

Plano Independent School District

Plano East Senior High School

2019-2020



Board Approval Date: October 1, 2019

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	10
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.	14
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.	16
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
School Based Improvement Committee	20
Addendums	22

Comprehensive Needs Assessment

Demographics

Demographics Strengths

The IB world school academy and the health sciences academy draw students from across PISD who are focused on developing skills and knowledge that will set them up for future success in life beyond high school.

Our economically disadvantaged students are less transient than our 40 school demographic cohort as assigned through the state's accountability system. This stability creates an opportunity to effect performance over a longer period of time as students progress through the elementary, middle and high school levels.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our overage, under credit ESL students come to us significantly behind on their graduation plan given their prior education history. As these students turn 18 or older, they do not see the "light at the end of the tunnel" with high school graduation. As a result, many give up and begin working full time. Working is a far greater priority in their lives and a high school diploma seems less necessary. **Root Cause:** Increased migration from outside the US has increased the number of overage, under credit students under our care.

Problem Statement 2: Our higher performing students tend to reach tipping points at an earlier age due to increased family pressure to enroll in challenging coursework while balancing demands of home, club teams, etc. As a result, mental health issues have increased among our students. Last year our counseling department received 385 student visitors who listed school stress as a reason for scheduling an appointment with their counselor. In 2018-19, 43% of our students who leveled down from an AP, IB dual credit, or honors class reported their own mental health as a cause of their need to drop. **Root Cause:** Our fast-paced, achievement driven culture places students in a more competitive cycle than previous generations. Families continue to see college acceptance into the "best" colleges as something only earned through their child's enrollment in our most challenging coursework where they earn as high of a grade as possible to increase their GPA.

Student Academic Achievement

Student Academic Achievement Strengths

- Highly motivated AP/IB student population
- Diversity
- A variety of CTE course offerings that provide certifications to fulfill CCMR standards
- Health Science Academy
- Advanced academic opportunities including AP/IB, dual credit course offerings

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: With a limited amount of time to get to know our incoming juniors, we are faced with the challenge of having students continue to take the state assessments until they can reach the passing standard. For the ELA I/II EOC, our English Language Learners (ELL) population is the largest group of re-testers year after year. **Root Cause:** The limited English proficiency/language barrier correlates with lower trajectories of academic performance.

School Processes & Programs

School Processes & Programs Strengths

- A staff that cares and would like to see Plano East be as successful as possible.
- Current structures in place that will facilitate communication and concerns. (Departmental meetings and leadership meetings)
- Open dialogue about this concern has been initiated with the leadership team and staff.
- Administration has open door policy to accept recommendation of staff members throughout the year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The need to establish processes that will empower staff to share ideas to improve all areas of our campus. **Root Cause:** Isolation of staff members in such a large campus and the number of staff members on the campus

Perceptions

Perceptions Strengths

- Teacher relationship with students
- Assistant principal relationship with students.
- Teacher communication with student, parent, and administration about absences and alerting the correct people of initial concerns.
- Assistant Principal data analysis of absences and conferencing with students that meet certain criteria of absences.
- Assistant Principal holding students accountable for absences through truancy referrals and make up time with regards of loss of credit.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: With a reduced set of tools and consequences for delinquent attendance, student attendance began to decline. Additionally, our campus design requires students to be responsible with attendance. Off campus lunch, having a car on campus, etc. serve to distract from responsible decision making with attendance. **Root Cause:** When PISD was named a district of innovation, much of our policy regarding student attendance was removed. This happened within the same time frame that our local truancy court began to reduce the docket of school age students in which truancy was filed. This left us with few tools to compel students to meet the compulsory attendance law.

Priority Problem Statements

Problem Statement 1: Our overage, under credit ESL students come to us significantly behind on their graduation plan given their prior education history. As these students turn 18 or older, they do not see the "light at the end of the tunnel" with high school graduation. As a result, many give up and begin working full time. Working is a far greater priority in their lives and a high school diploma seems less necessary.

Root Cause 1: Increased migration from outside the US has increased the number of overage, under credit students under our care.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our higher performing students tend to reach tipping points at an earlier age due to increased family pressure to enroll in challenging coursework while balancing demands of home, club teams, etc. As a result, mental health issues have increased among our students. Last year our counseling department received 385 student visitors who listed school stress as a reason for scheduling an appointment with their counselor. In 2018-19, 43% of our students who leveled down from an AP, IB dual credit, or honors class reported their own mental health as a cause of their need to drop.

Root Cause 2: Our fast-paced, achievement driven culture places students in a more competitive cycle than previous generations. Families continue to see college acceptance into the "best" colleges as something only earned through their child's enrollment in our most challenging coursework where they earn as high of a grade as possible to increase their GPA.

