

STO-ROX JSHS

1105 Valley St

ATSI Title 1 School Plan | 2021 - 2022

VISION FOR LEARNING

It is the vision of the Sto-Rox School District to prepare today's learner for tomorrow's world. In a cooperative manner, as partners with the school community, parents and the communities we serve, to jointly offer the finest education in a fiscally responsible manner, so that all students may experience academic success.

STEERING COMMITTEE

Name	Position	Building/Group
Frank Dalmas	Superintendent	Sto-Rox School District
Sam Weaver	Building Administrator	Sto-Rox School District
Christopher Captline	Building Administrator	Sto-Rox School District
Michael Amick	Director of Curriculum & Instruction	Sto-Rox School District
Dayna Sikora	Director of Special Education	Sto-Rox School District
Tina Nagel	Parent/Community Member	Sto-Rox School District
Samantha Levitzski-Wright	School Board Member	Sto-Rox School District
Deborah Finklang	Teacher	Sto-Rox Jr./Sr. High School
Joseph Krajcovic	Teacher	Sto-Rox Jr./Sr. High School
Caroline Palermo	Teacher	Sto-Rox Jr./Sr. High School
Cindy Alexander	Community Member	Sto-Rox School District
Connie Deem	Parent/Community Member	N/A

Name

Position

Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Instituting PBIS in the school and improving the school culture and the school building so the school becomes a place where students want to be.	Regular Attendance
Teachers will analyze the data from assessments in order to identify student needs and improve instruction.	Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy
What Works in Schools: Translating Research into Practice, Marzano, 2003- "Guaranteed and Viable Curriculum"

Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Complete the writing of the ELA curriculum in the electronic system.	2021-08-19 - 2022-06-02	Christopher Captline- Assistant Principal	PD for teachers in the use of the electronic system, teachers to serve as curriculum authors.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Training through the AIU on the common core shifts	2021-08-19 - 2022-06-02	Christopher Captline- Assistant Principal	Information and training supplied by the AIU.
Development of unit assessments that are standards-aligned and drive the rigor of content.	-	Christopher Captline- Assistant Principal	SAS website

Anticipated Outcome

Completion of the written ELA curriculum in the electronic system.

Monitoring/Evaluation

Administration and the teachers who serve as curriculum writers will conduct quarterly reviews of progress.

Evidence-based Strategy

What Works in Schools: Translating Research into Practice, Marzano, 2003- "Guaranteed and Viable Curriculum

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Complete the writing of the Math curriculum in the electronic system.	2021-08-19 - 2022-06-02	Christopher Captline- Assistant Principal	PD for teachers in the use of the electronic system, teachers to serve as curriculum authors.
Training through the AIU on common core math shifts.	2021-08-19 - 2022-06-02	Christopher Captline- Assistant Principal	Information and training supplied by the AIU.
Development of unit assessments that are standards-aligned and drive the rigor of content.	2021-08-19 - 2022-06-02	Christopher Captline- Assistant Principal	SAS website

Anticipated Outcome

Completion of the written math curriculum in the electronic system.

Monitoring/Evaluation

Administration and the teachers who serve as curriculum writers will conduct quarterly reviews of progress.

Evidence-based Strategy

PBIS

Measurable Goals

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

Regular Attendance

In the 2021-2022 school year, the Sto-Rox Jr./Sr. High School will promote and sustain a positive school environment where all students feel welcomed, supported, and safe in school in order to increase regular attendance to school by at least 4% per year

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

Institute a school-wide PBIS approach.

2021-08-19 -
2022-06-02

Christopher
Captline-
Assistant
Principal

Training of the building staff,
posters, signs, incentives, etc.

Partnerships with YAP and Communities in schools, and
Check & Connect for Tier II and Tier III support for attendance.

2021-08-19 -
2022-06-02

Christopher
Captline-
Assistant
Principal

Student attendance information
from Prosoft, support from the
attendance team.

Attendance postcards mailed to all students as a Tier I
intervention. Continuous monitoring of attendance via the
attendance team.

