

## **PITTSBURGH PHILLIPS K-5**

1901 Sarah St

Schoolwide Title 1 School Plan | 2023 - 2024

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### **VISION FOR LEARNING**

At Pittsburgh Phillips Elementary K-5, our vision is to create a safe school where students soar to their highest potential, as they grow to be life-long learners and creative thinkers, develop multicultural competency through Spanish language learning and become contributing members of their community.

## STEERING COMMITTEE

Name	Position	Building/Group
Dana Boesenberg	Principal	Phillips Elementary K-5
Anna Tarka DiNunzio	Teacher	Phillips Elementary K-5
Jody Miller	Literacy Academic Coach	Phillips Elementary K-5
Stephen Wilk	Teacher	Phillips Elementary K-5
Barbara Rudiak	Community Member	Phillips Elementary K-5
Jessica Spradley	Parent	Phillips Elementary K-5
Maria Mangano	Parent	Phillips Elementary K-5
Stephanie Cohen	School Social Worker	Phillips Elementary K-5
Melissa Ott	Teacher	Phillips Elementary K-5
Michael Russell	Project Assistant	Phillips Elementary
Dr Monica D Lamar	District Level Leaders	PPS - Assistant Superintendent
Stacy El Sabbagh	Teacher	Phillips Elementary
Vivian Varlotta	Teacher	Phillips Elementary

**Name**

**Position**

**Building/Group**

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## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we work to promote and sustain a positive school environment where all educators will teach and model social emotional learning competencies for all students and provide appropriate behavioral interventions and responses to student conduct., then all members will feel welcomed, supported and safe.	School climate and culture English Language Arts Mathematics
If we work to identify and address student learning needs by providing daily, systematic, whole group and individualized standards-based reading, writing and mathematics instruction that is both effective and explicit, then students will be able to dissect and comprehend text, as well as use evidence as well use text evidence to support responses, and engage in the problem solving process to comprehend and solve open ended tasks in mathematics.	Other

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Mathematical Reasoning and Problem Solving

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)			
Math Goal	By June of 2024, at least 67.6% of all students will score proficient or advanced on the Spring 2024 administration of the Math PSSA.			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
Implement a rigorous aligned system and supports that focuses on students mastering basic computational skills and number concepts to more complex ideas and mathematical reasoning including problem solving. Monitoring and reflecting during problem solving are processes that help students think about what they are doing, evaluate the steps they are taking to solve the problem, and connect new concepts to what they already know. The problem-solving process improves mathematical reasoning and students' ability to apply reasoning to new situations.	2023-08-23 - 2024-06-12	Math Teachers	Assessment Data, Common Planning Time, Observation Tools, Quality Grade-level tasks. Assessment Data, Common Planning and PLC Time, Observation Tools, Quality grade-level tasks, professional learning	
Implement the 5E Instructional Model (Engage, Explore, Explain, Extend, Evaluate) during the instructional delivery process, and ensure students construct knowledge and meaning from their experiences and enrich their understanding of content, by continuously probing and questioning for understanding.	2023-08-23 - 2024-06-12	Administrative Team, District Coordinator, Mathematics Teachers, ITL	Assessment Data, Common Planning and PLC Time, Observation Tools, Quality grade-level tasks, professional learning	
Utilization of Concrete and Virtual Manipulations & Number Talks	2023-09-05 - 2024-06-12	Administrative Team, District Coordinator, Mathematics Teachers, ITL	Assessment Data, Common Planning and PLC Time, Observation Tools, Quality grade-level tasks, professional learning	

### Anticipated Outcome

Implementing a quality problem solving process helps students think about what they are doing, evaluate the steps they are taking to solve the problems, and connect new concepts to what they already know. The implementation of the problem-solving process with open-ended questions will improve mathematical reasoning and students' abilities to apply this reasoning to new situations, thus increasing their understanding of mathematical concepts and their overall mathematics achievement results on school, district and State assessments.

### Monitoring/Evaluation

Evidence of the anticipated outcomes will be monitored on a consistent basis via the assessments provided, student work, instructional planning, instructional deliveries, along with a triangulation of data produced. This instructional strategy will also be monitored in grade-level professional learning communities through observations and by examining and reviewing meeting agendas and minutes, by the administrative team.