Problem Statement 2 Areas: Demographics

Problem Statement 3: With a limited amount of time to get to know our incoming juniors, we are faced with the challenge of having students continue to take the state assessments until they can reach the passing standard. For the ELA I/II EOC, our English Language Learners (ELL) population is the largest group of re-testers year after year.

Root Cause 3: The limited English proficiency/language barrier correlates with lower trajectories of academic performance.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: The need to establish processes that will empower staff to share ideas to improve all areas of our campus.

Root Cause 4: Isolation of staff members in such a large campus and the number of staff members on the campus

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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

- Texas Academic Performance Report (TAPR) 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

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
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Observation Survey results

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- 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
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: September 11, 2019




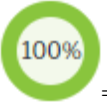
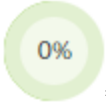

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 1: We will raise the performance of our English learners on English 1 & 2 end of course exams.

Evaluation Data Source(s) 1: State assessment data

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Since this will continue to be a need on our campus, we should continue this goal.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) 1) Implement literacy strategies campus-wide (AVID) 2) Remediation sessions with trained staff	1) The administration team will make this a targeted power walk-through priority and collect data from these classroom visits. Teachers will utilize the instructional rounds approach and target teachers who demonstrate best practices with literacy strategies.	Increase the number of ELL/At-Risk re-testers who are at the Approaches Grade Level or higher for the English I/II STAAR test.	 20%	 50%	 50%
<div>  = Accomplished  = No Progress  = Discontinue </div>					






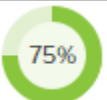
Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Performance Objective 1: We will raise the average daily attendance rate of all students. We will eliminate all semester failures primarily caused by poor attendance.

Evaluation Data Source(s) 1: Average daily attendance percentage; weekly attendance reports; semester failure list

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Since this will continue to be a need on our campus, we will renew this goal. Additionally, with the added burden of keeping our online-only students engaged next semester, this goal takes on an added layer of complexity and challenge.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) 1) The administration team will meet weekly to evaluate students with current or chronic attendance issues. A plan for success will be collaboratively developed with student, parent and administrator. 2) The principal will visit every US history classroom to discuss, among other items, the campus practice of managing student attendance and absence fail scenarios. 3) All seven principals will visit senior social studies classes to teach seniors how to access their absences and make critical evaluations of their attendance and absence failure scenarios.	1) weekly 2) Late August/early September 3) late November/early December	1-3) We will reduce unexcused absences and the number of students who absence fail. Semester failure rates will be reduced.			
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) 2) We will utilize Saturday School and tutorials as tools to recover attendance hours for students out of compliance with the compulsory attendance law (90%).	We will monitor and adjust on a weekly basis throughout the school year.	Reduce the number of students who fall below 90% attendance for each class. Reduced semester failure rate			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>					

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.




Performance Objective 1: We will intensively train our teachers in:







1. effective collaborative teaming
2. effective student engagement

Evaluation Data Source(s) 1: 1. Anecdotal evidence from book club discussions; collaborative team agendas; student assessment performance
2. anecdotal evidence from book club discussions; student assessment performance

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: This is a lofty and important goal worth continuing in the next school year

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) 1) Book club topics this year will include articles on effective collaborative teaming and articles on student engagement. 2) Collaborative team agendas will be evaluated and refined to insure use of a common language for learning and lesson design. 3) Teachers will survey students on their preferred engagement work qualities. This data will be used to design optimal instruction and lesson planning.	1) We will monitor book club anecdotes through monthly meetings with book club leaders. 2) We will monitor collaborative team agendas monthly. 3) We will collect macro data from teachers involving students' preferred engagement work qualities.	1) Book club anecdotes will reflect understanding and implementation of the highest yield engagement practices. 2) Collaborative teams agendas will reflect a common language of planning and learning as well as dynamic use of the PISD instructional model. 3) Student assessment data will demonstrate a reduced failure rate for nine week grading period through improved awareness and attention given to student engagement work qualities.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Connect high school to career and college Improve low-performing schools 2) 1) Book club topics this year will include articles on effective collaborative teaming and articles on student engagement 2) Collaborative team agendas will be evaluated and refined to insure use of a common language for learning and lesson design 3) Teachers will survey students on their preferred engagement work qualities. This data will be used to design optimal instruction and lesson planning.	1) We will monitor book club anecdotes through monthly meetings with book club leaders. 2) We will monitor collaborative team agendas monthly. 3) We will collect macro data from teachers involving students' preferred engagement work qualities.	1) Book club anecdotes will reflect understanding and implementation of the highest yield engagement practices. 2) Collaborative teams agendas will reflect a common language of planning and learning as well as dynamic use of the PISD instructional model. 3) Student assessment data will demonstrate a reduced failure rate for nine week grading period through improved awareness and attention given to student engagement work qualities.			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

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.