2021-08-19 -
2022-06-02

Christopher
Captline-
Assistant
Principal

Student attendance information
from Prosoft, support from the
attendance team.

Anticipated Outcome

Fully instituted SWPBIS approach that serves to increase student attendance by building positive relationships between students and staff, improve social/emotional learning of the students, and improving the school climate and culture.

Monitoring/Evaluation

Administration and staff will conduct quarterly reviews of data. Staff practices will be monitored on a daily basis.

Evidence-based Strategy

Career Readiness Indicator for the Future Ready PA Index and ESSA Accountability: Guidelines for Evidence Collection, Monitoring, and Reporting

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Utilize the online program Xello in order for students to be able to record their career- readiness evidence	2021-08-19 - 2022-06-02	Christopher Captline- Assistant Principal	Xello program, student accounts, monitoring of students and evidence.

Anticipated Outcome

Utilization of the Xello program will provide an increase in the amount of archived evidence from students in the career readiness component.

Monitoring/Evaluation

Administration and staff will monitor students use of the Xello program and the pieces of archived evidence on a quarterly basis.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
In the 2021-2022 school year, the Sto-Rox Jr./Sr. High School will promote and sustain a positive school environment where all students feel welcomed, supported, and safe in school in order to increase regular attendance to school by at least 4% per year (Regular Attendance)	PBIS	Institute a school-wide PBIS approach.	08/19/2021 - 06/02/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Career Readiness Indicator for the Future Ready PA Index and ESSA Accountability: Guidelines for Evidence Collection, Monitoring, and Reporting	Utilize the online program Xello in order for students to be able to record their career- readiness evidence	08/19/2021 - 06/02/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	What Works in Schools: Translating Research into Practice, Marzano, 2003- "Guaranteed and Viable Curriculum"	Complete the writing of the ELA curriculum in the electronic system.	08/19/2021 - 06/02/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	What Works in Schools: Translating Research into Practice, Marzano, 2003- "Guaranteed and Viable Curriculum"	Training through the AIU on the common core shifts	08/19/2021 - 06/02/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	What Works in Schools: Translating Research into Practice, Marzano, 2003- "Guaranteed and Viable Curriculum"	Development of unit assessments that are standards-aligned and drive the rigor of content.	01/01/0001 - 01/01/0001

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	What Works in Schools: Translating Research into Practice, Marzano, 2003- "Guaranteed and Viable Curriculum	Complete the writing of the Math curriculum in the electronic system.	08/19/2021 - 06/02/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	What Works in Schools: Translating Research into Practice, Marzano, 2003- "Guaranteed and Viable Curriculum	Training through the AIU on common core math shifts.	08/19/2021 - 06/02/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	What Works in Schools: Translating Research into Practice, Marzano, 2003- "Guaranteed and Viable Curriculum	Development of unit assessments that are standards-aligned and drive the rigor of content.	08/19/2021 - 06/02/2022

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.

School Board Minutes or Affirmation Statement

2021-06-11

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

Superintendent/Chief Executive Officer

Frank Dalmas

2021-06-11

School Improvement Facilitator Signature

Christopher Captline

2021-06-11

Building Principal Signature

Christopher Captline

2021-06-11

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

To align the English Language Arts/Literature curriculum, assessments, and instruction to the PA standards so as to ensure the consistent delivery of educational standards, anchors, and eligible content to all students, with a particular focus on students with disabilities, economically disadvantaged, and black student subgroups.

Increased focus and awareness of the school's current status, with a coordinated effort to improve upon the current status.

Use of benchmark testing in order to gauge student progress.

Use of formative assessments in order to drive instruction.

To align the Mathematics/Algebra curriculum, assessments, and instruction to the PA standards so as to ensure the consistent delivery of educational standards, anchors, and eligible content with the particular focus on students with disabilities, economically disadvantaged, and black

Increased focus and awareness of the school's current status, with a coordinated effort to improve upon the current status.

Challenges

Students coming in with skills that are below grade level.

