

Plano Independent School District

Williams High School

2021-2022



Board Approval Date: November 3, 2021

Mission Statement

Our Plano ISD learning community will educate, inspire and empower every student to activate their unique potential in a dynamic world.

Vision

Williams HS students will be inspired and equipped to achieve personal success as lifelong learners and responsible productive citizens.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Williams High School is a diverse campus:

- Gender: About equal (49% F/ 51% M)
- GT: 15% (How do we improve identification?)
- ED: Free 45% / Reduced 3%
- ESL: 21%
- SPED: 12% (65% are male, 56% Hispanic)
- Ethnicity: Asian 17%, Afr. Am. 13%, Hispanic 46%, White 19% , 2 or more 3%
- 95% graduation rate (vs. 90% district vs. 90% McMillen)
-

Demographics Strengths

- Diversity of population - students are well represented across all ethnicities. Introduces unique and diverse perspectives. Represents the city of Plano population.
- Staff/leadership also represents the student population.
- HSA - brings in a more diverse student body (from other feeders).

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of students in special education are 65% males and 56% of those males are Hispanic.

Problem Statement 2: The majority of GT students are tested and identified in elementary school, but these same students are not tested again before or during high school.

Problem Statement 3: The stigma/perception of Williams High School is outdated.

Student Learning

Student Learning Summary

Biology:

- 96% of students passed the Biology course whereas 83% passed Biology STAAR. 29% of students made an A in Biology course and 28% got Masters on STAAR. Meets was 60% on STAAR and 62% of students made an A or B in Biology course. 4% of students failed the Biology course but 17% did not pass the STAAR.
- STAAR data 73% Econ Dis, Latino 72%, At Risk 52%, SPED 44%, and LEP 43% passed. Above average, Asian 95%, White 92%, Black 86%, 2 or more races 100% passed STAAR.
- 2017-18 Biology STAAR had 86% pass, 2018-19 had 87% pass, 2020-21 had 83% pass rate. CIP from 2 years ago had the goal of improving SPED and LEP student populations. The LEP numbers dropped from 59% approaches in 2019 to 43% approaches in 2021. The SPED numbers were 56% in 2019 and 44% in 2021. The At Risk was 72% in 2019 and 52% in 2021. Econ Dis was 80% in 2019 and 73% in 2021. Hispanic was 78% in 2019 and 72% in 2021.
- Intervention programs: the Biology teachers identified students who were considered struggling and did targeted intervention based on current data. Unable to track growth due to lack of prior data.
- Biology is a one year course so we can not track longitudinal student achievement data.
- Biology STAAR weaknesses were Cell Structure & Function, and Genetics. There was about a 10% drop and it was covered in the first semester. The strengths were Ecology, Evolution & Classification, and Biological Processes. Among content areas, Math STAAR had 61% passing rate and English STAAR had 76 % passing rate.

Algebra:

- Comparing PSAT and Algebra 1 EOC scores - percentage of students that did not meet was lower for PSAT but significantly lower amongst the African American and Hispanic populations. All populations had a higher meets percentage on PSAT Math than the Algebra 1 EOC. This data makes sense due to the populations that are tested on the PSAT (for example: algebra 2, geometry and {Pre-cal students).
- Data amongst groups
 1. Ethnicity - Hispanic population has the highest percentage of did not meet (48%, 9% higher than african american).
 2. Gender - The male percentage of those who did not meet is 15% more than female.
 3. Socioeconomic Status - More than half of our students at Williams are economically disadvantaged and of those students about half did not meet compared to 27% of students who are not economically disadvantaged.
 4. 28% of our students are ESL and amongst those students 64% did not meet (compared to 42% in 2019).
 5. 17% of our students are SPED and out of those 72% did not meet (compared to 44% in 2019).
 6. 10% of gifted and talented students did not meet.
- Due to Covid 19 our students did not take Math 8 so a growth number is not available.
- Impact of intervention programs

Students who came to tutoring (virtually or in person) did better. The intervention of 4 day a week was beneficial to students that came with a good attitude. The impact that intervention programs have had is hard to pinpoint due to the covid year (no TAD intervention like 2019 - 2020). The credit recovery efforts of the Algebra I team brought up a lot of students.

