

NEW CASTLE JHS

310 E Lincoln Ave

ATSI Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

The NCASD vision promotes a safe and respectful learning environment that embraces diversity and promotes a high quality academic program that supports the whole child. It ensures all students will have access to evidence-based strategies, technology and other supplemental resources linked to a relevant curricula that will maximize their academic potential while preparing them to be future-ready life-long learners. The Junior High Vision: The New Castle Junior High School focuses on nurturing and educating the student from a whole child approach. A focus on Social-Emotional Learning is a key component to meeting the needs of all of our students. Our entire staff focuses on every student, every day, whatever it takes.

STEERING COMMITTEE

Name	Position	Building/Group
Emily Sanders	Director of Assessment, Data, Technology	Central Office
Carol Morell	Junior High Principal	New Castle Jr. High School
Max Levine	Tutor	New Castle Jr. High School
Kelly Omer	Guidance Counselor	New Castle Jr. High School
Shawn Anderson	Parent	New Castle Jr. High School
Simonae Lyles	Parent	New Castle Jr. High School
Amy Marvel	School Psychologist	District
Dennis DiGennaro	6th Grade Math Teacher	New Castle Jr. High School
Jeff Pitzer	8th Grade Algebra I/Data Team	New Castle Jr. High School
John Riott	7th Grade Math Teacher/Data team	New Castle Jr. High School
Brian Rice	Social Worker	District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Identify and address individual student learning needs in mathematics	Mathematics
	Mathematics
	Other
Continue to implement a schoolwide SEL program for students and all school personnel that supports academic growth and emotional wellness.	Social emotional learning
	Social emotional learning
	Other

ACTION PLAN AND STEPS

Evidence-based Strategy

School Connect SEL Program

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
SEL Competency Instruction	After receiving SEL core competency instruction, 80% of the targeted group will demonstrate effective use of 4/5 strategies.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Renewed SEL training on School Connect program for relevant personnel	2020-08-01 - 2020-10-30	SEL Coach/Social Worker	School Connect Modules/Materials

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Re-implement School Connect SEL components in the classroom schoolwide	2020-10-01 - 2021-06-10	Social Worker/ Social Studies Teachers	School Connect Materials
Introduce and Reinforce weekly SEL skills through daily announcements and schoolwide activities	2020-10-01 - 2021-06-10	Administration/Counselor	SEL Materials

Anticipated Outcome

Improved student behavior; decrease disciplinary referrals; increase student attendance; student demonstrating core competencies.

Monitoring/Evaluation

SEL- office referrals will be tracked by administration. By comparing data from previous school years and monitoring quarterly benchmarks as stated in school improvement plan.

Evidence-based Strategy

School-Wide PBIS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Referral Decrease	After maintaining PBIS strategies and plans, 25% of the students in the targeted group will show a decrease in behavioral disciplinary referrals to the office when compared to their amount of referrals from the previous year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue Training from MIU IV on PBIS	2020-06-01 - 2020-10-30	School Counselor, Psychologist and PBIS Team	PBIS Program Training Materials
Re-Implement PBIS School-wide in grades 3-8 for students and staff	2020-09-01 - 2021-06-10	Jr High Staff, GW Staff and PBIS team	PBIS program training materials, presentations to student body
Continued support from PBIS team provided by MIU IV	2020-10-01 - 2021-06-10	Jr High Staff, GW Staff and PBIS Team	PBIS Program Training Materials

Anticipated Outcome

Improved student behavior; decrease disciplinary referrals; increase student attendance; student success with intervention plans

Monitoring/Evaluation

PBIS- office referrals will be tracked by administration. By comparing data from previous school years and monitoring quarterly benchmarks as stated in school improvement plan.