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### Evidence-based Strategy

Systematic, comprehensive Reading Instruction

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Goal	By June of 2024, at least 73.3% of all students will score proficient or advanced on the Spring 2024 administration of the ELA PSSA.

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Study of the Science of Reading	2023-08-24 - 2024-06-12	LAC, Reading Teachers, District ELA coordinator	District level professional learning sessions, Open Court professional learning
Progress Monitoring	2023-09-05 - 2024-06-12	Reading and PSE Teachers	DIBELS platform and printable resources
Review student data to determine need for the comprehension strategy	2023-09-05 - 2024-06-12	LAC, ITL, Leadership Team, Teachers, Librarian	Read Guides, Evidence Logs, Baseline Data, Informational Text, LAC support for ELA teachers, Librarian - support of ELA strategies. Federal Funds (Title 1) used to fund the .44 Librarian position - \$51,630

**Anticipated Outcome**

Implementing a consistent reading comprehension strategy, utilizing consistent, research-based tools, throughout all content areas, will provide students with the strategies to engage with a variety of complex texts in multiple content areas.

**Monitoring/Evaluation**

Evidence of anticipated outcomes will be monitored on a consistent basis through PLC: student work samples, comprehension assessments (formative and summative), instructional planning, etc.



## Evidence-based Strategy

Attendance Improvement

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Attendance Goal

By June of 2024, at least 80% of all students will attend school on a regular basis.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Social Worker and School Principal will educate families and students about the importance of attending school regularly. School attendance goals will be shared with families.	2023-09-05 - 2024-06-01	Principal, Social Worker, Face Coordinator	Attendance Letters, Attendance Resources, FACE Coordinator (Stipend is paid out of School Based Title 1 Federal Funds (\$3,837 ).
School attendance improvement conferences will be conducted after (4) unexcused absences.	2023-09-05 - 2024-06-12	Social Worker, Principal	Attendance Data
Monthly attendance incentive	2023-09-05 - 2024-06-12	Social Worker, Principal	Attendance certificates, homeroom trophy

## Anticipated Outcome

By June of 2024, at least 80% of all students will attend school on a regular basis.

## Monitoring/Evaluation

All staff members will work collaboratively to improve student attendance. The principal and social worker will educate families about the



importance of attending school regularly. Student attendance will be monitored monthly. Families will receive communication on the number of days their child has missed. The school will also provide attendance incentives and recognition for those students that are meeting the goal. Families will be encouraged to continue to work towards the attendance goal. The school will also provide attendance incentives and recognition for those students that are meeting the goal.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June of 2024, at least 73.3% of all students will score proficient or advanced on the Spring 2024 administration of the ELA PSSA. (ELA Goal)	Systematic, comprehensive Reading Instruction	Study of the Science of Reading	08/24/2023 - 06/12/2024

## 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).**

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Chief School Administrator

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School Improvement Facilitator Signature

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Building Principal Signature

Dana Boesenberg

2023-06-08

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

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Career Standards Benchmark - All Student Group exceeds performance standard

Regular Attendance - All Student Group meets performance standard

Based on the 2023 EOY CDT Administration third grade had 50% of students improve two or more standard error of measurement from BOY to EOY.

Based on the 2023 MOY DIBELS administration, the accuracy (ORF) is at 68%. This is an increase of 6% from BOY scores.

Based on the 2023 MOY DIBELS administration, first grade NWF-WWR is at 68%. This is an increase of 27% from BOY scores.

Based on the 2023 MOY DIBELS administration, the accuracy (ORF) is at 79%. This is an increase of 20% from BOY scores.

28.8% increase in proficient and advanced students on the CDT assessment in 3rd grade Math from BOY to EOY.

23.4% increase in proficient and advanced students on the CDT assessment in 4th grade Math from BOY to EOY.

### Challenges

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Academic Growth Expectations in English Language Arts - All School Group did not meet the standard demonstrating growth.

Percent Proficient/Advanced in Mathematics/Algebra1 - All Student Group did not meet interim goal/improvement target

Academic Growth Expectations in Mathematics/Algebra 1 - All School Group did not meet the standard demonstrating growth.

Based on the Math CDT EOY assessment 31.7% of the ALL Student group in the proficient or advanced range.

