

Plan Overview

Garfield Heights City Schools (044040) - Cuyahoga County - 2022

Plan Overview

Plan Item

G 1) Instruction
SMART Goal:

By spring of 2024, all schools will meet or exceed the MTSS fidelity implementation target of 80% in Tier 1 as measured by the Reading Tiered Fidelity Inventory (RTFI) by utilizing evidence-based instructional practices, creating systems to support differentiated reading needs, and providing professional development/coaching support in data literacy thus impacting student outcomes.

Root Cause(s):

The overall trend data reflects students in grades K-10 are not making significant growth toward meeting benchmark standards in reading and math. The data indicates we are looking at a Tier 1 issue in reading and math. This may be in part to teachers not having a firm grasp and understanding of evidence-based instructional strategies and the standards. The district recognizes teachers may need more PD on identifying and implementing high yield, evidence-based strategies and analyzing its impact by looking at the data. Discussions about the standards and assessments should be linked more often to make teachers understand these two items are very much related and must be aligned. This should be occurring regularly at TBTs and with the BLT. This is necessary in order for teachers to meet the needs of all of our learners. Decisions on what needs to be taught must be based upon data. Our teachers struggle with effectively using data to inform their instructional practices. The district feels there is a huge need for professional development and training in data analysis. We have just recently started targeted training looking at MAP data and that it remains focused, embedded and ongoing. The goal would be that teachers and administrators are well versed in analyzing data in order to affect student learning outcomes. All teaching (planning, lesson execution, implementation of high yield, evidence-based strategies, tasks, activities) should be filtered through that lens.

Student Measure:

Student outcomes will be measured using NWEA MAP Growth K-10, MAP Reading Fluency, DIBELS, Value Added 4-11, EOC 9-11 and OST.

Adult Implementation Measure:

Adult implementation of the MTSS model will be measured through BLT and TBT 5-step process documentation, data meetings, lesson plans, OTES evaluations, formal and informal walkthroughs, and fidelity checks.

Fiscal Resources

Grant	Notes	2022	2023	2024
Consolidated				
Title I-A Improving Basic Programs		\$2,052,991	\$2,052,991	\$2,052,991
Title-I Non-competitive, Supplemental School Improvement		\$85,974	\$85,974	\$85,974
Expanding Opportunities for Each Child Non-Competitive Grant		\$44,491	\$44,491	\$44,491
Title II-A Supporting Effective Instruction		\$250,743	\$250,743	\$250,743
IDEA-B Special Education		\$1,052,890	\$1,052,890	\$1,052,890
IDEA Early Childhood Special Education		\$18,552	\$00	\$00
Consolidated Total:		\$3,505,641	\$3,487,089	\$3,487,089
Grand Total:		\$3,505,641	\$3,487,089	\$3,487,089

S 1.1) Curriculum, Instruction and Assessment

Description:

Instruction: The district will improve the capacity of teachers in grades K-12 and intervention specialists to implement evidence-based instructional strategies aligned with the Local Literacy Plan. The Reading Tiered Fidelity Inventory will serve as a guide for identifying specific areas of strength and weakness to ensure a solid MTSS is in place. All buildings will administer the RTFI annually each spring. Multiple sources of data will also be analyzed, improvement areas identified and instructional development and action steps created. Professional development and instructional coaching will be provided K-12 to support teachers and

administrators as they learn about high impact evidence-based strategies and implement with fidelity.

AS 1.1.1) Multi-Tiered Systems of Support/Reading Tiered Fidelity Inventory

Description:

The DLT will analyze annual RTFI data to identify strengths and weaknesses in multi-tiered systems of support (MTSS) and create action steps on how to support the BLTs. BLTs will analyze their RTFI data and develop school improvement plans that support MTSS and provide high quality, engaging instruction and targeted interventions to meet the needs of all learners. The process will be facilitated by building principals and literacy coaches at the BLTs. Continued discussions and action planning will occur at weekly TBT meetings facilitated by classroom teachers and supported by the literacy coach and BLT.

