

B. T. Washington High Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts

By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need.

Performance Measure

Booker T. Washington Middle/High School will improve ELA on track and mastery percentages from 6.7% in 2024 to 13.4% in 2026.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Rationale: Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator Implementation:</p> <ul style="list-style-type: none"> * Weekly Walk-through tool with instructional based look-fors * Weekly lesson plan checks * Weekly PLC meeting minutes/agenda <p>Effectiveness</p>	<p>[A 1.1.1] Enhance Technology Online platforms such as Edmentum: Study Island, and IXL, along with Promethean Boards, Pilot X, and computers will be utilized in every classroom (6-12) everyday, throughout the school year to increase the use of technology, student interest, and engagement during lessons.</p>	<p>Shalonda Williams, Instructional Facilitator</p>	<p>02/27/2026</p>	<p>Title I</p>	

<p>* Weekly walk-through data will reflect 85% of teachers are on track with following instructional framework and will result in LOE scores of 3 or higher.</p> <p>* Weekly lesson plan checks will reflect 100% of teachers completing lesson plans in accordance with the district's curriculum maps.</p> <p>* Weekly PLC's will reflect 100% of teachers getting support to increase overall student achievement by 10%.</p>					
	<p>[A 1.1.2] Supporting Rich Learning Environments Supplies, equipment, technology (desktops, laptops, printers, interactive boards, document cameras, PilotX), materials, manipulatives, and resources will be provided to support academic growth and achievement.</p>	<p>Shalonda Williams, Instructional Facilitator</p>	<p>02/27/2026</p>	<p>Title I</p>	
	<p>[A 1.1.3] Implementation of Differentiated Instruction Differentiated instruction allows teachers to tailor instruction to meet the individual needs of students. Teachers are expected to implement differentiation in their classrooms (lessons) daily.</p>	<p>Tara Harris, Principal; Erica Stewart, Vice Principal; Paige Stubbs, Assistant Principal; Jaquisha Gray, Instructional Facilitator; Shalonda Williams, Instructional Facilitator</p>	<p>04/30/2026</p>	<p>SBB</p>	
<p>[S 1.2] Professional Development Rationale: Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator</p>	<p>[A 1.2.1] Individualized Coaching Support Teachers will be coached by School Administrators and the Instructional Leadership Team using the Get Better Faster Scope and Sequence.</p>	<p>Tara Harris, Principal; Erica Stewart, Vice Principal; Paige Stubbs, Assistant Principal; Jaquisha Gray, Instructional Facilitator;</p>	<p>04/30/2026</p>	<p>SBB</p>	

<p>Implementation:</p> <ul style="list-style-type: none"> * Bi-weekly Instructional Leadership Team (ILT) meeting agendas, sign-in sheets, minutes * Weekly PLC meeting agendas, sign-in sheets, minutes <p>Effectiveness:</p> <ul style="list-style-type: none"> * Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of a level 3 or higher. * Weekly PLC meetings 100% of teachers to receive departmentalized support to increase overall student achievement by 10%. 		Shalonda Williams, Instructional Facilitator			
	<p>[A 1.2.2] Promote Mentoring Program for New Teachers Each new teacher will be assigned a trained mentor to guide and support throughout the school year. Additionally, this is an opportunity to get acclimated to "Good First Teaching" and "Get Better Faster" Coaching.</p>	Dawn Hester, Instructional Leadership Team (Science)	02/27/2026	SBB	
	<p>[A 1.2.3] Instructional Leadership Team will attend conferences ILT will attend professional development conferences to support teachers with delivery of instruction and also increasing student achievement.</p>	Shalonda Williams, Instructional Facilitator	02/27/2026	Title I	
<p>[S 1.3] Targeted Intervention and Personalized Learning Rationale: Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator 45% of students should perform at or above the 70% on District Formative Assessments (Fall,</p>	<p>[A 1.3.1] Saturday School Saturday School is designed to provide support for students who need additional credits to meet local and state standards in ELA and Math.</p>	Shalonda Williams, Instructional Facilitator	12/19/2025	Title I	

