JOANNA CONNELL SCH

1820 E 38th St

TSI Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

Joanna Connell Elementary School will work hand in hand with our community partners to remove barriers impeding student success. We believe through the use of evidence based curriculum combined with data-driven instruction, students can reach proficiency in all content areas or academic goals and maintain healthy social emotional growth.

STEERING COMMITTEE

Name	Position	Building/Group
Robert Causgrove	Principal	JoAnna Connell Elementary
Tiffani Rossi	Principal	JoAnna Connell Elementary
Brian Polito	Chief School Administrator	Erie Public Schools
Teresa Szumigala	District Level Leaders	Erie Public Schools
Christopher Cummins	Parent	JoAnna Connell Elementary
Stephanie Craft	Parent	JoAnna Connell Elementary
Elizabeth Haffley	Parent	JoAnna Connell Elementary
Karen Chludzinski	Teacher	JoAnna Connell Elementary
Kimberly Dahlkemper	Teacher	JoAnna Connell Elementary
Kimberly Fachetti	Teacher	JoAnna Connell Elementary
Carla Harmon	Teacher	JoAnna Connell Elementary
Jennifer Pasko	Teacher	JoAnna Connell Elementary
Melanie Fromyer	Teacher	JoAnna Connell Elementary

Name	Position	Building/Group
Melanie Miller	District Level Leaders	Erie Public Schools
Brad Braggins	District Level Leaders	Erie Public Schools
Marcus Yuille	Community Member	United Way
Jill McCormick	Community Member	Larson Text
Ellen Nicolia	Paraprofessional	JoAnna Connell Elementary

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we use systematic processes to collaboratively plan and ensure instruction is coordinated and aligned while supporting teachers with effective curriculum implementation, then we will see an increase in student achievement data.	English Language Arts English Language Arts English Language Arts
If we use systematic processes to collaboratively plan and ensure instruction is coordinated and aligned while supporting teachers with effective curriculum implementation, then we will see an increase in student achievement data.	Mathematics Mathematics Mathematics
If we use systematic processes to promote and sustain a positive school environment and proactively support family needs, then we will see an increase in our regular attendance.	Regular Attendance Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy

Teacher Study Groups

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Lesson Structures & Terminology	Building administration will walk through all classrooms at least once per quarter to monitor lesson structures and terminology achieving scores at or above 2.0 by the end of the year on the Core rubric.
Mathematics- Structures & Terminology	Building administration will walk through all classrooms at least once per quarter to monitor lesson structures and terminology achieving scores at or above 2.0 by the end of the year on the Core rubric.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Each quarter, Ms. Rossi will ensure at least two Professional Learning Communities (PLCs) are centered on Core Knowledge Language Arts (CKLA) curriculum and two are focused on iReady. Differentiated PLC's will meet teacher professional learning needs as they meet student needs in the classroom	2023-09-04 - 2024-05-31	Ms. Rossi & School Wide Specialists (SWS)	Curriculum resources, Mrs. Miller, and SWS
Conduct at least one walk-through each month on targeted areas	2023-09-04 - 2024-05-31	Mr. Causgrove & Ms. Rossi	Schedule and rubrics

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
After completing a target walk, provide timely and systematic feedback on a rubric. Follow up discussions on an individual basis, as needed.	2023-09-04 - 2024-05-31	Mr. Causgrove & Ms. Rossi	Schedule and rubrics
Each quarter, Mr. Causgrove will work with grade level teams to utilize common planning time effectively to follow the pacing guides, analyze formative, summative and benchmark data and adjust interventions as needed based on student needs.	2023-09-04 - 2024-05-31	Mr. Causgrove & Instructional Leadership Team (ILT)	Curriculum resources, Mrs. Miller, and SWS
Once per quarter, a PLC will focus on best practices for English Learners (ELs) based on the book, "Literacy Foundations for English Learners".	2023-08-28 - 2024-05-31	Ms. Rossi, Assistant Principal Mrs. Sisson, EL Teacher	Book ("Literacy Foundations for English Learners")

Anticipated Outcome

We should see an improvement on the targeted area of observation. We should see improved unit assessment scores and bench mark data as a result of intentional PLC work and utilizing common planning time effectively.

Monitoring/Evaluation

Mr. Causgrove and Ms. Rossi will ensure each classroom has at least one walk-through with feedback per month.