AS 1.1.2) Instructional Coaching

Description:

Both at the elementary and secondary level, the district recognizes the importance coaching plays in the development of teacher skills in delivering effective, meaningful lessons. Targeted reading strategies will have clearly defined instructional routines aligned to the Local Literacy Plan and outlined in each Schoolwide Reading Plan. Professional development in direct, explicit instruction at the elementary level and vocabulary explicit instruction at the secondary level will provide the foundation for establishing instructional routines. Coaching will continue and be embedded to support teachers in transferring professional development to classroom practice utilizing a combination of observation, modeling and reflective feedback. The coaching cycle will be utilized to engage coaches and teachers in reflective processing and application of skills. District administrators will support the process by providing time for coaching and feedback to occur. District administrators will meet regularly with the coach to determine what supports or resources may be needed. Instructional practices will be part of weekly TBT meetings to determine impact on student outcomes. BLTs will analyze student outcome data to identify areas of strength and weakness and provide appropriate resources and/or coaching support.

AS 1.1.3) High Quality Professional Development

Description:

Based upon student data, the district will identify high quality professional development aligned with the needs of students and staff levels of competencies. The professional development will be both ongoing and embedded in order to ensure fidelity of implementation and sustainability of evidence based practices. Aligned with the Local Literacy Plan, professional development will focus on explicit, direct instruction K-12 in Tier 1. At the primary level, the focus will be on foundational reading skills and phonics. At the secondary level, the focus will be on direct, explicit vocabulary instruction. The district recognizes the need for solid, consistent implementation of evidence based instructional practices in Tier 1. The district MAP, DIBELS and OST reflect a large percentage of students not meeting benchmark reading indicators which is reflective of a Tier 1 problem. Language Essentials for Teachers of Reading and Spelling (LETRS) will be the basis of professional development for teachers in order to provide a solid skill set in the Big 5 of Reading. The district recognizes the importance of professional development that is embedded and sustainable, rather than a "one and done" approach. Professional development will be provided by outside consultants, in house teacher experts and building/district literacy coaches years 1-3.

AS 1.1.4) Tier 1 Core Reading Programs: Elementary

Description:

The district will develop guidelines/practice profiles for the implementation of the District adopted core reading curriculums. Teachers will receive resources and professional development on the implementation of the core reading programs in order to effectively impact student outcomes in vocabulary, comprehension, phonics, phonemic awareness and fluency. Guidelines and practice profiles will be developed collaboratively by administration, literacy coaches and teachers in year 1. Guidelines and practice profiles will be reviewed quarterly by instructional teams, TBTs, and/or BLTs. Professional development will be supported by administrators and building literacy coaches to ensure fidelity of implementation.

AS 1.1.5) Content-Area Reading: Secondary

Description:

The district will create a formal procedure for selecting content area reading strategies grades 4-12 aligned to the Local Literacy Plan. This will include guidelines/practice profiles for implementation of these strategies with a focus on explicit, vocabulary instruction and aligned to the Big 5 Ideas of Adolescent Literacy. The formal procedure will be developed collaboratively with the instructional team and support from the literacy coach and Office of Teaching and Learning. Once guidelines/practice profiles are developed, these will be used as a tool to assess needs for professional development, resources and coaching support. Conversations and action planning will occur at TBTs and the BLT with support and input from building literacy coaches, district literacy coach, curriculum advocates and teachers.

AS 1.1.6) Tiered System of Supports for Schools Identified as Priority, Watch, & Focus

Description:

Years 1-3, the district level team consisting of the Superintendent, Assistant Superintendent, Assistant Superintendent of Teaching and Learning, District Data Coordinator, and Elementary and

Secondary Supervisors of Teaching and Learning will hold monthly principal meetings and individual "check-in" meetings to provide additional support and monitor progress toward their school improvement goals as outlined in their Needs Assessment and Building One Plans. In addition, the District Leadership Team will collaborate with the State Support Team in providing targeted, individualized support to building administrators and their Building Leadership Teams. Support will be provided, but not limited to: professional development in transformational leadership practices, targeted guidance on analyzing academic and behavioral data, training on creating action plans based upon building data, ongoing professional development of evidence-based literacy strategies (ex: explicit instruction), supporting and monitoring adult implementation of identified strategies, training on providing effective feedback to teachers following walkthroughs and guidance on building and maintaining positive family engagement initiatives.

S 1.2) Data Literacy

Description:

Teachers and administrators will utilize data to inform instructional practices, interventions, and school improvement efforts. The goal is to develop a collaborative culture that uses data to improve instructional practices and decision making skills. Teachers and administrators will participate in professional development focusing on developing data analysis skills and applying knowledge to Impact Tier 1 practices and student outcomes.

