Staff provides clear communication at the start of the year through Back to School Night, Principal's Message, Mobile Devices Handbook, and Parent Community Handbook, which includes school programs, policies and procedures. All resources are offered online at the school's website.</li> <li>● Fisler School communicates with the parent community via phone, emails, newsletters, social media, to inform of current/upcoming events and successes. The principal sends an electronic newsletter weekly to highlight events and celebrate successes. School calendar, which is provided online, is kept up to date and lists all school-wide events. Parents follow Fisler's Twitter and Instagram social media accounts to get current news and happenings. Teachers communicate with students using the class website, Google Classroom and Blackboard LMS. Middle School Staff communicates all activities and resources through a Middle School Activities website.</li> <li>● Student learning and innovation are showcased to the public through district events such as the Innovation Experience, site events such as the Film Festival and All the Art Reflection Night, and online through the website.</li> <li>● As needed, personal phone calls and face to face meetings are conducted.</li> </ul> <p><b>Supporting Communication With School Staff</b></p> <ul style="list-style-type: none"> <li>● Administration provides a digital weekly staff newsletter. It has the week's overview, upcoming dates/events, staff meeting recaps, announcements and celebrations, District news, and resources such as calendar links and sign ups.</li> <li>● Administration provides communication to staff through emails, phone calls, staff lounge bulletin board and white board.</li> <li>● The Fisler Staff Website holds information such links to calendars, leadership meeting minutes/agendas, MTSS/PBIS resources, Photo Gallery, Plan for Professional Growth, Rtl Resources, Staff Handbook, and Instructional Sharing. The Fisler Staff Class can be accessed digitally by staff 24/7.</li> </ul> <p><b>Supporting Communication with Students</b></p>

<ul style="list-style-type: none"> <li>○ Social Media</li> <li>○ BlackBoard Connect: Email and text features</li> <li>○ Digital Weekly Newsletter</li> <li>○ Digital showcasing through website</li> <li>● Middle school communication through a Middle School Activities page on Blackboard shared with students, parents, and the community, provide to parents through a one-stop-shop weblink.</li> <li>● 2022-2023 Topics will include: <ul style="list-style-type: none"> <li>○ Anti Bullying</li> <li>○ Inclusive Practices</li> <li>○ Celebrating Success</li> <li>○ Digital Citizenship</li> </ul> </li> <li>● Safety Procedures and Drill through Safety Committee (Parent involvement)</li> <li>● For the 2022-2023 communication will be extended to the larger Amerige Heights community on school events, enrollment procedures, special programs, and ways to get involved for our future families through: <ul style="list-style-type: none"> <li>○ Collaboration with the Amerige Heights Homeowners Association:</li> <li>○ Collaborate with the HOA to include information on their Community Newsletter on Fisler's calendar of events</li> <li>○ Create visible banners for the school on enrollment dates for home residents.</li> <li>○ Create an internal system to log future Fisler family contact info.</li> <li>○ Share existing newsletters and flyers that go home to our current families to upcoming families.</li> <li>○ Share information from FJUHS articulation meetings to the community.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Teachers communicate learning goals and expectations directly to students in the classroom. Learning goals and expectation, such as Fisler's Behavior Matrix, are posted on every classroom.</li> <li>● Teachers communicate with students using the class website, Google Classroom and Blackboard LMS. Announcement are given in class and can also be sent electronically using Blackboard. Feedback to student work is given through Google and/or Blackboard LMS through the comment feature. Students are able to access resources online on Blackboard and Google 24/7.</li> <li>● Upcoming school events are promoted using the PA system to students school-wide. Announcements are made by the the middle school leadership team. Students also watch a principal video two times a week.</li> <li>● All middle school activities/events/announcements and resources are posted on the Middle School Activities Blackboard page, which has been made public to parents.</li> </ul> <p><b>Supporting Communication with the District</b></p> <ul style="list-style-type: none"> <li>● Fisler administration and staff support district events and promote participation among school community members. District events will be highlighted on the school's website as needed.</li> <li>● Clear and timely communication is made between the school and district through email, text, and direct communication.</li> <li>● District information is communicated to staff during staff meetings, leadership meetings, through the staff newsletter, emails, and postings in the staff lounge.</li> <li>● Supporting Communication with the Wider Community</li> <li>● Fisler uses social media, such as Twitter and Instagram, to promote school events, programs and successes.</li> <li>● Fisler establishes a positive relationship with Sunny Hills High School and Troy High School. Sunny Hills will continue to provide an orientation for 8th graders prior to open enrollment. We will support the high school district with providing data for initial placements.</li> <li>● Fisler participates in community events such as Face of Fullerton, Fullerton Fit Families, All the Arts Pin Auction, Toast to Learning, Rotary Club Jog-a-thon, and Needlework Guild of America events.</li> <li>● Apple Tours are conducted to showcase the 1:1 iPad and Laptop Program. Education professionals, parents, community members, and other districts (locally, nationally, and internationally) are invited to attend.</li> </ul>
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