

Barret's Chapel Elementary/Middle Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts

Reading/Language Arts: For TCAP ELA ,Barret's Chapel 3-5 Students with Disabilities will increase from 12.5% (Spring 2024) to 14% (Spring 2026). For TCAP ELA, Barret's Chapel 2nd grade, Students with Disabilities, will increase from 23.2% proficient (Spring,2024) to 25% proficient (Spring 2026).

Performance Measure

****IMPLEMENTATION:****

iReady Diagnostics Platform (FALL, WINTER, SPRING)

Bi-Weekly CLASSROOM INFORMAL OBSERVATION DATA

Semi-Annual FORMAL OBSERVATION DATA (TEM)

Quarterly Formative Common Assessments

Aims Web

District Formative Assessments

TNReady Assessment

IXL

****EFFECTIVENESS**:**

Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery

Biweekly classroom observations will show 20% of students with a 5% increase on track or mastery

Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.

Implementing Quarterly Formative Assessments will show 10% of students in grades 3 through 8 should perform at or above the 70%

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction	[A 1.1.1] Utilize Resources and Supplies	Abbye Miller &	05/24/2026		

<p>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 **Benchmark Indicator**</p> <p>**IMPLEMENTATION:**</p> <p>iReady Diagnostics Platform (FALL, WINTER, SPRING)</p> <p>Bi-Weekly CLASSROOM INFORMAL OBSERVATION DATA</p> <p>Semi-Annual FORMAL OBSERVATION DATA (TEM)</p> <p>Quarterly Formative Common Assessments</p> <p>**EFFECTIVENESS**:</p> <p>Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery</p> <p>Implementing Biweekly classroom observations will show 20% of students with a 5% increase on track or mastery</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.</p> <p>Implementing Quarterly Formative Assessments will show 10% of students in grades 3 through 8 should perform at or above the 70%.</p>	<p>Secure supplies, materials, equipment, and support for academic instruction In order to ensure that all children meet challenging state academic standards, we will use our Title 1 funds as well as the general fund as appropriate.</p>	<p>Stephanie Mascolo</p>			
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	<p>[A 1.1.2] Conduct Collaborative Planning Teachers will be planning collaboratively weekly with administrators as well as district advisors on the curriculum and standards. This includes online and hard copies of the Wonders and my Perspectives text and curriculum.</p>	Abbye Miller & Stephanie Mascolo	05/25/2026		
	<p>[A 1.1.3] Conduct Data Meetings Data meetings will be held during PLCs to review trends, identify at-risk students, and model best practices of good first teaching. Core instruction data surrounding district assessments will be discussed by teachers and admin team. RTI Leads will facilitate the PLCs with a gradual release to content lead teachers that will support the learning environment.</p>	Abbye Miller & Stephanie Mascolo	05/25/2026		
<p>[S 1.2] Professional Development 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, mastery of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator **IMPLEMENTATION**:</p> <ul style="list-style-type: none"> * Weekly PD Attendance Forms (PLCs/Collaborative Planning) * Biweekly Informal Observation Walkthrough Form * Semi-annual TEM Effectiveness Measure Tool * Quarterly District Formative Assessment <p>**EFFECTIVENESS**:</p> <p>95% of teachers will attend weekly professional learning sessions, which will result in TEM score</p>	<p>[A 1.2.1] Leverage Early Literacy Reading Chair We will leverage the Early Literacy Reading Chair as an asset, to help provide rigorous support and professional development through his on-going training by the District Early Literacy Department on Wonders and my Perspective (MSCS curriculum).</p>	Stephanie Mascolo & Mark Wittman	05/28/2026		