AS 1.2.1) Professional Development in Data Literacy

Description:

Provide administrators and teachers with professional development in data analysis and how to use data to drive instruction to meet the needs of all learners. Professional development and trainings will be provided by ESC consultants, product professionals and internal data experts. The PD will occur at the start of each school year (Years 1-3) and then follow each data collection cycle.

AS 1.2.2) Data Coaching Support

Description:

In order to create an environment of sustainability, coaching support will be ongoing and embedded. The support will be for teacher teams and building leadership teams in how to screen, progress monitor, diagnostically assess students and make data-based instructional decisions. Coaching will be provided by building/district literacy coaches, ESC, in house data experts and outside product professionals. Coaching and support will be ongoing throughout the school year. (Years 1-3).

AS 1.2.3) Data Review & Impact on Student Outcomes

Description:

Years 1-3, the DLT will review MAP and DIBELS data at each benchmarking period. At each data review, the DLT will identify strengths and weaknesses and progress toward Tier 1 literacy goals for all students. Next steps will be outlined and communicated to BLTs and TBTs. This will occur following the fall, winter and spring benchmarking cycles. The BLTs and TBTs will also review data from K-3 foundational skills assessments. This data will be used for lesson planning and student-grouping.

AS 1.2.4) Data-based Decision Making & Shared Accountability

Description:

Years 1-3: Teacher based teams will engage in weekly meetings analyzing student data to determine the impact of instructional practices and interventions are having on student outcomes. This process will be supported by lead teachers, building coaches, ESC data consultant(s) and administration. Through collaboration between the DLT, BLT and TBT, there will be shared accountability for data-driven planning, implementation and feedback on literacy core instruction and interventions aligned to the Local Literacy Plan.

AS 1.2.5) Blueprint Assessments- Implementation

Description:

Years 1-3, teacher teams K-12 will select ELA assessments to begin the blueprinting process. This will be facilitated by ELA curriculum leaders, literacy coaches, administration and/or ESC consultant (s).

S 1.3) Assessment Blueprinting

Description:

Teachers and administrators K-12 will engage in the process of assessment blueprinting to optimize student outcomes. Assessment blueprinting involves unpacking the standards, collaborating on common assessment development and review and monitoring the frequency in which standards are assessed. It is important assessments are blueprinted in order to ensure alignment to the standards,

assessment questions are fair and unbiased and assessing what has been taught.

AS 1.3.1) Unpacking the Standards

Description:

It is important that teachers have a solid understanding of what the ELA standards are expecting students to learn. In year 1, teachers will engage in an initial unpacking of the standards. This process will be supported by curriculum advocates, administrators, literacy coaches and/or ESC consultant(s). After which, TBTs will conduct quarterly reviews to identify any changes that may need to be made.

AS 1.3.2) Assessment Audits

Description:

ELA Assessments K-12 will be audited to determine alignment to standards in years 1-3 by teacher based teams. This process will be supported by administrators, curriculum leaders, literacy coaches and/or ESC consultant(s).

AS 1.3.3) Development of Common Assessments

Description:

Common ELA assessments will be developed in years 2-3 by teacher based teams. This process will be facilitated by curriculum leaders, literacy coaches, administration and/or ESC consultant(s).

AS 1.3.4) Blueprint Assessments- Professional Development

Description:

Years 1-3, the district will provide teachers K-12 professional development on the process of blueprinting assessments.

G 2) Behavioral supports

SMART Goal:

By spring of 2024, the GHCS will improve adult implementation of Positive Behavior Intervention Supports in Tier 2 and Tier 3 by meeting or exceeding a score of 70% as measured by the Tiered Fidelity Inventory (TFI).

Root Cause(s):

The trend data reflects there is still a significant number of referrals being written for a variety of infractions. Looking a little deeper, the issue may be that not all teachers are able to address student behaviors appropriately, at times escalating/contributing to problem. Teachers may not reflect on their actions or reactions that have contributed to the student's misbehavior. There may be a lack of empathy or skill set in understanding the root cause of behaviors. There is a need for ongoing, embedded professional development on trauma informed practices and diversity when working with students' misbehaviors. Our students come to us with many academic/social emotional needs. We need to continue to offer PD to teachers and staff on positive strategies and relationship-building practices.