<p>Winter and Spring) which align with the core instructional standards for the specific quarter.</p> <p>20-day progress monitoring data review will show students' performance in targeted intervention to determine next steps of intervention support. Students will show continuous progress from Tier III to Tier II or Tier II to Tier I.</p> <p>Quarterly review of grade reports for students enrolled in summer learning opportunities will show a continuous progress on nine-week report card grading scale (i.e. from D to C or F to D, etc.).</p> <p>Implementation</p> <ul style="list-style-type: none"> * Monthly Data Monitoring * Weekly review of grade reports <p>Effectiveness</p> <ul style="list-style-type: none"> * Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. * Weekly review of students' data for students enrolled in EPSOs or credit recovery classes will show 85% of students on track for course completion. 					
	<p>[A 1.3.2] iReady Implementation and monitoring is ongoing. Student progress is benchmarked, and interventions/lessons are adjusted based on student mastery.</p>	<p>Latarra Rallings, Media Specialist</p>	<p>05/01/2026</p>	<p>SBB</p>	

[G 2] Mathematics
By Spring 2026, through the implementation of a standards align core curriculum in each mathematics classroom students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in mathematic standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year.

Performance Measure
Booker T. Washington Middle/High School will improve ELA on track and mastery percentages from 6.9% in 2024 to 14.8% in 2026.

Performance measures will be monitored by the following:

District Formative Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Rationale: Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator Weekly classroom observations using the Walk-through will provide data to determine trends in teachers' ability to effectively implement standards aligned instructional practices leveraging high-quality instructional materials at or above 75% per visit.</p> <p>Review of TEM observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards.</p> <p>Implementation:</p> <ul style="list-style-type: none"> * Weekly Walk-through tool with instructional based look-fors * Weekly lesson plan checks Quarterly school level Formative Assessments <p>Effectiveness</p>	<p>[A 2.1.1] Enhance Technology Online platforms such as Edmentum: Study Island, and IXL, along with Promethean Boards, Pilot X, eGlass Boards, and computers will be utilized in every classroom (6-12) everyday, throughout the school year to increase the use of technology, student interest, and engagement during lessons.</p>	<p>Shalonda Williams, Instructional Facilitator</p>	<p>02/27/2026</p>	<p>Title I</p>	

<p>* Weekly walk-through data will reflect 85% of teachers are on track with following instructional framework and result in LOE scores of 3 or higher.</p> <p>* Weekly lesson plan checks will reflect 100% of teachers completing lesson plans in accordance with the district's curriculum maps.</p>					
	<p>[A 2.1.2] Support Rich Learning Environments Supplies, equipment, technology (desktops, laptops, printers, interactive boards, document cameras, PilotX), materials, manipulatives, and resources will be provided to support academic growth and achievement.</p>	<p>Shalonda Williams, Instructional Facilitator</p>	<p>02/27/2026</p>	<p>Title I</p>	
	<p>[A 2.1.3] Implementation of Differentiated Instruction Differentiated instruction allows teachers to tailor instruction to meet the individual needs of students. Teachers are expected to implement differentiation in their classrooms (lessons) daily.</p>	<p>Tara Harris, Principal; Erica Stewart, Vice Principal; Paige Stubbs, Assistant Principal; Jaquisha Gray, Instructional Facilitator; Shalonda Williams, Instructional Facilitator</p>	<p>04/30/2026</p>	<p>SSB</p>	
<p>[S 2.2] Professional Development Rationale: Provide ongoing, high quality professional development at the district and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator Weekly classroom observations using the Walk-through tool, along with coaching sessions and deliberate practice will help teachers to effectively implement standards-aligned instruction.</p>	<p>[A 2.2.1] Instructional Leadership Team will Attend Conferences ILT will attend professional development conferences to support teachers with delivery of instruction and also increasing student achievement.</p>	<p>Shalonda Williams, Instructional Facilitator</p>	<p>02/27/2026</p>	<p>Title I</p>	

<p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with educators.</p> <p>Implementation:</p> <ul style="list-style-type: none"> * Bi-weekly Instructional Leadership Team (ILT) meeting agendas, sign-in sheets, minutes * Weekly PLC meeting agendas, sign-in sheets, minutes <p>Effectiveness</p> <ul style="list-style-type: none"> * Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. * Weekly PLC meetings 100% of teachers to receive departmentalized support to increase overall student achievement by 5%. 					
	<p>[A 2.2.2] Individualized Coaching Support Teachers will be coached by School Administrators and the Instructional Leadership Team using the Get Better Faster Scope and Sequence.</p>	<p>Tara Harris, Principal; Erica Stewart, Vice Principal; Paige Stubbs, Assistant Principal; Jaquisha Gray, Instructional Facilitator; Shalonda Williams, Instructional Facilitator</p>	<p>04/30/2026</p>	<p>SBB</p>	
	<p>[A 2.2.3] Promote Mentoring Program for New Teachers</p>	<p>Dawn Hester, Instructional</p>	<p>02/27/2026</p>	<p>SBB</p>	

