

Plano Independent School District

Vines High School

2019-2020

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Social Studies



Board Approval Date: October 1, 2019

Mission Statement

At Vines High School, we work together to build a learning community of academically, socially, and emotionally well-rounded individuals through meaningful interactions.

Vision

COMMITTED TO EXCELLENCE | DEDICATED TO CARING | POWERED BY LEARNING | PLANO ISD PROUD

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	5
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	11
Goals	13
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.	13
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.	16
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.	17
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.	18
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.	19
SBIC 2019 -2020	20
Addendums	21

Comprehensive Needs Assessment

Revised/Approved: May 08, 2019

Demographics

Demographics Strengths

- Our campus has a lower student mobility rate for students than district and state percentages.
- The parental support of our student sub. populations is strong.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Vines High School showed decreases in performance for ALL students and Economically Disadvantaged Students from the English I to English II EOC exams. The percentage of ALL students at Approaches decreased by 4% from English I to English II and the percentage of ALL students at Masters decreased by 5%. The percentage of Economically Disadvantaged students at Approaches decreased by 8% from English I to English II. The percentage of Economically Disadvantaged students at Meets decreased by 4%. The percentage of Economically Disadvantaged students at Masters decreased by 2% . **Root Cause:** 1. Previous Leadership Team was lacking vision, purpose and instructional leadership. 2. Lack of preparation for targeted weaknesses on state EOCs. 3. Lack of vertical alignment between 9th and 10th grades; 10th grade planning was not efficient; lack of whole department planning, lack of backwards design planning. 4. Teachers not differentiating enough to meet the needs of all students (Did I do enough to challenge my students). 5. Missed opportunities to address student motivation. 6. ELL students haven't taken this type of test before and don't have the stamina to take such a long test. 7. Not using the vocabulary that students will see on the test; lack of teacher knowledge of what is on the test; lack of STAAR practice and exam stems (vocabulary and formatting). 8. The structure of our Academic Literacy course is lacking.

Student Academic Achievement

Student Academic Achievement Strengths

- We have high enrollment in honors and AP courses.
- Our "Algebra Buddy" Peer tutoring program helped increase the passing rate for our Algebra I re-testers last school year.
- Our Fine Arts programs continue to successfully perform at the highest level of UIL competition.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Vines High School students taking honors courses are under-performing on semester and state assessments in comparison to other district 9/10 schools. **Root Cause:** 1. Lack of rigor in honors curriculum and district unit assessments. 2. Missed opportunities by teachers to incorporate critical thinking in daily lessons. 3. High student apathy towards academic achievement. 4. Students not appropriately placed to meet the instructional demands in some honors courses.

Problem Statement 2: Hispanic, African -American, ELL, and SPED student populations at Vines HS are under-performing in comparison to other district 9/10 schools and these populations are experiencing high losses in all levels of mathematics for both Academic Achievement and Growth Targets for Domain 3: Closing the Gap. **Root Cause:** 1. Missed opportunities to provide teachers with necessary professional learning on differentiation in the classroom. 2. Teachers lack knowledge of instructional strategies to meet the academic needs of are fast-growing populations. 3. ELL and Ec. Dis. student populations have increased significantly in the last two years. UPDATE:4: There is not enough focus on the power standards in the math curriculum. 5. STAAR test is not equitable for all tested student groups; Algebra I STAAR test is written at a very rigorous reading level; current assessments don't reflect the same level as STAAR. 6. Curriculum is designed for guiding instruction rather than discovering connections. 7. Lack of preparation for Algebra course requirements (homework); student snot studying/doing homework (skill practice) ; lack of student motivation to make school a priority.

Problem Statement 3: Vines High School showed decreases in performance for ALL students and Economically Disadvantaged Students from the English I to English II EOC exams. The percentage of ALL students at Approaches decreased by 4% from English I to English II and the percentage of ALL students at Masters decreased by 5%. The percentage of Economically Disadvantaged students at Approaches decreased by 8% from English I to English II. The percentage of Economically Disadvantage students at Meets decreased by 4%. The percentage of Economically Disadvantaged students at Masters decreased by 2% . **Root Cause:** 1. Previous Leadership Team was lacking vision, purpose and instructional leadership. 2. Lack of preparation for targeted weaknesses on state EOCs. 3. Lack of vertical alignment between 9th and 10th grades; 10th grade planning was not efficient; lack of whole department planning, lack of backwards design planning. 4. Teachers not differentiating enough to meet the needs of all students (Did I do enough to challenge my

students). 5. Missed opportunities to address student motivation. 6. ELL students haven't taken this type of test before and don't have the stamina to take such a long test. 7. Not using the vocabulary that students will see on the test; lack of teacher knowledge of what is on the test; lack of STAAR practice and exam stems (vocabulary and formatting). 8. The structure of our Academic Literacy course is lacking.