Limited staff produces an inability to work individually with students in order to improve their skills.

Significant amount of instructional days lost due to a high number of teacher days missed.

Significant amount of instructional days lost due to a high number of student days missed.

Students coming in with skills that are below grade level, and require more foundational knowledge in order to get to appropriate level.

Limited staff produces an inability to work individually with students in order to improve their skills.

Significant amount of instructional days lost due to a high number of teacher days missed.

Significant amount of instructional days lost due to a high number of student days missed.

Strengths

Use of benchmark testing in order to gauge student progress.

Use of formative assessments in order to drive instruction.

To align the Science/Biology curriculum, assessments, and instruction to the PA standards so as to ensure the consistent delivery of educational standards, anchors, and eligible content with the particular focus on students with disabilities, economically disadvantaged, and black

Increased focus and awareness of the school's current status, with a coordinated effort to improve upon the current status.

Use of benchmark testing in order to gauge student progress.

Use of formative assessments in order to drive instruction.

In CTE, the scores for economically disadvantaged students improved by .7% from the prior school year.

Overall, there was a slight increase, .5% from the prior school year.

Scores in Mathematics/Algebra for students with disabilities improved by 3.9% from prior school year.

Scores for Career and Technical education, economically

Challenges

Students coming in with skills that are below grade level.

Limited staff produces an inability to work individually with students in order to improve their skills.

Significant amount of instructional days lost due to a high number of teacher days missed.

Significant amount of instructional days lost due to a high number of student days missed.

The scores for all student groups, Black, students with disabilities, and students who are economically disadvantaged, dropped in Career Readiness from the prior school year.

The percentage dropped in CTE for Black students was slight, .3%.

Scores in English Language Arts/Literature, Science/Biology, and Career Readiness for students with disabilities dropped from the prior school year.

Scores in English Language Arts/Literature, Mathematics/Algebra, and Science/Biology, and Career Readiness for economically disadvantaged students dropped from the prior school year.

Strengths

disadvantaged students improved by .7% from the prior school year.

All student groups met the standard demonstrating growth in English Language Arts/Literature. (PVAAS)

All student group exceeds the standards for demonstrating growth in Mathematics/Algebra. (PVAAS)

All student group five-year graduation cohort exceeded the statewide average.

N/A

Challenges

All student group did not meet interim goal/improvement target. Percent proficient or advanced in English Language Arts/Literature was 18.6%

All student group did not meet interim goal/improvement target. Percent proficient or advanced in Mathematics/Algebra was 8.5%.

All student group did not meet interim goal/improvement target. Percent proficient or advanced in Science/Biology was 14%.

All student group did not meet the standard for regular attendance. Percent of regular attendance was 48.8%

Identify and address individual student learning needs

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Use the data from benchmark assessments in order to identify student needs and improve instruction.

Partner with local businesses, community organizations, and other agencies to meet the needs of the school

Challenges

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

Most Notable Observations/Patterns

We cannot teach the students if they are not present. Increase the use of assessments to improve instruction and increase student learning. Implementation of SWPBIS will improve school culture (student-driven involvement) Take a proactive approach to planning.

Challenges**Discussion Point****Priority for Planning**

All student group did not meet the standard for regular attendance. Percent of regular attendance was 48.8%

Students need to feel welcome in school.

Use the data from benchmark assessments in order to identify student needs and improve instruction.

Partner with local businesses, community organizations, and other agencies to meet the needs of the school

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

Significant amount of instructional days lost due to a high number of student days missed.

ADDENDUM B: ACTION PLAN

Action Plan: What Works in Schools: Translating Research into Practice, Marzano, 2003- "Guaranteed and Viable Curriculum"

Action Steps	Anticipated Start/Completion Date
Complete the writing of the ELA curriculum in the electronic system.	08/19/2021 - 06/02/2022
Monitoring/Evaluation	Anticipated Output
Administration and the teachers who serve as curriculum writers will conduct quarterly reviews of progress.	Completion of the written ELA curriculum in the electronic system.
Material/Resources/Supports Needed	PD Step
PD for teachers in the use of the electronic system, teachers to serve as curriculum authors.	yes

Action Steps**Anticipated Start/Completion Date**

Training through the AIU on the common core shifts

08/19/2021 - 06/02/2022

Monitoring/Evaluation**Anticipated Output**

Administration and the teachers who serve as curriculum writers will conduct quarterly reviews of progress.