	<p>Each new teacher will be assigned a trained mentor to guide and support throughout the school year. Additionally, this is an opportunity to get acclimated to "Good First Teaching" and "Get Better Faster" Coaching.</p>	<p>Leadership Team (Science)</p>			
<p>[S 2.3] Targeted Interventions and Personalized Learning Rationale: Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>***</p> <p>Benchmark Indicator Students should perform at or above the 65th percentile on the iReady Diagnostic (fall and spring) to determine performance alignment with TN Ready.</p> <p>20-day progress monitoring data review will show students' performance to determine next steps of intervention support.</p> <p>Quarterly review of grade reports for students enrolled in EPSOs and credit recovery will show a continuous progress on nine-week report card grading scale (i.e. from D to C or F to D, etc.).</p> <p>Implementation:</p> <ul style="list-style-type: none"> * Monthly Data Monitoring * Weekly review of grade reports <p>Effectiveness</p>	<p>[A 2.3.1] iReady Implementation and monitoring is ongoing. Student progress is benchmarked, and interventions/lessons are adjusted based on student mastery.</p>	<p>Latarra Rallings, Media Specialist</p>	<p>05/01/2026</p>	<p>SBB</p>	

<p>* Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.</p> <p>* Weekly review of students' data for students enrolled in EPSOs or credit recovery classes will show 85% of students on track for course completion.</p>					
	<p>[A 2.3.2] Saturday School Saturday School is designed to provide support for students who need additional credits to meet local and state standards in ELA and Math.</p>	<p>Shalonda Williams, Instructional Facilitator</p>	<p>12/19/2025</p>	<p>Title I</p>	

[G 3] College and Career Readiness
By Spring 2026, through the implementation of early post-secondary and work-based learning opportunities B. T. Washington High School will create a support system to improve on students' ability to gain internships and industry certifications that will prepare them for the transition from high school to college and/or careers.

Performance Measure
Booker T. Washington Middle/High School will improve the percent of ready graduates through ACT from 0% in 2024 to 5% in 2026 and graduation rate from 78.89% in 2024 to 88% in 2026.

These performance measures will be monitored by the following:

- * Early Post Secondary Opportunities being offered
- * ACT composite score (21 or higher)
- * Earnings of Industry Certifications
- * ASVAB Scores
- * Graduation Rate

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Early Post-Secondary Opportunities Rationale: Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.</p> <p>Benchmark Indicator Semester review of the number of Advanced Academics courses offered per year in comparison to the previous year will demonstrate an increase in advance course offerings.</p>	<p>[A 3.1.1] Increase Trade Certifications Increase opportunities for technical certifications by blending academics and technical instruction to prepare graduates for direct entry into the workforce.</p>	<p>Tara Harris, Principal; Leoshundria Triplet, High School Counselor</p>	<p>12/01/2025</p>	<p>Title I</p>	

<p>Develop EPSO expansion plans to facilitate expansion.</p> <p>Increase enrollment in pre-EPSO courses (i.e., Honors and Pre-AP) to build the capacity of students for success in EPSO courses.</p> <p>Implementation</p> <ul style="list-style-type: none"> * Semester Review of Academic course offerings * Quarterly review of students enrolled in advanced academic courses <p>Effectiveness</p> <ul style="list-style-type: none"> * Semester review of the number of Advanced Academics courses offered, in comparison to the previous year, will demonstrate an increase of at least one advanced course offering. * Quarterly review of students enrolled in each Advanced Academics will support 100% of students in satisfactorily completing coursework. 					
	<p>[A 3.1.2] Increase Advanced Academic Offerings</p> <p>Advanced Academic offerings include Honors classes, State-wide Dual Credit and Dual Enrollment. These classes are offered daily for students who are enrolled to earn college credits and also to be challenged (rigor).</p>	<p>Tara Harris, Principal</p>	<p>09/30/2025</p>	<p>SBB</p>	
	<p>[A 3.1.3] Complete Transcript Reviews</p> <p>The purpose of the transcript review is to ensure that students stay on track academically and are Ready Graduates.</p>	<p>Leoshundria Triplet, High School Counselor; Deina Dixon, Graduation Coach; Regina Carter, High School</p>	<p>10/31/2025</p>	<p>SBB</p>	