English I&II:

- Largest chunk of data for composition is in 4, 5, 6 range - Eng. I
- English II - majority of scores were 3 - 23% - had 12% score a 1 - review the 1s to try to pinpoint issues.

- First admin only - English I - 2019 - approaches or above - 71% / First admin only - English I - 2021 - approaches or above - 76%
- First admin only - English I - 2021 - approaches or above - All - 71%, White - 90%, Black - 74%, Asian - 92%, Hispanic - 61%, ED - 65%, SPED - 27%, LEP Hispanic - 20%
- First admin only - English II - 2019 - approaches or above - 82% / First admin only - English II - 2021 - approaches or above - 77%
- First admin only - English II - 2021 - approaches or above - All - 77%, White - 89%, Black - 79%, Asian - 99%+, Hispanic - 64%, ED - 74%, SPED - 27%, LEP Hispanic - 19%
- Intervention - Edmentum has been better than some of the other online resources
- Edmentum was utilized from Feb - May; not sure there's enough data to say if it was effective or not.
- Teacher driven/created intervention

Student Learning Strengths

Biology:

White, Asian, Black, 2 or more races all scored above average on STAAR. The Masters score was 28% which is higher than previous years (23% in 2019). Most of the reporting categories that students did well on were from the Spring Semester.

Algebra:

Students that attend class in-person makes progress vs. virtual students.

English I&II:

- Student performance matched teacher expectations.
- Teachers placed a lot of emphasis on reading skills and students performed well.
- English I had some increases.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of LEP and Special Education students meeting the Approaches Grade Level standard on the 2021 Biology End-of- Course (EOC) exam is 40% below the overall performance of the campus. **Root Cause:** There is a need for teachers to implement a variety of instructional strategies to decode a large volume of complex, academically-rich vocabulary questions.

Problem Statement 2 (Prioritized): The percentage of LEP and Special Education students meeting the Approaches Grade Level standard on the 2021 Algebra I End-of-Course (EOC) exam is 30% below the overall performance of the campus. **Root Cause:** There is a need for teachers to consistently analyze data of their students' learning so they know how to target students in various differentiation groups.

Problem Statement 3 (Prioritized):

The percentage of LEP and Special Education students meeting the Approaches Grade Level standard on the 2021 English I and English II End-of-Course (EOC) exam is 49% below the overall performance of the campus. **Root Cause:** There is a need for teachers to consistently analyze data of their students' learning so they know how to target students in various differentiation groups.

Perceptions

Perceptions Summary

Due to the COVID-19 pandemic, HRS surveys were not given to administrators, staff nor the community regarding the culture and climate of our campus. However, during the 2021-22 school year, the campus is undergoing a renovation. This has caused many concerns regarding safety and security as many of our cameras are not consistently working properly. A new camera system, which was a priority need in 2018, has been installed in parts of the building.

Perceptions Strengths

- Collaborative planning.
- Communicating and partnerships with parents and community members.
- Supporting the whole child, their emotional well being.
- We have a strong relationship capacity with our students and with our teachers.

Priority Problem Statements

Problem Statement 1: The percentage of LEP and Special Education students meeting the Approaches Grade Level standard on the 2021 Biology End-of- Course (EOC) exam is 40% below the overall performance of the campus.

Root Cause 1: There is a need for teachers to implement a variety of instructional strategies to decode a large volume of complex, academically-rich vocabulary questions.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The percentage of LEP and Special Education students meeting the Approaches Grade Level standard on the 2021 Algebra I End-of-Course (EOC) exam is 30% below the overall performance of the campus.

Root Cause 2: There is a need for teachers to consistently analyze data of their students' learning so they know how to target students in various differentiation groups.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The percentage of LEP and Special Education students meeting the Approaches Grade Level standard on the 2021 English I and English II End-of-Course (EOC) exam is 49% below the overall performance of the campus.

Root Cause 3: There is a need for teachers to consistently analyze data of their students' learning so they know how to target students in various differentiation groups.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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










Goals








Revised/Approved: October 15, 2021

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.