Evidence-based Strategy

MTSS for improving regular attendance

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Regular Attendance	Connell's regular attendance, as defined by PA Future Ready Index will improve from 75.5% in 2023 to 85% by the end of 2024.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Our Community School Director (CSD) will work with support staff in the building to ensure at least one family engagement night happens per quarter.	2023-08-01 - 2024-10-31	Marcus Yuille-CSD	Attendance information, SWS, GC, BIS, etc.
Our School Wide Specialists (SWS) will work with support staff in the building to ensure at least one family engagement night happens per quarter. At each event, we will layer in with attendance supports and acknowledgements.	2023-08-01 - 2023-10-31	Kimberly Fachetti-SWS Kristy Klapsinos- SWS	Attendance information, CSD, GC, BIS, etc.
An attendance team will be established to proactively address attendance trends, student needs and family barriers.	2023-09-04 - 2023-09-08	Mrs. Schamber, Guidance Counselor	
The attendance team will meet weekly during the school day to review attendance data and provide appropriate tier 1 and 2 supports.	2023-09-11 - 2024-05-31	Mrs. Schamber, Guidance Counselor	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The attendance team will ensure Check & Connect groups are establish and maintained through the year. Student attendance data will be tracked and monitor by the team and Tier 2 support.	2023-09-11 - 2024-05-31	Mr. Yuille, Community School Director	Check and connect training
Our Positive Behavior Intervention and Support (PBIS) team will collaborate with the attendance team and CSD to establish weekly, monthly, and quarterly attendance incentives.	2023-09-11 - 2024-05-31	Christina Lachia- PBIS Coach Jen Pasko- PBIS Coach Marcus Yuille- CSD	PBIS Rewards system, PBIS closet, Attendance team, etc.

Anticipated Outcome

We should see an increase in our regular attendance after: implementing family engagement nights providing information regarding the importance of attendance; creation of an attendance team that weekly reviews student data, removes barriers and provides tier 1 and 2 supports; providing students and families with attendance incentives.

Monitoring/Evaluation

Mr. Causgrove, Ms. Rossi, CSD, SWS and attendance team. Items are monitored weekly, bi-weekly and monthly, depending on the function.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Building administration will walk through all classrooms at least once per quarter to monitor lesson structures and terminology achieving scores at or above 2.0 by the end of the year on the Core rubric. (ELA Lesson Structures & Terminology) Building administration will walk through all classrooms at least once per quarter to monitor lesson structures and terminology achieving scores at or above 2.0 by the end of the year on the Core rubric. (Mathematics- Structures & Terminology)	Teacher Study Groups	Once per quarter, a PLC will focus on best practices for English Learners (ELs) based on the book, "Literacy Foundations for English Learners".	08/28/2023 - 05/31/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Connell's regular attendance, as defined by PA Future Ready Index will improve from 75.5% in 2023 to 85% by the end of 2024. (Regular Attendance)	MTSS for improving regular attendance	The attendance team will ensure Check & Connect groups are establish and maintained through the year. Student attendance data will be tracked and monitor by the team and Tier 2 support.	09/11/2023 - 05/31/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator	Brian Polito	2023-08-27
School Improvement Facilitator Signature		
Building Principal Signature	Robert L. Causgrove	2023-08-25

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Meeting Annual Academic Growth Expectations on PSSA: ELA (Connell exceeded growth expectations in ELA for PSSA with a score of 83%, which is 8% above the state average.)

Meeting Annual Academic Growth Expectations on PSSA: Math (Connell exceeded growth expectations in Math for PSSA with a score of 80%, which is 4.7% above the state average.)

Career Standards Benchmark (Connell scored 91.3% which is 3% above the statewide average.)

Monitoring DIBELS benchmark assessment at BOY, MOY, and EOY.

Implementing BURST intervention groups in grades K-3 using DIBELS data and progress monitoring.

PLC's were intentionally planned and provided opportunity for lesson internalization and teacher feedback.

Each quarter grade level teams worked in PLC to internalize using the Try, Discuss, Connect routines built into iReady lessons.

Analysis of iReady diagnostic at BOY, MOY, and EOY.

Challenges

Proficient or Advanced on PSSA: ELA (Connell had 37.7% proficient/advanced, missing the statewide average by 16.4%.)

Proficient or Advanced on PSSA: Math (Connell had 26.3% proficient/advanced, missing the statewide average by 9.4%.)