Based on the math CDT assessment 18.8% of the ALL Student group improved by 2 or more standard Error of Measure.

Based on the 2023 EOY Administration of the CDT assessment all grade levels are scoring below 50% in the proficient/advanced range.

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## Strengths

17.8% increase in proficient and advanced students on the CDT assessment in 4th grade Math from BOY to EOY.

25% overall increase in overall proficient and advanced All Student Group in Science on the CDT from BOY to EOY.

Percentage of 5th grade ESSA Naviance tasks completed is 100%, meeting the ESSA requirements for 5th grade students.

According to the EOY CDT ELA Assessment, Black students in Grade 4 ELA are 38% proficient/advanced compared to the White student group which is 25% proficient/advanced.

According to the EOY CDT Math Assessment, Black students in Grade 4 Math are 38% proficient/advanced compared to the White student group which is 29% proficient/advanced.

100% completion of TLC survey.

Attendance rate increase of 1.3%. 2022-23 (77.6%) from 2021-2022 - (76.3%)

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## Challenges

Decrease in DIBELS scores in grades 2,3,5 from BOY to MOY in ORF and WCPM.

25% of students are in the red range according to the EOY CDT assessment.

Managing Student Conduct is a challenge area. Scores declined 22% from the spring 2021 survey.

There is an achievement disparity for proficient and advanced students between African American and White students at Pittsburgh Phillips as measured by the following data point: 2021 Fall PSSA ELA: White students at 62.9% and Black students at 18.4%, with a disparity of 44.5%.

Attendance rate 2022-23 - has increased from 2022, but is still below 80%. 77.6% Attendance Rate for 2021-2022: 77.2%. This is a decrease from 2020-21 which was 89%.

Positive feelings 66% down 5%. Challenging feelings 48% down 3%.

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## Strengths

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Increased TLC scores from 2022 to 2023: Community Support - increased 3% to = 97%. Time increased by 13% to = 88%, Managing student conduct increased by 9% to = 83%

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

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

Increased TLC scores from 2019 to 2021: Community Support 5% increase to 100%, Teacher Leadership 2% increase to 99%, School Leadership 5% increase to 100%, Professional Development 9% increase to 92%, Instructional Practices and Support 9% increase to 91%, Managing Student Conduct 28% increase to 97%, Time 3% increase to 75%, E-Learning 60% favorable. Both areas listed as concerns in 2019; Community Support and Managing Student Conduct increased in 2021.

## Challenges

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According to the EOY ELA CDT, there is an overall disparity between White and Black students of 1% in the proficient range and 16% in the advanced range.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Identify and address individual learning needs; use systematic, collaborative planning processes to ensure instruction is data driven, coordinated, aligned, and evidence-based.

Based on the 2023 TLC survey, teacher leadership decreased by 8.

According to the EOY MATH CDT, there is an overall disparity between White and Black students of 18% in the proficient range and 6% in the advanced range.

### Strengths

According to the CDT ELA Assessment the number of students in the red category decreased from BOY to EOY.

### Challenges

Implement a multi-tiered system of supports for behavior

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### Most Notable Observations/Patterns

After completion of the needs assessment, our team identified the two essential practices as our focus: Identify and address individual learning needs for all students. Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based. Implement an evidence based system of school wide positive behavior interventions and supports to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

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Challenges	Discussion Point	Priority for Planning
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Identified problem: we have not consistently implemented and communicated with students, teachers and parents about the PBIS plan and restorative practices in ways that support students meeting behavioral expectations to maximize instructional time. During the 2019-20 school year, we have seen positive progress in the initiative and overall buy-in.	✓
Identify and address individual learning needs; use systematic, collaborative planning processes to ensure instruction is data driven, coordinated, aligned, and evidence-based.	Identified problem: w have not been meaningfully collaborating as a unified team around ways to use data to meet individual student needs and to share best practices and instructional strategies for meeting those needs. During the 2019-20 school year, the team has worked to engage in deep data dives and collaborative team cycles to move the work.	✓

## **ADDENDUM B: ACTION PLAN**

### **Action Plan: Mathematical Reasoning and Problem Solving**

<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Implement a rigorous aligned system and supports that focuses on students mastering basic computational skills and number concepts to more complex ideas and mathematical reasoning including problem solving. Monitoring and reflecting during problem solving are processes that help students think about what they are doing, evaluate the steps they are taking to solve the problem, and connect new concepts to what they already know. The problem-solving process improves mathematical reasoning and students' ability to apply reasoning to new situations.	08/23/2023 - 06/12/2024

**Monitoring/Evaluation**

Evidence of the anticipated outcomes will be monitored on a consistent basis via the assessments provided, student work, instructional planning, instructional deliveries, along with a triangulation of data produced. This instructional strategy will also be monitored in grade-level professional learning communities through observations and by examining and reviewing meeting agendas and minutes, by the administrative team.