School Processes & Programs

School Processes & Programs Strengths

- Weekly collaborative team planning
- VIKING TIME
- Peer to peer observation time
- Monthly department meetings
- Weekly CMIT meetings to support students who are not responding successfully to the general education curriculum.
- Staff supervision duty roster
- Teachers have a voice and input in the campus master schedule
- District mentor program for new teachers
- Campus support services
- Successful instructional technology services
- Program support services (extra curricular, after school, etc.)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: According to Vines HS HRS Level 2 Teacher and Staff Survey, teachers expressed that they need the opportunity to observe effective teaching strategies in practice. **Root Cause:** Previous administration not providing teachers with time desired for peer to peer observations at Vines or other secondary high schools. 2. Previous administration not informing teachers of the availability of authorized sub. codes assigned to each campus for teacher planning .

Perceptions

Perceptions Strengths

- We have a diverse student and staff community.
- Our staff is committed to working as a team beyond collaborative teaming time.
- We have caring and passionate teachers who want to support their students academically and emotionally.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teacher perception is that there is a strong prevalence of student apathy towards academic achievement. **Root Cause:** Students are disrespectful to building staff and instructional practices. Students have negative attitudes towards adherence to campus expectations. There is a lack of consistency and authority (administration, teachers, and students).

Priority Problem Statements

Problem Statement 1: Vines High School students taking honors courses are under-performing on semester and state assessments in comparison to other district 9/10 schools.

Root Cause 1: 1. Lack of rigor in honors curriculum and district unit assessments. 2. Missed opportunities by teachers to incorporate critical thinking in daily lessons. 3. High student apathy towards academic achievement. 4. Students not appropriately placed to meet the instructional demands in some honors courses.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Vines High School showed decreases in performance for ALL students and Economically Disadvantaged Students from the English I to English II EOC exams. The percentage of ALL students at Approaches decreased by 4% from English I to English II and the percentage of ALL students at Masters decreased by 5%. The percentage of Economically Disadvantaged students at Approaches decreased by 8% from English I to English II. The percentage of Economically Disadvantage students at Meets decreased by 4%. The percentage of Economically Disadvantaged students at Masters decreased by 2% .

Root Cause 2: 1. Previous Leadership Team was lacking vision, purpose and instructional leadership. 2. Lack of preparation for targeted weaknesses on state EOCs. 3. Lack of vertical alignment between 9th and 10th grades; 10th grade planning was not efficient; lack of whole department planning, lack of backwards design planning. 4. Teachers not differentiating enough to meet the needs of all students (Did I do enough to challenge my students). 5. Missed opportunities to address student motivation. 6. ELL students haven't taken this type of test before and don't have the stamina to take such a long test. 7. Not using the vocabulary that students will see on the test; lack of teacher knowledge of what is on the test; lack of STAAR practice and exam stems (vocabulary and formatting). 8. The structure of our Academic Literacy course is lacking.

Problem Statement 2 Areas: Demographics - Student Academic Achievement

Problem Statement 3: Hispanic, African -American, ELL, and SPED student populations at Vines HS are under-performing in comparison to other district 9/10 schools and these populations are experiencing high losses in all levels of mathematics for both Academic Achievement and Growth Targets for Domain 3: Closing the Gap.

Root Cause 3: 1. Missed opportunities to provide teachers with necessary professional learning on differentiation in the classroom. 2. Teachers lack

knowledge of instructional strategies to meet the academic needs of are fast-growing populations. 3. ELL and Ec. Dis. student populations have increased significantly in the last two years. UPDATE:4: There is not enough focus on the power standards in the math curriculum. 5. STAAR test is not equitable for all tested student groups; Algebra I STAAR test is written at a very rigorous reading level; current assessments don't reflect the same level as STAAR. 6. Curriculum is designed for guiding instruction rather than discovering connections. 7. Lack of preparation for Algebra course requirements (homework); student snot studying/doing homework (skill practice) ; lack of student motivation to make school a priority.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Hispanic, African -American, ELL, and SPED student populations at Vines HS are under-performing in comparison to other district 9/10 schools and these populations are experiencing high losses in all levels of mathematics for both Academic Achievement and Growth Targets for Domain 3: Closing the Gap.

Root Cause 4: 1. Missed opportunities to provide teachers with necessary professional learning on differentiation in the classroom. 2. Teachers lack knowledge of instructional strategies to meet the academic needs of are fast-growing populations. 3. ELL and Ec. Dis. student populations have increased significantly in the last two years. UPDATE:4: There is not enough focus on the power standards in the math curriculum. 5. STAAR test is not equitable for all tested student groups; Algebra I STAAR test is written at a very rigorous reading level; current assessments don't reflect the same level as STAAR. 6. Curriculum is designed for guiding instruction rather than discovering connections. 7. Lack of preparation for Algebra course requirements (homework); student snot studying/doing homework (skill practice) ; lack of student motivation to make school a priority.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: Hispanic, African -American, ELL, and SPED student populations at Vines HS are under-performing in comparison to other district 9/10 schools and these populations are experiencing high losses in all levels of mathematics for both Academic Achievement and Growth Targets for Domain 3: Closing the Gap.

