

## **WILSON BOROUGH EL SCH**

301 S 21st St

Schoolwide Title 1 School Plan | 2020 - 2021

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### **VISION FOR LEARNING**

The vision for the Wilson Borough Elementary is to be a student and community-focused school that provides all children with practical and educational learning experiences that allow students to grow both intellectually and socially. Teachers, staff, and families will help inspire, challenge, and equip all students to reach their fullest potential. The goal for all children is to become outstanding communicators, collaborators, and critical and creative thinkers. Students will leave Wilson Borough Elementary School having met core benchmark academic skills prepared to learn at the Intermediate school. Students will embody the W.A.R.R.I.O.R. values and attempt to meet these expectations on a daily basis.

## STEERING COMMITTEE

| <b>Name</b>       | <b>Position</b>                 | <b>Building/Group</b>       |
|-------------------|---------------------------------|-----------------------------|
| Amy Austin        | Principal                       | Wilson Borough              |
| Jess Ryan         | Reading Specialist              | Wilson Borough              |
| Alex Mindler      | Reading Specialist              | Wilson Borough              |
| Elise Young       | RTII Interventionist            | Wilson Borough/Avona        |
| Doug Wagner       | Superintendent                  | Wilson Area School District |
| Laura Samson      | Supervisor of Special Education | Wilson Area School District |
| Nicholas Woodward | Teacher                         | Wilson Borough              |
| Leah Wichryk      | Community Member                |                             |
| Kathleen MacHose  | Parent                          | Wilson Borough              |
| Patricia Ulshafer | Teacher                         | Wilson Borough              |
| Ruthann Cookson   | Special Education Teacher       | Wilson Borough              |
| David Wright      | Assistant Superintendent        | Wilson Area School District |

## ESTABLISHED PRIORITIES

| Priority Statement  | Outcome Category   |
|---|--|
| Teachers will need to assess student background knowledge continuously as new skills and concepts are introduced and taught to mastery. | Essential Practices 3:<br>Provide Student-Centered Support Systems |
| Increase the ability to provide assistance, practice, and formative assessment in both core instruction and intervention.               | English Language Arts  |
| Increase the ability to provide assistance, practice, and formative assessment in both core instruction and intervention.               | Mathematics  |

## ACTION PLAN AND STEPS

| Evidence-based Strategy       |  |
|-------------------------------|--|
| Family and Student Engagement |  |
| Measurable Goals              |  |
| Goal Nickname                 | Measurable Goal Statement (Smart Goal)   |
| Student growth                | Students will be able to demonstrate continuous growth in math and ELA as measured using Acadience and Study Island assessments throughout the 2020-2021 school year.                              |
| ELA for students with IEP     | The students with disabilities subgroup will show growth in Reading as demonstrated on benchmark assessments using Acadience and Study Island throughout the 2020-2021 school year.                |
| Math for students with IEP    | The students with disabilities will show growth in mathematical understanding as demonstrated on math benchmark assessments using Acadience and Study Island throughout the 2020-2021 school year. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|-------------|------------------------------|----------------------|-------------------------------------|
|-------------|------------------------------|----------------------|-------------------------------------|

| Action Step  | Anticipated Start/Completion | Lead Person/Position                    | Materials/Resources/Supports Needed   |
|--|------------------------------|---|---|
| Provide educational technology professional development  | 2020-06-22 - 2021-04-30      | David Wright / Assistant Superintendent | Teacher laptops, Google Suite, Internet access, PD team of teachers   |
| Provide instruction and support for students and families in order to be able to access online lessons, resources, and assignments                               | 2020-08-24 - 2020-09-11      | Amy Austin / Principal                  | newsletter, video, communication app, teachers  |
| Continuous communication with families to address issues related to access, connectivity, engagement, academic success, behavior, and social and emotional needs | 2020-08-31 - 2021-06-04      | Amy Austin / Principal                  | Teachers, communication apps/platform, parent survey, teacher meetings, parent conferences, morning check-ins |