**Anticipated Output**

Implementing a quality problem solving process helps students think about what they are doing, evaluate the steps they are taking to solve the problems, and connect new concepts to what they already know. The implementation of the problem-solving process with open-ended questions will improve mathematical reasoning and students' abilities to apply this reasoning to new situations, thus increasing their understanding of mathematical concepts and their overall mathematics achievement results on school, district and State assessments.

**Material/Resources/Supports Needed**

Assessment Data, Common Planning Time, Observation Tools, Quality Grade-level tasks. Assessment Data, Common Planning and PLC Time, Observation Tools, Quality grade-level tasks, professional learning

**PD  
Step**

no



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

Implement the 5E Instructional Model (Engage, Explore, Explain, Extend, Evaluate) during the instructional delivery process, and ensure students construct knowledge and meaning from their experiences and enrich their understanding of content, by continuously probing and questioning for understanding.

08/23/2023 - 06/12/2024

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

Evidence of the anticipated outcomes will be monitored on a consistent basis via the assessments provided, student work, instructional planning, instructional deliveries, along with a triangulation of data produced. This instructional strategy will also be monitored in grade-level professional learning communities through observations and by examining and reviewing meeting agendas and minutes, by the administrative team.

Implementing a quality problem solving process helps students think about what they are doing, evaluate the steps they are taking to solve the problems, and connect new concepts to what they already know. The implementation of the problem-solving process with open-ended questions will improve mathematical reasoning and students' abilities to apply this reasoning to new situations, thus increasing their understanding of mathematical concepts and their overall mathematics achievement results on school, district and State assessments.

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

Assessment Data, Common Planning and PLC Time, Observation Tools, Quality grade-level tasks, professional learning

no



<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Utilization of Concrete and Virtual Manipulations & Number Talks	09/05/2023 - 06/12/2024

<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
Evidence of the anticipated outcomes will be monitored on a consistent basis via the assessments provided, student work, instructional planning, instructional deliveries, along with a triangulation of data produced. This instructional strategy will also be monitored in grade-level professional learning communities through observations and by examining and reviewing meeting agendas and minutes, by the administrative team.	Implementing a quality problem solving process helps students think about what they are doing, evaluate the steps they are taking to solve the problems, and connect new concepts to what they already know. The implementation of the problem-solving process with open-ended questions will improve mathematical reasoning and students' abilities to apply this reasoning to new situations, thus increasing their understanding of mathematical concepts and their overall mathematics achievement results on school, district and State assessments.

<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>
Assessment Data, Common Planning and PLC Time, Observation Tools, Quality grade-level tasks, professional learning	no

**Action Plan: Systematic, comprehensive Reading Instruction**

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

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Study of the Science of Reading

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08/24/2023 - 06/12/2024

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

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Evidence of anticipated outcomes will be monitored on a consistent basis through PLC: student work samples, comprehension assessments (formative and summative), instructional planning, etc.

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Implementing a consistent reading comprehension strategy, utilizing consistent, research-based tools, throughout all content areas, will provide students with the strategies to engage with a variety of complex texts in multiple content areas.

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

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District level professional learning sessions, Open Court professional learning

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yes

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

Progress Monitoring

09/05/2023 - 06/12/2024

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

Evidence of anticipated outcomes will be monitored on a consistent basis through PLC: student work samples, comprehension assessments (formative and summative), instructional planning, etc.

Implementing a consistent reading comprehension strategy, utilizing consistent, research-based tools, throughout all content areas, will provide students with the strategies to engage with a variety of complex texts in multiple content areas.