Proficient or Advanced on PSSA: Science (Connell had 51.2% proficient/advanced, missing the statewide average by 3.2%.)

Regular attendance (Connell's regular attendance was 79.7, missing the statewide average by 2.5%.)

Proficient or Advanced on PSSA: ELA (EL subgroup did not meet the statewide goal/interim target. In 2019-2020, 24% of the EL subgroup scored proficient or advanced on PSSA ELA. In 2021-2022, 4.2% of the EL subgroup scored proficient or advanced on PSSA ELA)

Utilizing DIBELS benchmark data to evaluate student performance and adjust teaching and learning.

Utilizing mClass interventions effectively, specifically in grades 3-5.

Strengths

All grade level teams continued the implementation of iReady curriculum materials and gave assessments built in the curriculum.

Building administration implemented a process to closely monitor iReady individual pathway completion and pass rate.

Introduced a STEM class this year K-5.

CKLA curriculum has many unit that expose children to non-fictional text that may overlap with PA science standards

All grade levels use Foss kits for the teaching of Science.

91.3% of all students grades 3-5 completed two artifacts in Smart Futures. This exceeded the state average of 88.3%.

Joanna Connell's guidance counselor has a tight process for monitoring student Smart Futures completion.

Implement an evidence-based system of schoolwide positive behavior interventions and supports

Continuously monitor implementation of the school improvement plan and adjust as needed

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Challenges

Grade level teams use their common planning time to collaborate regarding content, student data and potential next steps to meet student needs.

Due to a heightened focus on ELA content this year, there was less time specifically devoted to Math ion PLC.

21% (124/589) of students scored in Tier 1 on MOY.

Building administration would benefit from PL centered on iReady Try, Discuss, Connect routines and the iReady content in each grade level in order to better support teachers and be able to provide intentional feedback.

Not all PA/Common Core standards are addressed in the science kits.

Allocated time to teach Science daily as intended, allowing for exploration, questioning and experimentation.

Percentage of students in grades 3-5 who have completed to artifacts has declined over the past three years.

80% of students with disabilities met the goal of completing 2 artifacts.

Use multiple professional learning designs to support the learning needs of staff

Strengths

Our EL population had an attendance rate of 87.5%.

Our population of students who are two or more races had an attendance rate of 84.6%.

Challenges

Implement a multi-tiered system of supports for academics and behavior

70% of our EL students are below or well below on Dibels and 86% are below or well below on iReady.

79% of students with disabilities students are below or well below on Dibels and 90% are below or well below on iReady.

51% of our black students are below or well below on Dibels and 90% are below or well below on iReady. This subgroup also has an attendance rate of 71%.

Most Notable Observations/Patterns

Increasing the capacity of leaders and teachers as it pertains to collective efficacy and how students should be taught to read is paramount to learning outcomes. Data driven decision making will ensure all stakeholders are seen and heard on the journey to continuous improvement.

Challenges	Discussion Point	Priority for Planning

Challenges	Discussion Point	Priority for Planning
Proficient or Advanced on PSSA: ELA (Connell had 37.7% proficient/advanced, missing the statewide average by 16.4%.)	Lags in training from the 2020 implementation has caused a disconnect with the curriculum.	✓
Proficient or Advanced on PSSA: Math (Connell had 26.3% proficient/advanced, missing the statewide average by 9.4%.)	Lags in training from the 2020 implementation has caused a disconnect with the curriculum.	✓
Proficient or Advanced on PSSA: Science (Connell had 51.2% proficient/advanced, missing the statewide average by 3.2%.)		
Regular attendance (Connell's regular attendance was 79.7, missing the statewide average by 2.5%.)	Our families are experiencing new barriers after the Covid 19 pandemic which are preventing them from sending their children to school regularly. We have not identified all of the barriers our families face yet.	✓
Proficient or Advanced on PSSA: ELA (EL subgroup did not meet the statewide goal/interim target. In 2019-2020, 24% of the EL subgroup scored proficient or advanced on PSSA ELA. In 2021-2022, 4.2% of the EL subgroup scored proficient or advanced on PSSA ELA)		
Utilizing DIBELS benchmark data to evaluate student performance and adjust teaching and learning.		
Utilizing mClass interventions effectively, specifically in grades 3-5.		
Grade level teams use their common planning time to		

Challenges	Discussion Point	Priority for Planning
collaborate regarding content, student data and potential next steps to meet student needs.		
21% (124/589) of students scored in Tier 1 on MOY.		
Implement a multi-tiered system of supports for academics and behavior		
70% of our EL students are below or well below on Dibels and 86% are below or well below on iReady.		
79% of students with disabilities students are below or well below on Dibels and 90% are below or well below on iReady.		
51% of our black students are below or well below on Dibels and 90% are below or well below on iReady. This subgroup also has an attendance rate of 71%.		