Student Measure:

The district will use multiple sources to measure student progress in Tier II and Tier III supports. Student progress data will be reviewed and analyzed at building PBIS Tier 2/3 team meetings monthly. Data sources being reviewed: attendance, SAEBS (k-8), SWIS, CICO tracking data (check-in, check-out), grades/failures, suspensions, IAT referrals and Tier II and Tier III pre-/post-test data.

Adult Implementation Measure:

The district will measure adult implementation toward the goal by having every building look at their most current TFI data and create an action plan. The plans will identify specific actions needed in order to meet and/or exceed a score of 70% on the TFI in Tier II and Tier III.

Fiscal Resources

Grant	Notes	2022	2023	2024
Consolidated				
Title I-A Improving Basic Programs		\$2,052,991	\$2,052,991	\$2,052,991
Title-I Non-competitive, Supplemental School Improvement		\$85,974	\$85,974	\$85,974
Title II-A Supporting Effective Instruction		\$250,743	\$250,743	\$250,743
Title IV-A Student Support and Academic Enrichment		\$135,364	\$135,364	\$135,364

IDEA-B Special Education

\$1,052,890 \$1,052,890 \$1,052,890

Consolidated Total:

\$3,577,962 \$3,577,962 \$3,577,962

Grand Total:

\$3,577,962 \$3,577,962 \$3,577,962

S 2.1) School Climate and Supports

Description:

PBIS: Each building will conduct a yearly Tiered Fidelity Inventory (TFI) in Tiers 1, 2, and 3. The PBIS Teams will analyze the data and develop action plans. As outlined in the action plan, all staff will implement PBIS across Tier 1 (universal), Tier 2 (targeted), and Tier 3 (intensive).

AS 2.1.1) Tiered Fidelity Inventory and Tier 2/3 Action Plan Development

Description:

Years 1-3, in the spring, each school Positive Behavior Intervention Support Team will complete the Tiered Fidelity Inventory for Tiers 2/3. In May/June, the PBIS Teams will develop action plans based upon the data. The Teams will meet monthly to evaluate progress toward goals outlined in the action plans. In August, PBIS Building Teams will report out their respective Action Plans to their building staff and with the DLT. Outcomes of Team meetings will be communicated the BLT's monthly and to the DLT quarterly. At the end of each year, the DLT will evaluate the District's progress toward its goal based upon the student and adult implementation measures. The District will determine if new action steps are needed to meet the goal of 70% in Tier 2/3 or revise the SMART goal.

AS 2.1.2) PBIS District Handbook

Description:

Years 1-3, based upon the TFI data and building Action Plan data, the District will continue to update the PBIS Handbook on Tier 2 and 3 supports. Updates to the Handbook will be communicated to all PBIS building teams. Building Teams will communicate updates to their building staff and gather and report back any feedback.

AS 2.1.3) Professional Development

Description:

Professional development in PBIS, PAX, RIPPLE EFFECTS will be provided for new staff on an ongoing basis. Embedded coaching support and additional training as needed will be provided to all staff in these areas as well. This will be provided by PAX Partners, outside consultant(s), and/or building PBIS Advocate in Years 1-3.

AS 2.1.4) Action Plan Implementation

Description:

Years 1-3, the PBIS Building Teams, administration and/or PBIS Coach will monitor implementation of Action Plans through ongoing fidelity checklists/look-fors. This information will be compiled and reported to the DLT quarterly.

AS 2.1.5) Early Warning Indicators (EWI)

Description:

Years 1-3, each PBIS Building Team will examine Early Warning Indicator data (attendance, failures, discipline referrals, etc.) to identify students who are at risk of needing additional academic and/or social emotional supports. EWI data will be examined quarterly and reported to the BLT and DLT.

AS 2.1.6) PAX

Description:

Year 1-3, all teachers in grades K-5 will implement the PAX Good Behavior Game to focus on classroom practices to prevent the emergence of problem behaviors. Teachers will learn to acknowledge appropriate behaviors and teach what is desirable. Adult implementation of practices will be monitored and supported by administration and the district PAX Consultant. Professional development and onboarding will be provided by the PAX vendor and/or district PAX consultant. Implementation data will be collected monthly through informal and formal walkthroughs and shared with the PBIS Team and BLT. The BLT will report their findings to the DLT twice a year.