<p>increasing by one level in at least one domain</p> <p>80% of teachers will demonstrate strategies gained from professional development sessions as evidenced by informal observation walkthrough form, resulting in a 5% growth in mastery performance on quarterly district formative assessments in 10% of the student population.</p> <p>75% of teachers will show improvement on TEM effectiveness measure as evidenced by TEM observation measure tool semi-annually</p> <p>10% of Students in grades 3-8 should show 5% growth on quarterly district formative assessment.</p> <p>The implementation of the HQIM and standards-aligned instruction will yield at least 75% of classrooms will demonstrate the ability to effectively implement the identified instructional shifts.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. New Teachers will achieve a TEM score of at least 3 or higher in at least 2 indicators per semester.</p>					
	<p>[A 1.2.2] Utilize PLC Coach and SPED Chair The PIC Coach and SPED Chair will facilitate PD/coaching opportunities to teachers that need additional support in identified areas as determined by school level walkthroughs and observations.</p>	<p>Abbye Miller, Stephanie Mascolo, and Mrs. Patton</p>	<p>05/25/2026</p>		
	<p>[A 1.2.3] Provide Opportunities for Educators to</p>	<p>Abbye Miller,</p>	<p>05/25/2026</p>		

	<p>attend PD Provide coverage and/or substitutes for teachers to attend district, state or national level PD in-person or virtually that will support and enhance with a concise understanding of teacher pedagogy.</p>	Stephanie Mascolo, Shelby Swindell, Mark Wittman, and Valeria Walters			
	<p>[A 1.2.4] Utilize Resources and Supplies Secure supplies, materials, equipment, resources and support for teachers to have opportunities of high quality professional development that will focus on researched based instructional practices to improve student academic performance levels.</p>	Christopher Stallings & Stephanie Mascolo	05/25/2026	Title I Funds [\$10000.00]	
<p>[S 1.3] Targeted Intervention and Personalized Learning 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 **IMPLEMENTATION:**</p> <p>iReady Diagnostics Platform (FALL, WINTER, SPRING)</p> <p>Bi-Weekly CLASSROOM INFORMAL OBSERVATION DATA</p> <p>Semi-Annual FORMAL OBSERVATION DATA (TEM)</p> <p>Quarterly Formative Common Assessments</p> <p>**EFFECTIVENESS**:</p> <p>Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery</p> <p>Implementing Biweekly classroom observations will</p>	<p>[A 1.3.1] Provide Resources and Supplies Secure materials and intervention resources to support students that are struggling to meet/master academic standards.</p>	Abbye Miller, Christopher Stallings, & Stephanie Mascolo	05/26/2026		

<p>show 20% of students with a 5% increase on track or mastery</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.</p> <p>Implementing Quarterly Formative Assessments will show 10% of students in grades 3 through 8 should perform at or above the 70%</p>					
	<p>[A 1.3.2] Extended Learning Opportunities Barret's Chapel will provide extended learning opportunities by teachers after the regular school day to meet the needs of each learner.</p>	<p>Christopher Stallings</p>	<p>08/30/2026</p>		
	<p>[A 1.3.3] Provide Appropriate Pacing Barret's Chapel will provide appropriate pacing through District pacing guides, growth monitoring, and reteaching opportunities.</p>	<p>Abbye Miller, Christopher Stallings, & Stephanie Mascolo</p>	<p>05/25/2026</p>		
	<p>[A 1.3.4] RTI Instruction Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student. This includes small group instruction.</p>	<p>Angela Erickson, Susan Reyna, & Abbye Miller</p>	<p>05/25/2026</p>		
<p>[S 1.4] Early Literacy Barret's Chapel School's early learners will be engaged for the 2025-26 year in scientifically based reading instruction that provides meaningful and authentic opportunities to develop the early literacy skills essential to becoming proficient readers by the end of grade 3.</p> <p>Benchmark Indicator **IMPLEMENTATION:**</p> <p>iReady Diagnostics Platform (FALL, WINTER, SPRING)</p>	<p>[A 1.4.1] Professional Development Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading. Provide coverage and/or substitutes for teachers to attend district PD or PD at other facilities.</p>	<p>Abbye Miller, Stephanie Mascolo and Valeria Walters</p>	<p>05/25/2026</p>		