Performance Objective 1: 1.) We will create pathways that enable staff to be more involved in sharing ideas and contributing to the decision making process concerning campus operations.

2) Teachers will have increased opportunities to observe and discuss effective teaching.

Evaluation Data Source(s) 1: 1) Data will be collected on teacher participation in leadership/committee work. Data will also be collected on the collaborative team process and the innovation that evolves from collaborative team meetings.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: This remains an important endeavor- engage staff in the decision-making processes of our campus.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>1) 1) Teacher committees will be created that are assigned to specifically monitor, evaluate and adjust Campus Improvement Plan performance objectives thereby increasing participation in the decision making processes related to campus improvement.</p> <p>Teachers will utilize the collaborative team process to contribute ideas for improving campus operations.</p> <p>2) Department chairs and team leaders will organize their teams in to instructional round groups. Each semester these groups will visit teacher's classrooms in which best practices can be observed.</p>	<p>1) Teacher CIP committees will meet monthly, thus monitoring will be done monthly. Collaborative teams meet weekly, but will be monitored monthly.</p> <p>2) Instructional round groups will be monitored at the end of each semester.</p>	<p>1) Teachers will feel empowered as leaders given the increased opportunities for contributions to the decision-making process.</p> <p>2) Teachers will have the opportunity to participate in professional dialogue around the topic of student engagement.</p>			
<div>  = Accomplished  = No Progress  = Discontinue </div>					







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.

Performance Objective 1: Our EL population struggles each year to meet the state standard on end of course exams. We will utilize our state compensatory education funds as well as our bilingual funds to create effective remediation experiences so that our EL students are better prepared for success on these state exams.

Evaluation Data Source(s) 1: We will review last year's intervention model to determine what worked and what did not work. We will craft a new intervention plan based on the most effective approach with the funds allotted for this intervention.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Though fewer students will likely require intervention, this need will likely continue to loom large on our campus.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) We believe the classroom pull out model is the most effective strategy. EL students will be pulled from either their English, math or science class, depending on which test they need to pass. We will use an expert teacher to work with groups of 3 or 4 students per pullout class period. Last year's exam results will be reviewed with each student in an effort to study for this year's attempt with the same EOC exam. This process will span from 1 to 2 weeks depending on the availability of funds.	We will begin preparation for the intervention in October, and implement the pullout in November in preparation for December's re-test. In the spring semester, we will engage the same process to correlate with the spring administration of the re-test exams.	We believe we can capture passing scores from 50% of these re-testers with each exam re-test process.			
Funding Sources: 199 State Comp Ed - 4400.00, 199 Bilingual/ESL/ELL - 1002.00					
 = Accomplished  = No Progress  = Discontinue					

School Based Improvement Committee

Committee Role	Name	Position
Administrator	George King	principal
Administrator	Sheela Daniels	associate principal for curriculum
Administrator	Robert Eppler	associate principal for student activities
Administrator	Timothy Johnston	assistant principal
Administrator	Stacey Flake	assistant principal
Administrator	Brandon Johnson	assistant principal
Administrator	Rolando Rios	assistant principal
Non-classroom Professional	Carah Marquez	director of guidance
Non-classroom Professional	Karen Stanton	IB coordinator
District-level Professional	Kim Chandler	health sciences coordinator
Non-classroom Professional	Steven Lewis	librarian
Non-classroom Professional	Diance Manora	academic specialist
Non-classroom Professional	Paula Figuly	special education department chair
Classroom Teacher	Jamie Zellner	ESL department chair
Classroom Teacher	Larell Bissett	English department chair
Classroom Teacher	Linda Becker	math department chair
Classroom Teacher	Dusty Vincer	science department chair
Classroom Teacher	Giselle Devillier	social studies department chair
Classroom Teacher	Margaret Pappion	LOTE department chair
Classroom Teacher	Abby Cole	CTE department chair
Business Representative	Larry Harper	business man
Community Representative	Debbie Weaver	community member

Committee Role	Name	Position
Parent	Julie Richard	parent
Parent	Denise Burke	parent
Parent	Christine Tein	parent
Paraprofessional	Maria Michel	ESL paraprofessional
Student	Kamilah Ashley	student
Student	john Fakhry	student
Student	tyrone Walker	student
Student	Sofia Al-Hennawi	student

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 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	