**Anticipated Outcome**  
 Teachers are able to instruct using a variety of technology resources and create a Google Classroom as the repository of lessons, materials, and assignments for students

**Monitoring/Evaluation**  
 Principal will ensure Google Classrooms have necessary lesson materials and teachers are able to use the instructional methods

**Evidence-based Strategy**  
 Leveled literacy intervention and RTII

**Measurable Goals**

| Goal Nickname  | Measurable Goal Statement (Smart Goal)  |
|----------------|---|
| Student growth | Students will be able to demonstrate continuous growth in math and ELA as measured using Acadience and Study Island |

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

assessments throughout the 2020-2021 school year.

ELA for students with IEP

The students with disabilities subgroup will show growth in Reading as demonstrated on benchmark assessments using Acadience and Study Island throughout the 2020-2021 school year.

Math for students with IEP

The students with disabilities will show growth in mathematical understanding as demonstrated on math benchmark assessments using Acadience and Study Island throughout the 2020-2021 school year.

**Action Step****Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Develop comprehensive schedule and instructional plan to incorporate interventionists within core and intervention instruction with online students

2020-07-06 -  
2020-10-02

Amy Austin /  
Principal

Provide educational technology professional development

2020-06-22 -  
2021-04-30

David Wright /  
Assistant  
Superintendent

Teacher laptops, Google Suite, Internet access, PD team of teachers

Team-level data meetings to determine recommendations to adjust curriculum, instruction, and intervention for both online and hybrid/in-person instruction

2020-08-31 -  
2021-06-04

Amy Austin /  
Principal

Acadience and Study Island assessment data and progress monitoring data

**Anticipated Outcome**

Students will show progress toward proficiency on the Acadience and Study Island assessments

## Monitoring/Evaluation

Principals and RTII team will review group and individual student progression throughout the year and obtain feedback on curriculum, instructional and intervention adjustments

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### Evidence-based Strategy

High-quality, evidence-based math program and curriculum

### Measurable Goals

| Goal Nickname              | Measurable Goal Statement (Smart Goal)   |
|----------------------------|--|
| Student growth             | Students will be able to demonstrate continuous growth in math and ELA as measured using Acadience and Study Island assessments throughout the 2020-2021 school year.                              |
| Math for students with IEP | The students with disabilities will show growth in mathematical understanding as demonstrated on math benchmark assessments using Acadience and Study Island throughout the 2020-2021 school year. |

| Action Step  | Anticipated Start/Completion | Lead Person/Position                    | Materials/Resources/Supports Needed  |
|--|------------------------------|---|--|
| Complete a needs assessment of math curriculum and instruction that addresses needs all students, but especially addressed the needs of students with disabilities | 2020-07-01 - 2020-11-30      | David Wright / Assistant Superintendent | Grade level math committee   |
| Review PA Core standards, relevant math instruction research, and sample math series to determine two  | 2020-10-01 - 2021-02-26      | David Wright / Assistant Superintendent | PA Core standards, current relevant math instruction research, math instructional resources/series/textbooks/online programs |

| Action Step   | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|----------------------|-------------------------------------|
| preferred math curricular resources/series to investigate further |                              |                      |                                     |

|  |                         |   |  |
|--|-------------------------|---|--|
| complete a deeper review of top two curricular choices and develop a recommendation for the Board of Education emphasizing how materials address the needs of students with disabilities | 2021-03-01 - 2021-04-30 | David Wright / Assistant Superintendent | PA Core standards, current relevant math instruction research, math instructional resources/series/textbooks/online programs |
|--|-------------------------|---|--|

|   |                         |                        |  |
|---|-------------------------|------------------------|--|
| Monthly grade level meetings analyzing student data to adjust math instruction, curriculum, intervention to address needs of students with disabilities | 2020-08-31 - 2021-05-28 | Amy Austin / Principal |  |
|---|-------------------------|------------------------|--|

**Anticipated Outcome**  
 Develop a recommendation for new Math series that addresses root causes of lower success from students with disabilities