<p>Bi-Weekly CLASSROOM INFORMAL OBSERVATION DATA</p> <p>Semi-Annual FORMAL OBSERVATION DATA (TEM)</p> <p>Quarterly Formative Common Assessments</p> <p>**EFFECTIVENESS**:</p> <p>Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery</p> <p>Implementing Biweekly classroom observations will show 20% of students with a 5% increase on track or mastery</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.</p> <p>Implementing Quarterly Formative Assessments will show 10% of students in grades 3 through 8 should perform at or above the 70%</p>					
	<p>[A 1.4.2] Secure Supplies and Support Secure supplies, materials, equipment, and support for academic instruction In order to provide ongoing, high quality professional development that focuses on changing instructional practices for improved student performance, we will use our Title 1 funds as well as the general fund as appropriate.</p>	<p>Abbye Miller & Stephanie Mascolo</p>	<p>05/25/2026</p>		
	<p>[A 1.4.3] Continuous Support for our Early Learning Environment Provide Professional Development within our building with ELA advisors, Shelby County early childhood advisors, and our Early Literacy Chair.</p>	<p>Abbye Miller, Stephanie Mascolo, & Mark Wittman</p>	<p>05/25/2026</p>		
<p>[G 2] Mathematics</p>					

Barret's Chapel School's "Students with Disabilities" will improve on-track/mastery percentages in grades 6-8 Math from 5.6% in 2024 to 6.0% by Spring 2026. Barret's Chapel's 4th Grade Math, "Students with Disabilities, increase from 2024 TCAP scores of 16.7% mastery to 17.7% by Spring 2026. All students will demonstrate 70% on-track/mastery on District Formative Assessments.

Barret's Chapel School will improve K-8 mathematics with a continued instructional shift that will align with an increase focus on content, coherence of student understanding, and rigorous instruction that requires students to apply all shifts to real world applications. 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

****IMPLEMENTATION:****

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Strategy	Action Step	Person Responsible	Estimated Completion	Funding Source	Notes
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			Date		
<p>[S 2.1] Standard Aligned Core Instruction 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 45% of students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with the core instructional standards for the specific quarter.</p> <p>Weekly classroom observations using the Instructional Practice Guide and Debriefing Document will provide the District with 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>[A 2.1.1] Conduct Collaborative Planning 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>	Abbye Miller & Stephanie Mascolo	05/25/2026		
	<p>[A 2.1.2] Conduct Data/Classroom Instructional Mtg. We will conduct data meetings, at least monthly, to discuss data around core instruction from Mastery Connect and curriculum assessments. The ILT team will also do classroom walkthroughs. The ILT Team members will be able to provide support and feedback to the teachers.</p>	Abbye Miller, Stephanie Mascolo, & Chris Stallings	05/25/2026		
	<p>[A 2.1.3] Utilize Resources and Supplies Secure supplies, materials, equipment, and support for academic instruction In order to ensure that all children meet challenging state academic standards, we will use our Title 1 funds as well as</p>	Abbye Miller, Stephanie Mascolo, & Chris Stallings	05/25/2026		

	the general fund as appropriate.				
<p>[S 2.2] Professional Development 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 Instructional Practice Guide (IPG) and Debriefing Document indicate that at least 75% of classrooms observed will score 33% or more for core content area teachers that demonstrate the ability to effectively implement the identified instructional shifts outlined in the IPG and gauge the implementation of standards-aligned instruction.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Regional meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level parent and community huddles for families and parents to engage and learn effective strategies to help students reach the district's Mathematics goal will impact numeracy proficiency scores by at least 2 percentage points per each District common formative assessment</p>	<p>[A 2.2.1] Utilize Resources & Supplies Secure supplies, materials, equipment, and support for academic instruction In order to provide ongoing, high quality professional development that focuses on changing instructional practices for improved student performance, and we will use our Title 1 funds as well as the general fund as appropriate.</p>	Abbye Miller & Stephanie Mascolo	05/25/2026		