Completion of the written ELA curriculum in the electronic system.

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

Information and training supplied by the AIU.

yes



Action Steps**Anticipated Start/Completion Date**

Development of unit assessments that are standards-aligned and drive the rigor of content.

01/01/0001 - 01/01/0001

Monitoring/Evaluation**Anticipated Output**

Administration and the teachers who serve as curriculum writers will conduct quarterly reviews of progress.

Completion of the written ELA curriculum in the electronic system.

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

SAS website

yes

Action Plan: What Works in Schools: Translating Research into Practice, Marzano, 2003- "Guaranteed and Viable Curriculum

Action Steps**Anticipated Start/Completion Date**

Complete the writing of the Math curriculum in the electronic system.

08/19/2021 - 06/02/2022

Monitoring/Evaluation**Anticipated Output**

Administration and the teachers who serve as curriculum writers will conduct quarterly reviews of progress.

Completion of the written math curriculum in the electronic system.

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

PD for teachers in the use of the electronic system, teachers to serve as curriculum authors.

yes



Action Steps**Anticipated Start/Completion Date**

Training through the AIU on common core math shifts.

08/19/2021 - 06/02/2022

Monitoring/Evaluation**Anticipated Output**

Administration and the teachers who serve as curriculum writers will conduct quarterly reviews of progress.

Completion of the written math curriculum in the electronic system.

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

Information and training supplied by the AIU.

yes



Action Steps**Anticipated Start/Completion Date**

Development of unit assessments that are standards-aligned and drive the rigor of content.

08/19/2021 - 06/02/2022

Monitoring/Evaluation**Anticipated Output**

Administration and the teachers who serve as curriculum writers will conduct quarterly reviews of progress.

Completion of the written math curriculum in the electronic system.

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

SAS website

yes

Action Plan: PBIS

Action Steps**Anticipated Start/Completion Date**

Institute a school-wide PBIS approach.

08/19/2021 - 06/02/2022

Monitoring/Evaluation**Anticipated Output**

Administration and staff will conduct quarterly reviews of data. Staff practices will be monitored on a daily basis.

Fully instituted SWPBIS approach that serves to increase student attendance by building positive relationships between students and staff, improve social/emotional learning of the students, and improving the school climate and culture.

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

Training of the building staff, posters, signs, incentives, etc.

yes

Action Steps**Anticipated Start/Completion Date**

Partnerships with YAP and Communities in schools, and Check & Connect for Tier II and Tier III support for attendance.

08/19/2021 - 06/02/2022

Monitoring/Evaluation**Anticipated Output**

Administration and staff will conduct quarterly reviews of data. Staff practices will be monitored on a daily basis.

Fully instituted SWPBIS approach that serves to increase student attendance by building positive relationships between students and staff, improve social/emotional learning of the students, and improving the school climate and culture.

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

Student attendance information from Prosoft, support from the attendance team.

no



Action Steps**Anticipated Start/Completion Date**

Attendance postcards mailed to all students as a Tier I intervention. Continuous monitoring of attendance via the attendance team.

08/19/2021 - 06/02/2022

Monitoring/Evaluation**Anticipated Output**

Administration and staff will conduct quarterly reviews of data. Staff practices will be monitored on a daily basis.

Fully instituted SWPBIS approach that serves to increase student attendance by building positive relationships between students and staff, improve social/emotional learning of the students, and improving the school climate and culture.