**Monitoring/Evaluation**  
 The principal will meet with the Assistant Superintendent monthly with updates on math series and curriculum review





## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals   | Action Plan Name                     | Professional Development Step                                  | Anticipated Timeline                   |
|--|--------------------------------------|--|--|
| <p>Students will be able to demonstrate continuous growth in math and ELA as measured using Acadience and Study Island assessments throughout the 2020-2021 school year. (Student growth)</p>  | <p>Family and Student Engagement</p> | <p>Provide educational technology professional development</p> | <p>06/22/2020<br/>-<br/>04/30/2021</p> |
| <p>The students with disabilities subgroup will show growth in Reading as demonstrated on benchmark assessments using Acadience and Study Island throughout the 2020-2021 school year. (ELA for students with IEP)</p>                 |                                      |  |  |
| <p>The students with disabilities will show growth in mathematical understanding as demonstrated on math benchmark assessments using Acadience and Study Island throughout the 2020-2021 school year. (Math for students with IEP)</p> |                                      |  |  |

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals   | Action Plan Name                              | Professional Development Step                                  | Anticipated Timeline                   |
|--|---|--|--|
| <p>Students will be able to demonstrate continuous growth in math and ELA as measured using Acadience and Study Island assessments throughout the 2020-2021 school year. (Student growth)</p>  | <p>Leveled literacy intervention and RTII</p> | <p>Provide educational technology professional development</p> | <p>06/22/2020<br/>-<br/>04/30/2021</p> |
| <p>The students with disabilities subgroup will show growth in Reading as demonstrated on benchmark assessments using Acadience and Study Island throughout the 2020-2021 school year. (ELA for students with IEP)</p>                 |   |  |  |
| <p>The students with disabilities will show growth in mathematical understanding as demonstrated on math benchmark assessments using Acadience and Study Island throughout the 2020-2021 school year. (Math for students with IEP)</p> |   |  |  |

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals   | Action Plan Name  | Professional Development Step  | Anticipated Timeline                   |
|--|---|--|--|
| <p>Students will be able to demonstrate continuous growth in math and ELA as measured using Acadience and Study Island assessments throughout the 2020-2021 school year. (Student growth)</p>  | <p>High-quality, evidence-based math program and curriculum</p> | <p>Monthly grade level meetings analyzing student data to adjust math instruction, curriculum, intervention to address needs of students with disabilities</p> | <p>08/31/2020<br/>-<br/>05/28/2021</p> |
| <p>The students with disabilities will show growth in mathematical understanding as demonstrated on math benchmark assessments using Acadience and Study Island throughout the 2020-2021 school year. (Math for students with IEP)</p> |   |  |  |

## 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.**

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School Board Minutes or Affirmation Statement

2020-09-01;

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

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Superintendent/Chief Executive Officer

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School Improvement  
Facilitator Signature

David Wright

2020-09-01

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Building Principal Signature

Amy Austin

2020-09-01

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

PSSA ELA

PSSA Math

All Student group PSSA Science

Over 90% of grade K and 1 students are typically at core in DIBELS Next assessment

Student growth on math benchmark skills throughout the school year for all student group and Hispanic

All Student and Economically Disadvantaged Groups Exceeded Interim Goal/Improvement Target

Excellent Career readiness activities that use academic skills while exploring career options

Students considered economically disadvantaged met or exceeded targets in ELA, Math, and Science

Hispanic student subgroup met or exceeded targets in ELA and Math

Identify and address individual student learning needs

Foster a culture of high expectations for success for all students, educators, families, and community members

Monitor and evaluate the impact of professional learning on staff practices and student learning

### Challenges

ELA - Students with Disabilities

Math - Students with Disabilities

Ensuring growth in ELA skills throughout the year so that students starting below benchmark reach benchmark

Missing the last 9 weeks of in-person instruction will result in more students not mastering end of grade skills.