<p>window.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. New Teachers will achieve a TEM score of at least 3 or higher in at least 2 indicators per semester.</p> <p>**IMPLEMENTATION**:</p> <ul style="list-style-type: none"> * Weekly PD Attendance Forms (PLCs/Collaborative Planning) * Biweekly Informal Observation Walkthrough Form * Semi-annual TEM Effectiveness Measure Tool * Quarterly District Formative Assessment <p>**EFFECTIVENESS**:</p> <p>95% of teachers will attend weekly professional learning sessions, which will result in TEM score increasing by one level in at least one domain</p> <p>80% of teachers will demonstrate strategies gained from professional development sessions as evidenced by informal observation walkthrough form, resulting in a 5% growth in mastery performance on quarterly district formative assessments in 10% of the student population.</p> <p>75% of teachers will show improvement on TEM effectiveness measure as evidenced by TEM observation measure tool semi-annually</p> <p>10% of Students in grades 3-8 should show 5% growth on quarterly district formative assessment</p>					
	<p>[A 2.2.2] Conduct Weekly PIC Meetings Conduct regular PLC meetings to assist teachers in mastering content and instructional practices.</p>	<p>Abbye Miller, Chris Stallings, & Stephanie Mascolo</p>	<p>05/25/2026</p>		
	<p>[A 2.2.3] Provide Opportunities for Educators to Attend PD as Needed Provide coverage and/or substitutes for teachers to</p>	<p>Abbye Miller, Janine Turriff, & Stephanie</p>	<p>05/25/2026</p>		

	attend district PD or PD at other facilities in person or virtually.	Mascolo			
<p>[S 2.3] Targeted Interventions and Personalized Learning 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>** **</p> <p>Benchmark Indicator Students should perform at or above the 65th%ile on the iReady Diagnostic (fall, winter, and spring) to determine performance alignment with TNReady.</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>[A 2.3.1] Provide Appropriate Pacing Provide a learning pace and instructional approaches to meet the needs of each learner.</p>	Christopher Stallings & Stephanie Mascolo	05/25/2026		
	<p>[A 2.3.2] RTI Instruction Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student. This includes small group instruction.</p>	Angela Erickson & Susan Reyna	05/25/2026		
	<p>[A 2.3.3] Extended Learning Provide extended learning opportunities by teachers after the regular school day to meet the needs of each learner.</p>	Abbye Miller, Christopher Stallings & Stephanie Mascolo	05/25/2026		

[G 3] Chronic Absenteeism

Barret's Chapel School will reduce the percentage of chronically out of school students from 14.9% in 2024-2025 to 11.9% for the 2025-2026 academic school year. Barret's Chapel will increase their attendance rate from 94.5% in 2024-2025 to 95.5% in 2025-2026.

Performance Measure

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator Benchmark Indicator</p> <p>**IMPLEMENTATION:**</p> <p>Monthly meetings with Principal, Assistant Principal, Guidance Counselor, ISS Monitor, Reset Room Assistant, teachers, and parents.</p>	<p>[A 3.1.1] ISS Monitor and Reset Room Assistant A trained ISS Monitor will be used to support our students in-school instead of having to use out of school suspension. We will also have a Reset Room Assistant to provide support to students instead of being sent to the office.</p>	<p>Abbye Miller, Christopher Stallings, & Dexter Harris</p>	<p>05/25/2026</p>		
	<p>[A 3.1.2] Utilize Resources & Supplies Secure supplies, materials, equipment, and support for academic instruction in order to provide academic interventions for students that meet the needs of each learner, we will use our Title 1 funds as well as the general fund as appropriate.</p>	<p>Abbye Miller, Christopher Stallings, Stephanie Mascolo, Lawonda Womack, & Kathy Knight</p>	<p>05/25/2026</p>		
	<p>[A 3.1.3] Progressive Discipline Progressive Discipline will be implemented to address a fair and equitable process for students regarding discipline.</p>	<p>Abbye Miller & Christopher Stalling</p>	<p>05/30/2026</p>		
	<p>[A 3.1.4] RTI2B Implementation</p>	<p>Abbye Miller,</p>	<p>05/30/2026</p>		