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

Student attendance information from Prosoft, support from the attendance team.

no



Action Plan: Career Readiness Indicator for the Future Ready PA Index and ESSA Accountability: Guidelines for Evidence Collection, Monitoring, and Reporting

Action Steps	Anticipated Start/Completion Date
Utilize the online program Xello in order for students to be able to record their career- readiness evidence	08/19/2021 - 06/02/2022

Monitoring/Evaluation	Anticipated Output
Administration and staff will monitor students use of the Xello program and the pieces of archived evidence on a quarterly basis.	Utilization of the Xello program will provide an increase in the amount of archived evidence from students in the career readiness component.

Material/Resources/Supports Needed	PD Step
Xello program, student accounts, monitoring of students and evidence.	yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>In the 2021-2022 school year, the Sto-Rox Jr./Sr. High School will promote and sustain a positive school environment where all students feel welcomed, supported, and safe in school in order to increase regular attendance to school by at least 4% per year (Regular Attendance)</p>	PBIS	<p>Institute a school-wide PBIS approach.</p>	<p>08/19/2021 - 06/02/2022</p>
<p>[Redacted Measurable Goals]</p>	<p>Career Readiness Indicator for the Future Ready PA Index and ESSA Accountability: Guidelines for Evidence Collection, Monitoring, and Reporting</p>	<p>Utilize the online program Xello in order for students to be able to record their career- readiness evidence</p>	<p>08/19/2021 - 06/02/2022</p>
<p>[Redacted Measurable Goals]</p>	<p>What Works in Schools: Translating</p>	<p>Complete the writing of the ELA curriculum in the</p>	<p>08/19/2021 - 06/02/2022</p>

Measurable Goals

Action Plan Name

Professional Development Step

Anticipated Timeline

Research into Practice, Marzano, 2003- "Guaranteed and Viable Curriculum"

electronic system.

What Works in Schools: Translating Research into Practice, Marzano, 2003- "Guaranteed and Viable Curriculum"

Training through the AIU on the common core shifts

08/19/2021 - 06/02/2022

What Works in Schools: Translating Research into Practice, Marzano, 2003-

Development of unit assessments that are standards-aligned and drive the rigor of content.

01/01/0001 - 01/01/0001

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	"Guaranteed and Viable Curriculum"		
	What Works in Schools: Translating Research into Practice, Marzano, 2003- "Guaranteed and Viable Curriculum	Complete the writing of the Math curriculum in the electronic system.	08/19/2021 - 06/02/2022
	What Works in Schools: Translating Research into Practice, Marzano, 2003- "Guaranteed and Viable Curriculum	Training through the AIU on common core math shifts.	08/19/2021 - 06/02/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	What Works in Schools: Translating Research into Practice, Marzano, 2003- "Guaranteed and Viable Curriculum	Development of unit assessments that are standards-aligned and drive the rigor of content.	08/19/2021 - 06/02/2022

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PBIS Staff Training	The staff of the Sto-Rox Jr./Sr. High School	The established matrix, lessons to be taught by the teachers, use of incentives etc.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Checking for understanding, daily monitoring staff of the PBIS approach	08/19/2021 - 06/02/2022	Christopher Captline-Assistant Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2a: Creating and Environment of Respect and Rapport

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step

Audience

Topics of Prof. Dev

Xello Training

Principals, Guidance Counselor, Social Studies teachers, and the Careers teacher

General overview of the program, how to create student accounts, submission of artifacts

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Monitoring of student use by trained teachers, guidance counselor, and administration

08/19/2021 - 08/19/2021

Christopher Captline- Assistant Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3c: Engaging Students in Learning

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Curriculum Training	ELA teachers	Alignment of the ELA curriculum

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Written curriculum that is to the standards	08/19/2021 - 06/02/2022	Christopher Captline- Assistant Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Alignment of Math Curriculum	Math teachers	Math curriculum

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Aligned math curriculum	08/19/2021 - 06/02/2022	Christopher Captline- Assistant Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes	Teaching Diverse Learners in an Inclusive Setting

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Unveiling of the A-TSI Plan	All aspects of the plan will be available for public consumption.	Posting on District Website	Entire Community	August 16, 2021