Performance Objective 1: The percent of Williams students taking the Algebra I EOC (first-time testers and re-testers) that score Meets or above grade level will increase from 49% in 2019 to 53% by June 2022.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The math department will attend trainings related to data-diving and instructional strategies and implement strategies from current and prior trainings to improve their ability to meet the individual needs of students.</p> <p>Strategy's Expected Result/Impact: Increase overall student achievement by 2% for each checkpoint.</p> <p>Staff Responsible for Monitoring: L. Jaynes and I. Huisman</p> <p>Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide extended planning to interpret formative and unit assessment data to plan/adjust Tier I instruction.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students performing at the Approaches level or above on STAAR/EOC.</p> <p>Staff Responsible for Monitoring: L. Jaynes and I. Huisman</p> <p>Funding Sources: substitutes - 282 ESSER III - \$2,541</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Plan for and provide staffing for two Saturday School half-day sessions during the 1st semester and three half-day sessions during the 2nd semester to provide accelerated instruction for targeted students in grades 9 and 10.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students performing at the Approaches level or above on STAAR.</p> <p>Staff Responsible for Monitoring: L. Jaynes and I. Huisman</p> <p>Funding Sources: math teachers - 282 ESSER III - \$4,042.50, ESL teachers - 199 Bilingual/ESL/ELL - \$346.50</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide, weekly, additional after school accelerated instruction for targeted students in grades 9 and 10.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students performing at the Approaches level or above on STAAR.</p> <p>Staff Responsible for Monitoring: L. Jaynes and I. Huisman</p> <p>Funding Sources: math teachers - 282 ESSER III - \$4,851</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Performance Objective 1 Problem Statements:







Student Learning
<p>Problem Statement 2: The percentage of LEP and Special Education students meeting the Approaches Grade Level standard on the 2021 Algebra I End-of-Course (EOC) exam is 30% below the overall performance of the campus. Root Cause: There is a need for teachers to consistently analyze data of their students' learning so they know how to target students in various differentiation groups.</p>

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2022.

Performance Objective 1: The percent of Williams students taking the English I and English II EOC (first-time testers and re-testers) that score Meets or above grade level will increase from 61% in 2019 to 65% by June 2022.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The English department will research and implement differentiaion strategies to help all students with their revising, editing and writing skills. Strategy's Expected Result/Impact: Increase the revising, editing and writing scores. Staff Responsible for Monitoring: L. Higginson and M. Starr Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide extended planning to interpret formative and unit assessment data to plan/adjust Tier I instruction. Strategy's Expected Result/Impact: Increase the percentage of students performing at the Approaches level or above on STAAR. Staff Responsible for Monitoring: L. Higginson and M. Starr Funding Sources: substitutes - 282 ESSER III - \$4,719</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Plan for and provide staffing for two Saturday School half-day sessions during the 1st semester and three half-day sessions during the 2nd semester to provide accelerated instruction for targeted students in grades 9 and 10. Strategy's Expected Result/Impact: Increase the percentage of students performing at the Approaches level or above on STAAR. Staff Responsible for Monitoring: L. Higginson and M. Starr Funding Sources: English teachers - 282 ESSER III - \$7,507.50, ESL teachers - 199 Bilingual/ESL/ELL - \$346.50</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide, weekly, additional after school accelerated instruction for targeted students in grades 9 and 10.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students performing at the Approaches level or above on STAAR.</p> <p>Staff Responsible for Monitoring: L. Higginson and M. Starr</p> <p>Funding Sources: English teachers - 282 ESSER III - \$7,507.50</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





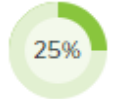

Performance Objective 1 Problem Statements:







Student Learning
<p>Problem Statement 3: The percentage of LEP and Special Education students meeting the Approaches Grade Level standard on the 2021 English I and English II End-of-Course (EOC) exam is 49% below the overall performance of the campus. Root Cause: There is a need for teachers to consistently analyze data of their students' learning so they know how to target students in various differentiation groups.</p>

Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2022.