		Counselor; Temu Rutherford, Middle School Counselor			
<p>[S 3.2] Work-Based Learning Opportunities Rationale: Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, and industry certification.</p> <p>Benchmark Indicator Semester review of student career interest inventories to gauge and support high school course planning that will increase CTE course enrollment by at least 10% annually.</p> <p>Increase work-based learning 20% by the end of the 2025-2026 school year.</p> <p>Implementation:</p> <ul style="list-style-type: none"> * Semester review of student career interest inventories to align post-secondary exposure opportunities * Quarterly monitor enrollment and course selection for 8th and 9th grade students in CTE courses to support college and career preparedness and opportunities for real-world experiences. <p>Effectiveness:</p> <ul style="list-style-type: none"> * Semester review of student career interest inventories reflects 100% in master scheduling, which supports at least 70% of CTE students mastering competencies to complete industry certifications. * Quarterly monitor enrollment and course selection 	<p>[A 3.2.1] Attend College Fairs and College Tours Students have opportunity to meet with various college recruiters and gain exposure to prospective schools.</p>	<p>Leoshundria Triplet, High School Counselor; Deina Dixon, Graduation Coach; Regina Carter, High School Counselor; Temu Rutherford, Middle School Counselor</p>	05/01/2026	SBB	

for 8th and 9th grade students in CCTE courses reflects at least a 5% decrease in failure rates.					
	<p>[A 3.2.2] Attend Field Trips Fieldtrips enhance the curriculum and promote higher graduation rates as well as college preparedness.</p>	Leoshundria Triplet, High School Counselor; Deina Dixon, Graduation Coach; Regina Carter, High School Counselor; Temu Rutherford, Middle School Counselor	05/15/2026	SBB	
<p>[S 3.3] Effective Transitions (Middle to High School to Post-Secondary) Rationale: Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.</p> <p>Benchmark Indicator * Annual review of parent and student evaluation survey data will be used to assess the effectiveness of the transition programs and high school course offerings. * Review 4-year student academic and transition plans per semester to ensure course offerings and opportunities for educational placement are available for transitioning students. * Review student Individualized Plans annually or based on student need (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans) to ensure students are on track for the next grade and implementation of accommodations, modifications and intervention.</p>	<p>[A 3.3.1] Create Middle School Transition Plans The middle school counselor and will develop and implement middle to high school transition focused on college and career preparation.</p>	Temu Rutherford, Middle School Counselor	05/15/2026	SBB	

<p>Implementation:</p> <ul style="list-style-type: none"> * Annual review of students' 4-year academic and transition plans * Bi-weekly review of parent feedback of program implementation <p>Effectiveness:</p> <ul style="list-style-type: none"> * Annual review of students' 4-year academic and transition plans reflects 100% of students on track for on-time graduation. * Bi-weekly review of parent feedback of program implementation reflects an increase of at least 3 events/programs for parents and families. 					
	<p>[A 3.3.2] Host Parent Meetings Provide monthly meetings to discuss varied topics and pertaining to school and student success.</p>	<p>Shalonda Williams, Instructional Facilitator</p>	<p>05/15/2026</p>	<p>Title I</p>	
	<p>[A 3.3.3] Utilize Early Warning Systems BTW will use PowerSchool and other reports to identify students who are at-risk and devise a plan to keep those students on track for graduation.</p>	<p>Leoshundria Triplet, High School Counselor; Deina Dixon, Graduation Coach; Regina Carter, High School Counselor; Temu Rutherford, Middle School Counselor; Christopher Williams, Behavior Specialist</p>	<p>05/15/2026</p>	<p>SBB</p>	

[G 4] Safe and Healthy Students

A positive school culture and climate create an environment that promotes a safe, nurturing environment and promotes effective teaching and learning. Schools with a positive culture and climate support the emotional, physical, mental, cognitive, and social development of all students and staff. Additionally, a dedicated organizational infrastructure accelerates rapid school turnaround by providing on-going, tailored, and strategic support for all stakeholders.