Missing the last 9 weeks of in-person instruction will result in more students not mastering end of grade skills.

not applicable

Students with Disabilities did not meet the PSSA ELA target in ELA

Students with Disabilities did not meet the PSSA ELA target in Math

Align curricular materials and lesson plans in Math to the PA Standards

Implement evidence-based strategies to engage families to support learning

## Strengths

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

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

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## Most Notable Observations/Patterns

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Overall students in WBES achieve in the areas of ELA, Math, and Science including the subgroups of economically disadvantaged and Hispanic. Students with disabilities have not met the target in ELA and Math. With students missing the last 9 weeks of the 2019-2020 school year, it is critical that the school engages families to support learning especially those learning in a 100% online environment.

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| Challenges  | Discussion Point  | Priority for Planning |
|---|---|-----------------------|
| Missing the last 9 weeks of in-person instruction will result in more students not mastering end of grade skills. | The COVID19 shutdown and adjustment from in-person to remote instruction  | ✓                     |
| Students with Disabilities did not meet the PSSA ELA target in ELA  | Disability has an impact on student development of core foundational skills that are needed to meet the grade level benchmark skills (i.e. decoding to be able to comprehend reading texts) | ✓                     |
| Students with Disabilities did not meet the PSSA ELA target in Math   | Disability has an impact on student development of core foundational skills that are needed to meet the grade level benchmark skills.   | ✓                     |
| Align curricular materials and lesson plans in Math to the PA Standards   |   |                       |
| Implement evidence-based strategies to engage families to support learning  |   |                       |

## ADDENDUM B: ACTION PLAN

### Action Plan: Family and Student Engagement

| Action Steps  | Anticipated Start/Completion Date |
|---|-----------------------------------|
| Provide educational technology professional development | 06/22/2020 - 04/30/2021           |

| Monitoring/Evaluation  | Anticipated Output  |
|--|---|
| Principal will ensure Google Classrooms have necessary lesson materials and teachers are able to use the instructional methods | Teachers are able to instruct using a variety of technology resources and create a Google Classroom as the repository of lessons, materials, and assignments for students |

| Material/Resources/Supports Needed                                  | PD Step |
|---|---------|
| Teacher laptops, Google Suite, Internet access, PD team of teachers | yes     |

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| Action Steps   | Anticipated Start/Completion Date |
|--|-----------------------------------|
| Provide instruction and support for students and families in order to be able to access online lessons, resources, and assignments | 08/24/2020 - 09/11/2020           |

| Monitoring/Evaluation  | Anticipated Output  |
|--|---|
| Principal will ensure Google Classrooms have necessary lesson materials and teachers are able to use the instructional methods | Teachers are able to instruct using a variety of technology resources and create a Google Classroom as the repository of lessons, materials, and assignments for students |

| Material/Resources/Supports Needed             | PD Step |
|--|---------|
| newsletter, video, communication app, teachers | no      |

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**Action Steps**

**Anticipated Start/Completion Date**

Continuous communication with families to address issues related to access, connectivity, engagement, academic success, behavior, and social and emotional needs

08/31/2020 - 06/04/2021

**Monitoring/Evaluation**

**Anticipated Output**

Principal will ensure Google Classrooms have necessary lesson materials and teachers are able to use the instructional methods

Teachers are able to instruct using a variety of technology resources and create a Google Classroom as the repository of lessons, materials, and assignments for students

**Material/Resources/Supports Needed**

**PD Step**

Teachers, communication apps/platform, parent survey, teacher meetings, parent conferences, morning check-ins

no

**Action Plan: Leveled literacy intervention and RTII**

**Action Steps****Anticipated Start/Completion Date**

Develop comprehensive schedule and instructional plan to incorporate interventionists within core and intervention instruction with online students

07/06/2020 - 10/02/2020

**Monitoring/Evaluation****Anticipated Output**

Principals and RTII team will review group and individual student progression throughout the year and obtain feedback on curriculum, instructional and intervention adjustments

Students will show progress toward proficiency on the Acadience and ? Island assessments