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

DIBELS platform and printable resources

no



<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Review student data to determine need for the comprehension strategy	09/05/2023 - 06/12/2024

<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
Evidence of anticipated outcomes will be monitored on a consistent basis through PLC: student work samples, comprehension assessments (formative and summative), instructional planning, etc.	Implementing a consistent reading comprehension strategy, utilizing consistent, research-based tools, throughout all content areas, will provide students with the strategies to engage with a variety of complex texts in multiple content areas.

<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>
Read Guides, Evidence Logs, Baseline Data, Informational Text, LAC support for ELA teachers, Librarian - support of ELA strategies. Federal Funds (Title 1) used to fund the .44 Librarian position - \$51,630	no

**Action Plan: Attendance Improvement**



<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
<p>Social Worker and School Principal will educate families and students about the importance of attending school regularly. School attendance goals will be shared with families.</p>	<p>09/05/2023 - 06/01/2024</p>
<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
<p>All staff members will work collaboratively to improve student attendance. The principal and social worker will educate families about the importance of attending school regularly. Student attendance will be monitored monthly. Families will receive communication on the number of days their child has missed. The school will also provide attendance incentives and recognition for those students that are meeting the goal. Families will be encouraged to continue to work towards the attendance goal. The school will also provide attendance incentives and recognition for those students that are meeting the goal.</p>	<p>By June of 2024, at least 80% of all students will attend school on a regular basis.</p>
<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>
<p>Attendance Letters, Attendance Resources, FACE Coordinator (Stipend is paid out of School Based Title 1 Federal Funds (\$3,837 ).</p>	<p>no</p>



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

School attendance improvement conferences will be conducted after (4) unexcused absences.

09/05/2023 - 06/12/2024

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

All staff members will work collaboratively to improve student attendance. The principal and social worker will educate families about the importance of attending school regularly. Student attendance will be monitored monthly. Families will receive communication on the number of days their child has missed. The school will also provide attendance incentives and recognition for those students that are meeting the goal. Families will be encouraged to continue to work towards the attendance goal. The school will also provide attendance incentives and recognition for those students that are meeting the goal.

By June of 2024, at least 80% of all students will attend school on a regular basis.

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

Attendance Data

no



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

Monthly attendance incentive

09/05/2023 - 06/12/2024

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

All staff members will work collaboratively to improve student attendance. The principal and social worker will educate families about the importance of attending school regularly. Student attendance will be monitored monthly. Families will receive communication on the number of days their child has missed. The school will also provide attendance incentives and recognition for those students that are meeting the goal. Families will be encouraged to continue to work towards the attendance goal. The school will also provide attendance incentives and recognition for those students that are meeting the goal.

By June of 2024, at least 80% of all students will attend school on a regular basis.

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

Attendance certificates, homeroom trophy

no





## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June of 2024, at least 73.3% of all students will score proficient or advanced on the Spring 2024 administration of the ELA PSSA. (ELA Goal)	Systematic, comprehensive Reading Instruction	Study of the Science of Reading	08/24/2023 - 06/12/2024

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Study of the Science of Reading	All Reading Teachers	Fluency Instruction and practice for rate, expression, and prosody in grades 2-5. Tiers 2 and 3 Systematic Instruction and Practice of Phonics for Accuracy. Schoolwide: Using the new curricular resources with on-going data and SOR knowledge to provide instruction to match whole group, small group, and independent needs.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Classroom implementation of Open Court, Reading Horizons and Heggerty.	08/23/2023 - 06/08/2024	LAC, Principal, District ELA Dept

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	Structured Literacy
3d: Using Assessment in Instruction	
3c: Engaging Students in Learning	
1a: Demonstrating Knowledge of Content and Pedagogy	



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Share Draft Plan	Provide an opportunity for faculty to review the plan and provide feedback.	Meeting	Faculty/Staff	August 2023
Share Draft Plan	Provide an opportunity for parents and community members to review the plan and provide feedback	Meeting	Parent and Community Members	September 2023
Plan posted on school website by FACE Coordinator	Provide an opportunity for faculty/staff, parents and community members to review the plan and provide feedback	online post on web page	Staff, parents, community members	October 2023
Quarterly updates on progress of school improvement plan implementation	Progress of our plan implementation and next steps	online sharing with families, Newsletter communication,	Staff, Parents, Community Members	November 2023 - May 2024

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