Performance Measure

Interventions and supports will be measured using the following:

- * PowerSchool Data
- * PowerBI Data
- * Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Attendance and Behavior Interventions and Supports Rationale: Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> * 20-day Attendance Data Report * 20-day Suspension Data Report * 20-day Discipline Data Report <p>Effectiveness</p> <ul style="list-style-type: none"> * 20-day Attendance Data Report will reflect a 3% increase in attendance rate * 20-day Suspension Data Report will reflect a 3% decrease in suspension rate. * 20-day Discipline Data Report will reflect a 3% decrease in referrals 	<p>[A 4.1.1] Implementation of Positive Behavior Intervention Positive Behavior Intervention will be implemented with fidelity school wide to promote positive behavior and improve student outcomes.</p>	Tara Harris, Principal; Erica Stewart, Vice Principal; Paige Stubbs, Assistant Principal; Jaquisha Gray, Instructional Facilitator; Shalonda Williams, Instructional Facilitator; Chis Williams, Behavior Specialist; Leoshundria Triplet, HS Counselor	05/15/2026	SSB and Title I	
	<p>[A 4.1.2] Maintain the Behavior Team This cross functional team meets bi-weekly to</p>	Erica Stewart, Vice Principal	05/15/2026	SSB	

	complete data reports that capture attendance, chronic absenteeism, and behavioral data to identify at-risk students.				
<p>[S 4.2] Professional Development Rationale: Provide ongoing, high quality professional development at the district-level and school-level for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator Implementation</p> <p>* Biweekly Wild Out Wednesday PD: Referrals and Progressive Steps of Discipline * Biweekly Coaching Sessions for classroom teachers for strategies and best practices that support student behavior</p> <p>Effectiveness</p> <p>* Biweekly PD that addresses referrals and the Progressive Steps of Discipline reflects 10% decrease in behavior referrals. * Biweekly coaching session reflects a 10% decrease in students' behavior infractions/referrals.</p>	<p>[A 4.2.1] Social Emotional Learning (SEL) PD Professional development will be provided to teachers and staff regarding understanding the role that social emotional core competencies play in creating safe, engaging and personalized learning experiences for students and adults. Additionally, teachers will explore the connection between discipline referrals and SEL.</p>	<p>Leoshundria Triplet, High School Counselor; Deina Dixon, Graduation Coach; Regina Carter, High School Counselor; Temu Rutherford, Middle School Counselor; Christopher Williams, Behavior Specialist</p>	04/01/2026	SBB	
	<p>[A 4.2.2] Deliberate Practice Teachers will have opportunity to attend professional development to learn strategies to manage behaviors in the classroom to minimize classroom disruptions and also have opportunity to practice implementation of such strategies.</p>	<p>Tara Harris, Principal; Erica Stewart, Vice Principal; Paige Stubbs, Assistant Principal; Jaquisha Gray, Instructional Facilitator; Shalonda</p>	03/27/2026	SBB	

		Williams, Instructional Facilitator			
<p>[S 4.3] Parent and Family Engagement Rationale: Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance, behavior and student success.</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> * Annual Title I Meeting * Bi-weekly Parent and Family Newsletters * Semi-annual Family Data Nights <p>Effectiveness</p> <ul style="list-style-type: none"> * The annual Title I Meeting reflects at least a 10% decrease in attendance and disciplinary infractions. * Weekly Newsletters reflect a 10% increase in parent involvement opportunities. * Semi-Annual Family Data Nights reflects at least a 10% increase in attendance and disciplinary infractions. 	<p>[A 4.3.1] Involve Community Partners Throughout each semester, community partners are invited to participate in meetings, trainings and activities. Such invitations offer opportunity for community partners to engage in the decision-making process for the school. Family-school-community partnerships are a shared responsibility in school-wide success.</p>	<p>Tara Harris, Principal; Erica Stewart, Vice Principal; Paige Stubbs, Assistant Principal; Jaquisha Gray, Instructional Facilitator; Shalonda Williams, Instructional Facilitator; Chis Williams, Behavior Specialist; Leoshundria Triplet, HS Counselor</p>	05/15/2026	SSB and Title I	
	<p>[A 4.3.2] Maintain the Family Zone The Family Zone, comprised of the PTA, Parent Council, and students' legal guardians, is targeted at reaching the whole family and offers opportunity for monthly enrichment and growth opportunities for families (i.e. classes, workshops, speaker series, etc.).</p>	<p>Shalonda Williams, Instructional Facilitator; Courtney Williams, Family Engagement Specialist</p>	05/08/2026	Title I	