	RTI2B will address identified behavior needs and provide appropriate student supports such as implementing district provided SEL curriculum.	Christopher Stallings, Kathy Knight, & Lowanda Womack			
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development at the District-level and school site 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> <ul style="list-style-type: none"> * Weekly PD Attendance Forms (PLCs/Collaborative Planning) * Biweekly Informal Observation Walkthrough Form * Semi-annual TEM Effectiveness Measure Tool * Quarterly District Formative Assessment <p>**EFFECTIVENESS**:</p> <p>95% of teachers will attend weekly professional learning sessions, which will result in TEM score increasing by one level in at least one domain</p> <p>80% of teachers will demonstrate strategies gained from professional development sessions as evidenced by informal observation walkthrough form, resulting in a 5% growth in mastery performance on quarterly district formative assessments in 10% of the student population.</p> <p>75% of teachers will show improvement on TEM effectiveness measure as evidenced by TEM observation measure tool semi-annually</p> <p>10% of Students in grades 3-8 should show 5% growth on quarterly district formative assessment</p>	<p>[A 3.2.1] Secure Supplies & Support Secure supplies, materials, equipment, and support for academic instruction in order to provide ongoing, high quality professional development that focuses on changing instructional practices for improved student performance. We will use our Title 1 funds as well as the general fund as appropriate.</p>	Abbye Miller & Stephanie Mascolo	05/30/2026		
	[A 3.2.2] Support Social Emotional Learning	Abbye Miller,	05/30/2026		

	<p>Through PF for Educators by the RTI2B Team Provide Professional Development within our building with the RTI2B School-based team or Shelby County RTI2B advisors.</p>	Lowanda Womack, Kathy Knight			
	<p>[A 3.2.3] Allow Opportunities for PD Provide Professional Development within our building with the RTI2B School-based team or Shelby County RTI2B advisors.</p>	Abbye Miller, Stephanie Mascolo, Lowanda Womack, and Kathy Knight	05/30/2026		
<p>[S 3.3] Parent, Family, & Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator **IMPLEMENTATION:**</p> <p>iReady Diagnostics Platform (FALL, WINTER, SPRING)</p> <p>Bi-Weekly CLASSROOM INFORMAL OBSERVATION DATA</p> <p>Semi-Annual FORMAL OBSERVATION DATA (TEM)</p> <p>Quarterly Formative Common Assessments</p> <p>**EFFECTIVENESS**:</p> <p>Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery</p> <p>Implementing Biweekly classroom observations will show 20% of students with a 5% increase on track or mastery</p> <p>Executing Quarterly review of TEM observation</p>	<p>[A 3.3.1] Promote Attendance Promote activities in order to increase student attendance positively impacting the overall academic success of students. These include activities such as Wildcat Celebrations and Student of the Week awards and celebrating birthdays.</p>	Abbye Miller, Christopher Stallings, Kathy Knight, & Lowanda Womack	05/30/2026		

<p>data to monitor educators' delivery of standard aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.</p> <p>Quarterly Formative Assessments will show 10% of students in grades 3 through 8 should perform at or above the 70%.</p>					
	<p>[A 3.3.2] Secure Supplies & Support Secure supplies, materials, equipment, and support for academic instruction In order to provide academic interventions for students that meet the needs of each learner. We will use our Title 1 funds as well as the general fund as appropriate.</p>	<p>Stephanie Mascolo, Lowanda Womack, & Kathy Knight</p>	<p>05/30/2026</p>		
	<p>[A 3.3.3] Implementing Family & Curriculum Night Promote effective parent, family, and community engagement activities, such as curriculum night and data nights, academic events, how to events, that support academics and safe schools. These items can be done in both the virtual and in-person school setting.</p>	<p>Abbye Miller & Stephanie Mascolo</p>	<p>05/30/2026</p>		