Performance Objective 1: The percent of Williams students taking the Biology EOC (first-time testers and re-testers) that score Meets or above grade level will increase from 62% in 2019 to 65% by June 2022.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The science collaborative teams will utilize a variety of research-based language acquisition strategies: QSSSA, 3 Reads, and Questioning Conversations, for all students</p> <p>Strategy's Expected Result/Impact: Increase the percentage of student's skills and ability to comprehend academic-rich language relating to Biology from 50% to 80%.</p> <p>Staff Responsible for Monitoring: A. Miller and T. Henry-Smith</p> <p>Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide extended planning to interpret formative and unit assessment data to plan/adjust Tier I instruction.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students performing at the Approaches level or above on STAAR.</p> <p>Staff Responsible for Monitoring: A. Miller and T. Henry-Smith</p> <p>Funding Sources: substitutes - 282 ESSER III - \$2,178</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Plan for and provide staffing for two Saturday School half-day sessions during the 1st semester and three half-day sessions during the 2nd semester to provide accelerated instruction for targeted students in grades 9 and 10.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students performing at the Approaches level or above on STAAR.</p> <p>Staff Responsible for Monitoring: A. Miller and T. Henry-Smith</p> <p>Targeted Support Strategy</p> <p>Funding Sources: science teachers - 282 ESSER III - \$3,465, ESL teachers - 199 Bilingual/ESL/ELL - \$346.50</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide, weekly, additional after school accelerated instruction for targeted students in grades 9 and 10.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students performing at the Approaches level or above on STAAR.</p> <p>Staff Responsible for Monitoring: A. Miller and T. Henry</p> <p>Funding Sources: science teachers - 282 ESSER III - \$4,158</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The percentage of LEP and Special Education students meeting the Approaches Grade Level standard on the 2021 Biology End-of- Course (EOC) exam is 40% below the overall performance of the campus. Root Cause: There is a need for teachers to implement a variety of instructional strategies to decode a large volume of complex, academically-rich vocabulary questions.</p>

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Jill Engelking	Principal
Administrator	Mona Abdelfattah	Assistant Principal
Administrator	Don Stevens	Assistant Principal
Administrator	Lisa Delacruz	Assistant Principal
Administrator	Inge Dismuke Stovall	Assistant Principal
Classroom Teacher	Alexandria Jackson	Teacher
Classroom Teacher	Shawn Brantley	Teacher
Classroom Teacher	Will Smith	Teacher
Non-classroom Professional	Jason Hamilton	iLEAP
Non-classroom Professional	John Lowrance	SEL Specialist
District-level Professional	Tamara Wooten	Assessment Specialist
Parent	Kelli Sutton	Parent
Parent	Pat Maxwell-Leahy	Parent
Parent	Jorja Andress	Parent
Parent	Joselyn Gonzalez	Parent
Parent	Jeri Duncan	Parent
Parent	Scott & Cindie Derden	Parent
Classroom Teacher	Tracy Henry-Smith	Teacher
Classroom Teacher	Joel Salas	Teacher
Classroom Teacher	Chris Wierman	Teacher
Paraprofessional	Tiffany Nguyen	Paraprofessional
Business Representative	Charles Smith	Business Rep
Community Representative	Derrice Harris	Community Rep
Business Representative	Chris Aparicio	Business Rep

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,610.00
+/- Difference					\$4,610.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	ESL teachers		\$346.50
2	1	3	ESL teachers		\$346.50
3	1	3	ESL teachers		\$346.50
Sub-Total					\$1,039.50
Budgeted Fund Source Amount					\$1,164.00
+/- Difference					\$124.50
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	substitutes		\$2,541.00
1	1	3	math teachers		\$4,042.50
1	1	4	math teachers		\$4,851.00
2	1	2	substitutes		\$4,719.00
2	1	3	English teachers		\$7,507.50
2	1	4	English teachers		\$7,507.50
3	1	2	substitutes		\$2,178.00
3	1	3	science teachers		\$3,465.00
3	1	4	science teachers		\$4,158.00
Sub-Total					\$40,969.50
Budgeted Fund Source Amount					\$46,650.00
+/- Difference					\$5,680.50
Grand Total Budgeted					\$52,424.00

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total Spent	\$42,009.00
				+/- Difference	\$10,415.00

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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> ● Apply classroom interventions 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program Coordinated School Health</p> <ul style="list-style-type: none"> ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. ● K-8 Measure MVPA and physical activity time 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. ● Funding source: State and Local 	ESSA	
Principal	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local ● Utilize social media to keep parents and 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		
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