AS 2.1.7) Collaborative Classroom

Description:

Year 1-3, grades 6-8, all teachers will implement the Collaborative Classroom program lessons daily for approximately 20-30 minutes. At the beginning of the school year, teachers and administrators will be provided professional development in implementation of the program. The professional development will be provided by the Collaborative Classroom vendor.

S 2.2) Safe and Healthy Schools

Description:

As part of MTSS, the district is monitoring and supporting our students' social emotional needs since we know that certain risk factors can impact a student's success in school and/or overall attitude. The district recognizes the need to build teacher and staff toolkits on identifying and providing the appropriate supports and interventions for students to be academically successful.

AS 2.2.1) Social Emotional At Risk Identification/Monitoring

Description:

Years 1-3, in the fall and spring, teachers/guidance counselors/social workers/ in grades K-8 will administer SAEBRS to determine those students who are at risk of not being successful due to social/emotional/trauma issues. The data will be recorded in Branching Minds and interventions assigned if necessary. Any new students that arrive throughout the school year, the SAEBRS will be administered within six weeks. Teachers in grades 9-12 will utilize Check and Connect to identify Tier 2/3 students at risk for academic failure and/or attendance. Interventions for these students will be assigned using Ripple Effects. Data from Ripple Effects will be reviewed every 4-6 weeks.

AS 2.2.2) Professional Development: Social Emotional Learning (SEL)

Description:

Years 1-3, the District will provide professional development/training in trauma informed classrooms, mental health needs of students and families, diversity, equity and inclusion. In grades 9-12, the District will continue with Project Mosaic to address diversity, equity and inclusion. Ongoing professional development from Brian Mendler will continue in 2021. The District Family and Community Engagement Coordinator will continue to work with GHCS families on meeting their needs to ensure their children are successful and have a positive school experience.

AS 2.2.3) SEL Curriculum and Character Education

Description:

Years 1-3, the District will focus on continued implementation of the Zones of Regulation grades K-8, and Ripple Effects 9-12 to support students socially and emotionally. Implementation will be monitored by walkthroughs and look fors by administration. Character Education lessons will be provided by guidance counselors/social workers in grades K-5, 3-4 days per week.

G 3) Engagement

SMART Goal:

By spring 2024, the GHCS will increase the number of families participating in parent/family engagement (PFE) opportunities by 30% through identifying and removing actual/perceived barriers, establishing families as partners in the educational process and offering a variety of activities/resources based upon needs and interests as measured on post-parent event surveys and sign-in sheets.

Root Cause(s):

Parents and students need more information and support about resources and tools that are available for communication and engagement to support their child's success. We do not have a large number of families that engage in activities depending on the event/school. Historically families may have experienced a lack of opportunities to connect with the schools. This may have been due to our community programming was in its infancy and the processes were still being developed. The district recently identified the need for families to become more engaged in student outcomes. Community dynamics have changed drastically necessitating differentiated communication and accessibility. Families did not get the opportunity to communicate with schools using modern technology platforms in the past like they are able to currently.

Student Measure:

As a result of the district's efforts to create welcoming learning environments and positive family partnerships promoting student success, student surveys will reflect a positive attitude toward their experience in the GHCSs and relationships with teachers/staff.

Adult Implementation Measure:

The district will implement a variety of methods to collect parent participation and engagement data which will be reviewed annually by the DLT and BLTs.

Fiscal Resources

Consolidated

Title I-A Improving Basic Programs	\$2,052,991	\$2,052,991	\$2,052,991
Title-I Non-competitive, Supplemental School Improvement	\$85,974	\$85,974	\$85,974
Title IV-A Student Support and Academic Enrichment	\$134,887	\$134,887	\$134,887
Consolidated Total:	\$2,273,852	\$2,273,852	\$2,273,852
Grand Total:	\$2,273,852	\$2,273,852	\$2,273,852

S 3.1) Community, Family Engagement

Description:

The GHCS district will develop a comprehensive Parent and Family Engagement (PFE) calendar and resource guide highlighting various activities, trainings, resources, etc. based upon data gathered from parent groups, interest inventories and other surveys. The GHCS PFE Calendar and Resource Guide will be updated annually by the district Parent/Family Engagement Coordinator and its team.