ADDENDUM B: ACTION PLAN

Action Plan: Teacher Study Groups

Action Steps	Anticipated Start/Completion Date
Each quarter, Ms. Rossi will ensure at least two Professional Learning Communities (PLCs) are centered on Core Knowledge Language Arts (CKLA) curriculum and two are focused on iReady. Differentiated PLC's will meet teacher professional learning needs as they meet student needs in the classroom	09/04/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Mr. Causgrove and Ms. Rossi will ensure each classroom has at least one walk-through with feedback per month.	We should see an improvement on the targeted area of observation. We should see improved unit assessment scores and bench mark data as a result of intentional PLC work and utilizing common planning time effectively.

Material/Resources/Supports Needed	PD Step
Curriculum resources, Mrs. Miller, and SWS	no

Action Steps	Anticipated Start/Completion Date
Conduct at least one walk-through each month on targeted areas	09/04/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Mr. Causgrove and Ms. Rossi will ensure each classroom has at least one walk-through with feedback per month.	We should see an improvement on the targeted area of observation. We should see improved unit assessment scores and bench mark data as a result of intentional PLC work and utilizing common planning time effectively.

Material/Resources/Supports Needed	PD Step
Schedule and rubrics	no

Action Steps	Anticipated Start/Completion Date
After completing a target walk, provide timely and systematic feedback on a rubric. Follow up discussions on an individual basis, as needed.	09/04/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Mr. Causgrove and Ms. Rossi will ensure each classroom has at least one walk-through with feedback per month.	We should see an improvement on the targeted area of observation. We should see improved unit assessment scores and bench mark data as a result of intentional PLC work and utilizing common planning time effectively.

Material/Resources/Supports Needed	PD Step
Schedule and rubrics	no

Action Steps	Anticipated Start/Completion Date
Each quarter, Mr. Causgrove will work with grade level teams to utilize common planning time effectively to follow the pacing guides, analyze formative, summative and benchmark data and adjust interventions as needed based on student needs.	09/04/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Mr. Causgrove and Ms. Rossi will ensure each classroom has at least one walk-through with feedback per month.	We should see an improvement on the targeted area of observation. We should see improved unit assessment scores and bench mark data as a result of intentional PLC work and utilizing common planning time effectively.

Material/Resources/Supports Needed	PD Step
Curriculum resources, Mrs. Miller, and SWS	no

Action Steps	Anticipated Start/Completion Date
Once per quarter, a PLC will focus on best practices for English Learners (ELs) based on the book, "Literacy Foundations for English Learners".	08/28/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Mr. Causgrove and Ms. Rossi will ensure each classroom has at least one walk-through with feedback per month.	We should see an improvement on the targeted area of observation. We should see improved unit assessment scores and bench mark data as a result of intentional PLC work and utilizing common planning time effectively.

Material/Resources/Supports Needed	PD Step
Book ("Literacy Foundations for English Learners")	yes

Action Plan: MTSS for improving regular attendance

Action Steps	Anticipated Start/Completion Date
Our Community School Director (CSD) will work with support staff in the building to ensure at least one family engagement night happens per quarter.	08/01/2023 - 10/31/2024

Monitoring/Evaluation	Anticipated Output
Mr. Causgrove, Ms. Rossi, CSD, SWS and attendance team. Items are monitored weekly, bi-weekly and monthly, depending on the function.	We should see an increase in our regular attendance after: implementing family engagement nights providing information regarding the importance of attendance; creation of an attendance team that weekly reviews student data, removes barriers and provides tier 1 and 2 supports; providing students and families with attendance incentives.