**Material/Resources/Supports Needed****PD Step**

no

**Action Steps****Anticipated Start/Completion Date**

Provide educational technology professional development

06/22/2020 - 04/30/2021

**Monitoring/Evaluation****Anticipated Output**

Principals and RTII team will review group and individual student progression throughout the year and obtain feedback on curriculum, instructional and intervention adjustments

Students will show progress toward proficiency on the Acadience and ? Island assessments

**Material/Resources/Supports Needed****PD Step**

Teacher laptops, Google Suite, Internet access, PD team of teachers

yes

**Action Steps**

**Anticipated Start/Completion Date**

Team-level data meetings to determine recommendations to adjust curriculum, instruction, and intervention for both online and hybrid/in-person instruction

08/31/2020 - 06/04/2021

**Monitoring/Evaluation**

**Anticipated Output**

Principals and RTII team will review group and individual student progression throughout the year and obtain feedback on curriculum, instructional and intervention adjustments

?tudents will show progress toward proficiency? on the Acadience and ?tud? Island assessments

**Material/Resources/Supports Needed**

**PD Step**

Acadience and Study Island assessment data and progress monitoring data

no

**Action Plan: High-quality, evidence-based math program and curriculum**

**Action Steps****Anticipated Start/Completion Date**

Complete a needs assessment of math curriculum and instruction that addresses needs all students, but especially addressed the needs of students with disabilities

07/01/2020 - 11/30/2020

**Monitoring/Evaluation****Anticipated Output**

The principal will meet with the Assistant Superintendent monthly with updates on math series and curriculum review

Develop a recommendation for new Math series that addresses root causes of lower success from students with disabilities

**Material/Resources/Supports Needed****PD Step**

Grade level math committee

no

**Action Steps****Anticipated Start/Completion Date**

Review PA Core standards, relevant math instruction research, and sample math series to determine two preferred math curricular resources/series to investigate further

10/01/2020 - 02/26/2021

**Monitoring/Evaluation****Anticipated Output**

The principal will meet with the Assistant Superintendent monthly with updates on math series and curriculum review

Develop a recommendation for new Math series that addresses root causes of lower success from students with disabilities

**Material/Resources/Supports Needed****PD Step**

PA Core standards, current relevant math instruction research, math instructional resources/series/textbooks/online programs

no

**Action Steps****Anticipated Start/Completion Date**

complete a deeper review of top two curricular choices and develop a recommendation for the Board of Education emphasizing how materials address the needs of students with disabilities

03/01/2021 - 04/30/2021

**Monitoring/Evaluation****Anticipated Output**

The principal will meet with the Assistant Superintendent monthly with updates on math series and curriculum review

Develop a recommendation for new Math series that addresses root causes of lower success from students with disabilities

**Material/Resources/Supports Needed****PD Step**

PA Core standards, current relevant math instruction research, math instructional resources/series/textbooks/online programs

no

**Action Steps****Anticipated Start/Completion Date**

Monthly grade level meetings analyzing student data to adjust math instruction, curriculum, intervention to address needs of students with disabilities

08/31/2020 - 05/28/2021

**Monitoring/Evaluation****Anticipated Output**

The principal will meet with the Assistant Superintendent monthly with updates on math series and curriculum review

Develop a recommendation for new Math series that addresses root causes of lower success from students with disabilities

**Material/Resources/Supports Needed****PD Step**

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals  | Action Plan Name                       | Professional Development Step                           | Anticipated Timeline          |
|---|--|---|-------------------------------|
| <p>Students will be able to demonstrate continuous growth in math and ELA as measured using Acadience and Study Island assessments throughout the 2020-2021 school year. (Student growth)</p> <p>The students with disabilities subgroup will show growth in Reading as demonstrated on benchmark assessments using Acadience and Study Island throughout the 2020-2021 school year. (ELA for students with IEP)</p> <p>The students with disabilities will show growth in mathematical understanding as demonstrated on math benchmark assessments using Acadience and Study Island throughout the 2020-2021 school year. (Math for students with IEP)</p> | Family and Student Engagement          | Provide educational technology professional development | 06/22/2020<br>-<br>04/30/2021 |
| <p>Students will be able to demonstrate continuous growth in math and ELA as measured using Acadience and Study Island assessments throughout the 2020-2021 school year. (Student growth)</p> <p>The students with disabilities subgroup will show growth in Reading as demonstrated on benchmark assessments using Acadience and Study Island throughout the 2020-2021 school year. (ELA for students with IEP)</p> <p>The students with disabilities will show growth in mathematical understanding as demonstrated on math benchmark assessments using Acadience and Study Island throughout the 2020-2021 school year.</p>                              | Leveled literacy intervention and RTII | Provide educational technology professional development | 06/22/2020<br>-<br>04/30/2021 |