Root Cause 5: 1. Missed opportunities to provide teachers with necessary professional learning on differentiation in the classroom. 2. Teachers lack knowledge of instructional strategies to meet the academic needs of are fast-growing populations. 3. ELL and Ec. Dis. student populations have increased significantly in the last two years. UPDATE:4: There is not enough focus on the power standards in the math curriculum. 5. STAAR test is not equitable for all tested student groups; Algebra I STAAR test is written at a very rigorous reading level; current assessments don't reflect the same level as STAAR. 6. Curriculum is designed for guiding instruction rather than discovering connections. 7. Lack of preparation for Algebra course requirements (homework); student snot studying/doing homework (skill practice) ; lack of student motivation to make school a priority.

Problem Statement 5 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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

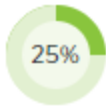





Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 1: Students taking the 2020 English II EOC exam will show a 5% increase in 'Progress Over Prior Year' at the Approaches, Meets and Masters performance levels.

Evaluation Data Source(s) 1: 2020 English II EOC

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Students taking the 2020 English II EOC exam will show a 5% increase in 'Progress Over Prior Year' at the Approaches, Meets and Masters performance levels.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) 1. To address instructional leadership concerns, we interviewed and appointed a new English Department Chairperson. 2. We will address the lack of preparation for targeted weaknesses on state EOCs by analyzing student performance on TEKS on prior English EOCs and current district assessments during collaborative teaming time. 3. We will strengthen vertical alignment between 9th and 10th grade by comparing TEKS, curriculum calendars and coordinating lessons at bi-monthly department meetings. 4. We will collaborate with district instructional specialists and provide our teachers with on-going professional learning.	Principal, assistant principals, English Department Chair/English II team leader, English I Team Leader, District English Support Specialist	Student growth in the areas of Approaches, Met and Masters from the English I to English II EOC exam			
 = Accomplished  = No Progress  = Discontinue					







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: Students taking honors courses will show a 5% increase from fall 2018 to fall 2019 and spring 2019 to spring 2020 district semester exams.

Evaluation Data Source(s) 2: 2018, 2019 and 2020 District Semester Exams

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Students taking honor courses will show a 5% increase from fall 2019 to fall 2020 and spring 2019 to spring 2021 spring district semester exams.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) 1. We will regularly review and analyze district curriculum identifying opportunities to incorporate increased rigor and opportunities for critical thinking in daily teacher lessons. 2. We will promote Social Emotional Learning using our School Connect Program during VIKING TIME to improve and foster greater student care, concern, and attention to their grades and academic achievement. 3. On a weekly basis, Vines CMIT will review student performance in honors courses to ensure that students are appropriately placed. We will monitor students who are not finding success in these honors courses.	CMIT, counselors, teachers of honors courses	Increased scores on our semester exams in our honors courses.			
 = Accomplished  = No Progress  = Discontinue					







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: Hispanic, African-American, ELL and SPED student populations will demonstrate progress in 'Closing the Gap' in mathematics by increasing academic growth by 5% in the 2019-2020 school year.

Evaluation Data Source(s) 3: 2020 ALgebra I, English I, Biology I and English II EOCs

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Hispanic, African-American, ELL and SPED student populations will demonstrate progress in 'Closing the Gap' in mathematics by increasing academic growth by 5% in the 2020-2021 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) 1. We will schedule professional learning with district ELL Secondary Specialists Karla del Rosal , Vanessa Conaster and Marie Heath to learn how to differentiate instruction in the classroom to better meet the needs of our ELLs. (Meeting scheduled for 9/27/19) 2. We will incorporate targeted ELL instructional strategies in all classrooms to benefit all students. 3. We will provide teachers with opportunities to observe other teachers at Vines or other secondary schools that have large ELL student populations who are finding academic success with these students.	Principal, assistant principals, teachers of ELL students, ESOL teachers, and ELL District Support Team				
 = Accomplished  = No Progress  = Discontinue					

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

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

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

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

SBIC 2019 -2020

Committee Role	Name	Position
Administrator	Julie-Anne Dean	Principal
Administrator	Amy Robison	Administrator
Administrator	Reuben Davis	Administrator
Administrator	Tonelli Hatley	Administrator
Classroom Teacher	Caleb Centers	Classroom Teacher
Classroom Teacher	Laura Spear	Classroom Teacher
Classroom Teacher	Laurie Liefer	Classroom Teacher
Non-classroom Professional	Brittany Miller	Non-classroom Professional
Non-classroom Professional	Jill Robin	Non-classroom Professional
Classroom Teacher	Jonathan Cao	Classroom Teacher
Classroom Teacher	Nicole Dillon	Classroom Teacher
District-level Professional	Becky Jackson	District-level Professional
Paraprofessional	Gaby Junod	Paraprofessional
Parent	Christie Patterson	Parent
Parent	Sam Weatherby	Parent
Student	Aiden Dalton	Student
Student	Sarah Patterson	Student
Parent	Tangela Hall	Parent
Classroom Teacher	Karen Roberts	Classroom Teacher
Classroom Teacher	Williams Karlee	Classroom Teacher

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)
<p>1. 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 • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students 	<p>TEC 11.252(a)(3)(E)</p>	<p>Principal</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>2. 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 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. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> • 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. 			
<p>3. 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>4. 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 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	