Material/Resources/Supports Needed	PD Step
Attendance information, SWS, GC, BIS, etc.	no

Action Steps	Anticipated Start/Completion Date
Our School Wide Specialists (SWS) will work with support staff in the building to ensure at least one family engagement night happens per quarter. At each event, we will layer in with attendance supports and acknowledgements.	08/01/2023 - 10/31/2023

Monitoring/Evaluation	Anticipated Output
Mr. Causgrove, Ms. Rossi, CSD, SWS and attendance team. Items are monitored weekly, bi-weekly and monthly, depending on the function.	We should see an increase in our regular attendance after: implementing family engagement nights providing information regarding the importance of attendance; creation of an attendance team that weekly reviews student data, removes barriers and provides tier 1 and 2 supports; providing students and families with attendance incentives.

Material/Resources/Supports Needed	PD Step
Attendance information, CSD, GC, BIS, etc.	no

Action Steps	Anticipated Start/Completion Date
An attendance team will be established to proactively address attendance trends, student needs and family barriers.	09/04/2023 - 09/08/2023

Monitoring/Evaluation	Anticipated Output
Mr. Causgrove, Ms. Rossi, CSD, SWS and attendance team. Items are monitored weekly, bi-weekly and monthly, depending on the function.	We should see an increase in our regular attendance after: implementing family engagement nights providing information regarding the importance of attendance; creation of an attendance team that weekly reviews student data, removes barriers and provides tier 1 and 2 supports; providing students and families with attendance incentives.

Material/Resources/Supports Needed	PD Step
	no

Action Steps	Anticipated Start/Completion Date
The attendance team will meet weekly during the school day to review attendance data and provide appropriate tier 1 and 2 supports.	09/11/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Mr. Causgrove, Ms. Rossi, CSD, SWS and attendance team. Items are monitored weekly, bi-weekly and monthly, depending on the function.	We should see an increase in our regular attendance after: implementing family engagement nights providing information regarding the importance of attendance; creation of an attendance team that weekly reviews student data, removes barriers and provides tier 1 and 2 supports; providing students and families with attendance incentives.

Material/Resources/Supports Needed		PD Step
		no

Action Steps	Anticipated Start/Completion Date
The attendance team will ensure Check & Connect groups are establish and maintained through the year. Student attendance data will be tracked and monitor by the team and Tier 2 support.	09/11/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
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Material/Resources/Supports Needed	PD Step
Check and connect training	yes

Action Steps	Anticipated Start/Completion Date
Our Positive Behavior Intervention and Support (PBIS) team will collaborate with the attendance team and CSD to establish weekly, monthly, and quarterly attendance incentives.	09/11/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
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Material/Resources/Supports Needed	PD Step
PBIS Rewards system, PBIS closet, Attendance team, etc.	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Building administration will walk through all classrooms at least once per quarter to monitor lesson structures and terminology achieving scores at or above 2.0 by the end of the year on the Core rubric. (ELA Lesson Structures & Terminology) Building administration will walk through all classrooms at least once per quarter to monitor lesson structures and terminology achieving scores at or above 2.0 by the end of the year on the Core rubric. (Mathematics- Structures & Terminology)	Teacher Study Groups	Once per quarter, a PLC will focus on best practices for English Learners (ELs) based on the book, "Literacy Foundations for English Learners".	08/28/2023 - 05/31/2024
Connell's regular attendance, as defined by PA Future Ready Index will improve from 75.5% in 2023 to 85% by the end of 2024. (Regular Attendance)	MTSS for improving regular attendance	The attendance team will ensure Check & Connect groups are establish and maintained through the year. Student attendance data will be tracked and monitor by the team and Tier 2 support.	09/11/2023 - 05/31/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Attendance Training	Whole building	Check & Connect, strategies that support Tier 2 attendance concerns. Attendance Procedures Teachers are the front line

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Improved attendance rates	08/21/2023 - 08/25/2023	Rob Causgrove Tiffani Rossi Marcus Yuille-CSD

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4d: Participating in a Professional Community	
1d: Demonstrating Knowledge of Resources	

Professional Development Step	Audience	Topics of Prof. Dev
Best Practices for ELs	Grade-level teams and EL teacher	Best practices identified from "Literacy Foundations for English Learners".

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Improve WIDA scores	08/28/2023 - 05/31/2024	Ms. Rossi, Assistant Principal Mrs. Sisson, EL Teacher

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4e: Growing and Developing Professionally	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Information out to families	Plan topics: attendance, I-ready etc	Dojo, Facebook, Family Engagement Meetings	Connell Families	Social Media blasts will be out in September and ongoing. Bi-Monthly family engagement nights
Public Review	Public review of the plan	Erie's Public Schools Website	Public	July 2023-ongoing