| Measurable Goals  | Action Plan Name   | Professional Development Step   | Anticipated Timeline          |
|---|--|---|-------------------------------|
| year. (Math for students with IEP)  |  |   |                               |
| Students will be able to demonstrate continuous growth in math and ELA as measured using Acadience and Study Island assessments throughout the 2020-2021 school year. (Student growth)  | High-quality, evidence-based math program and curriculum | Monthly grade level meetings analyzing student data to adjust math instruction, curriculum, intervention to address needs of students with disabilities | 08/31/2020<br>-<br>05/28/2021 |
| The students with disabilities will show growth in mathematical understanding as demonstrated on math benchmark assessments using Acadience and Study Island throughout the 2020-2021 school year. (Math for students with IEP) |  |   |                               |

## PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience                       | Topics of Prof. Dev   |
|-------------------------------|--------------------------------|---|
| Summer Technology Camp        | Teachers and Paraprofessionals | Various technology applications with each session addressing a specific application: Google Classroom, Google Slides, Google Docs, Making assignments using Google Slides, HMH website resources, Web resources, Goformative.com, Google forms, HyperDocs, Google Chat/Meet, Screencasting, Google Drive, EdPuzzle, Kami, Google Sheets, Skyward, Google Calendar/gmail |

| <b>Evidence of Learning</b>   | <b>Anticipated Timeframe</b> | <b>Lead Person/Position</b>             |
|---|------------------------------|---|
| Feedback from participants, instructional plans, informal and formal observations | 06/22/2020 - 08/28/2020      | David Wright / Assistant Superintendent |

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

- |   |   |
|---|---|
| 3a: Communicating with Students                 | Teaching Diverse Learners in an Inclusive Setting |
| 3b: Using Questioning and Discussion Techniques |   |
| 3c: Engaging Students in Learning               |   |
| 3d: Using Assessment in Instruction             |   |

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| <b>Professional Development Step</b>           | <b>Audience</b>   | <b>Topics of Prof. Dev</b>  |
|--|---|---|
| Best Practices for Blended and Online Learning | Best Practices and Instructional Strategies for Blended and Online Learning | Using Instructional technology to engage students and improve instruction |

| <b>Evidence of Learning</b>   | <b>Anticipated Timeframe</b> | <b>Lead Person/Position</b>             |
|---|------------------------------|---|
| Feedback from participants, instructional plans, informal and formal observations | 08/10/2020 - 04/30/2021      | David Wright / Assistant Superintendent |

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

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1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

4e: Growing and Developing Professionally

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Teaching Diverse Learners in an Inclusive Setting

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

| Communication Step  | Topics of Message   | Mode  | Audience                                 | Anticipated Timeline                 |
|---|---|---|--|--------------------------------------|
| Communicate plans to staff                                      | Goals of the School-wide plan and action plan               | Faculty meeting sharing school-wide plan and follow up action plan steps  | Teachers and staff                       | August 24, 2020 - September 30, 2020 |
| Communicate the school-wide plan goals to parents and community | Goals of the School-wide plan for the 2020-2021 school year | 1. Placing the School-wide plan on the District website<br>2. Sharing a summary with parents via mass communication system<br>3. Review School-wide plan at PTA meeting | Students, parents, and community members | August 24, 2020 - November 30, 2020  |

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