AS 3.1.1) Family Engagement Communications

Description:

The GHCS will work to improve its communications to families by creating a comprehensive family resource guide and calendar of family engagement events, trainings, workshops, etc. The calendar and resource guide will be updated annually by the district Community and Family Engagement Coordinator in collaboration with district administration. The guide/calendar will be made available to families/community members in a variety of formats and languages.

AS 3.1.2) Family Engagement Data Analysis

Description:

Family engagement data will be collected in the forms of parent surveys, sign in sheets, RSVP's to determine which efforts to improve family participation are effective or need to be eliminated. This will involve the District Family Engagement Coordinator, administration and Parent Action Team reviewing the family participation data and doing a root cause analysis. In addition, the data will be reviewed by the DLT and added to the DLT calendar. After which, the Team will develop an action plan that will involve deleting/modifying the events, trainings, workshops, etc. in order to better meet the needs of families and minimize barriers to participation.

S 3.2) Family Engagement: Building Partnerships and Promoting Academic Success

Description:

The GHCS district will build family/community partnerships and promote student success supported through the implementation of evidence-based practices and partnerships such as those outlined in Joyce Epstein's "Framework of Six Types of Involvement": 1) Parenting, 2) Communicating, 3) Volunteering, 4) Learning at Home, 5) Decision Making, 6) Collaborating with the Community. The district recognizes the need to provide multiple opportunities for all families to be involved in a variety of activities at school and at home. The district has a responsibility to communicate with families the various factors that promote student success academically and social emotionally. This is going to require the district to go beyond expecting families to participate in a couple events a year in order to have a greater impact for example more online events and/or recorded family engagement activities.

AS 3.2.1) Parent Action Teams and Action Planning

Description:

In 2021-2022, the District Family and Community Engagement Coordinator and administrative team will create Parent Action Teams in all the schools. The Parent Action Teams will be made up of parent representatives, building principal(s), and teachers. The Team will be facilitated by the District Family and Community Engagement Coordinator. The Parent Action Team will serve as the liaison between the school, families and community with the purpose of supporting families to increase academic outcomes, assist families in navigating and understanding the GH school system, and support families from diverse cultural backgrounds and languages. The Team will work collaboratively with the district in analyzing parent engagement data and developing an action plan. The Family/School Action Plan will be created in Year 1 and reviewed quarterly Year 1-3.

AS 3.2.2) PTA

Description:

The district recognizes the importance of building positive, supportive relationships between the school and families in the form of active PTAs. The PTA serves a very unique role in each building as it represents the personal relationship the family has with the school and its staff. PTAs help create the welcoming, nurturing environment that fosters a sense of "school family". They help "take care" of the students and staff of their building in a variety of ways from fundraising to helping out with school events to cheering students on during high stakes testing weeks. With the support of the

District Family and Community Engagement Coordinator, administration and teachers, each building will make an effort to establish a PTA and engage with them monthly in Years 1-3.

AS 3.2.3) Family Engagement to Promote Student Success

Description:

Years 1-3, the GHCS will communicate to its families and community partners its goals around literacy and positive behavior supports and the importance of how they can support student success. The district in collaboration with the District Family and Community Engagement Coordinator, Parent Action Teams, and PTAs will offer meetings, resources, trainings on the families' role in supporting and modeling their child's academic success. This includes providing parents/students assistance with high school to college transition, trade school or other career programs. In addition, the district will welcome input and feedback on developing supportive systems.

AS 3.2.4) Family Engagement in PBIS

Description:

Years 1-3, in collaboration with the district Family and Community Engagement Coordinator, administration, teachers will hold a series of meetings to share with families the expectations of PBIS, PAX and RIPPLE Effects with a focus on how families can support and model expectations at home. Families will be able to provide feedback and input to guide development, impact and implementation of these programs on student success.

AS 3.2.5) Diversity, Equity and Culturally Responsive Practices

Description:

Years 1-3, through ongoing professional development, family engagement and differentiated instructional resources, the district will focus on demonstrating culturally responsive practices. The district will ensure that each building provides equitable opportunities for all students/families by: creating welcoming school environments that respect and celebrate cultural diversity and subgroups (SWD, ELLs, foster, homeless) and provide equity and diversity training to both certified and classified staff. As part of creating the welcoming environment, facilitated by the District Family and Community Engagement Coordinator and Pupil Services, will host annual or biannual meetings for ELL students and families.

Plan Function

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