Evidence-based Strategy

Get More Math

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

PSSA Mathematics Achievement

With continued customized learning with Get More Math, which is a math practice program for concept mastery and retention, 21.6% of students in targeted group will score Proficient or Advanced on the Mathematics PSSA by June 2020, compared to 2017 result of 10.5% proficiency.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Introduce Get More Math to relevant new students in the school	2020-08-31 - 2020-10-30	Administration and Math Faculty	Get More Math Training Materials, Chromebooks
Develop collaborative professional learning community with math teachers in grades 6-8 to discuss data (achievement, growth, patterns, trends) from CDT, Get More Math and classroom based assessments.	2020-09-01 - 2021-04-30	Math Faculty	Classroom-based Assessments, Get More Math data, CDT data, Journal Log, meeting notes, etc., time
Align curriculum and instructional practices vertically with 6th grade teachers while utilizing and implementing SAS portal resources	2020-09-01 - 2021-06-10	Administration, Math Faculty	Collaboration Time, Curriculum maps, assessments, score data, SAS resources

Anticipated Outcome

Lesson Plans include Get More Math Practice; Increased Student Achievement on Benchmark Assessments; Aligned Math Curriculum Maps Grades 6-8; Increase Student Growth in Math concepts; Common Assessments

Monitoring/Evaluation

Ongoing faculty meetings to determine challenges and successes; Collaboration/Planning meeting notes; Data analysis of Get More Math data and Common Assessment Data; Student Individualized Plans; data driven instruction.

Evidence-based Strategy

Self-Monitoring and Reflection

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PSSA Mathematics	After implementing a personalized learning plan, 70% of

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

Improvement

students in targeted group will demonstrate growth in Mathematics from previous benchmark assessments.

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

Develop and implement math benchmark assessment for students to discover areas of strength and weakness

2020-09-01 - 2020-10-31

Math Faculty

Classroom Diagnostic Tools assessments

Use data from baseline assessment along with past student data to discover which students would benefit from RTI training in math

2020-09-01 - 2020-10-31

Math faculty

Student assessment data

Develop process to help students monitor and self-reflect on the learning process via individualized student plans

2020-09-01 - 2020-10-30

Math Faculty

Collaboration time with department to discuss strategy

Anticipated Outcome

Lesson Plans include Get More Math Practice; Increased Student Achievement on Benchmark Assessments; Aligned Math Curriculum Maps Grades 6-8; Increase Student Growth in Math concepts; Common Assessments

Monitoring/Evaluation

Ongoing faculty meetings to determine challenges and successes; Collaboration/Planning meeting notes; Data analysis of Get More Math data and Common Assessment Data; Student Individualized Plans; data driven instruction.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
After receiving SEL core competency instruction, 80% of the targeted group will demonstrate effective use of 4/5 strategies. (SEL Competency Instruction)	School Connect SEL Program	Renewed SEL training on School Connect program for relevant personnel	08/01/2020 - 10/30/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
After maintaining PBIS strategies and plans, 25% of the students in the targeted group will show a decrease in behavioral disciplinary referrals to the office when compared to their amount of referrals from the previous year. (Referral Decrease)	School-Wide PBIS	Continue Training from MIU IV on PBIS	06/01/2020 - 10/30/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
With continued customized learning with Get More Math, which is a math practice program for concept mastery and retention, 21.6% of students in targeted group will score Proficient or Advanced on the Mathematics PSSA by June 2020, compared to 2017 result of 10.5% proficiency. (PSSA Mathematics Achievement)	Get More Math	Align curriculum and instructional practices vertically with 6th grade teachers while utilizing and implementing SAS portal resources	09/01/2020 - 06/10/2021

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 _____ ;

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

Superintendent/Chief Executive Officer

School Improvement
Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Intensive and focused writing strategies incorporated into the curriculum with ongoing vertical integration of the curriculum

There is an ongoing realignment of the math curriculum to be more in line with state standards as well as vertical integration of the curriculum.

Targeted subgroup is meeting the state interim goal for proficiency in Science

STEAM curriculum, Research and Career Awareness Course and Career Cruising all help meet and exceed the career readiness benchmark targets.

Career Readiness Benchmark is over performing for the targeted subgroup relative to the rest of the school

Using a variety of formative assessment to guide and customize instruction

Promoting and sustaining a positive and safe school environment where students feel respected.

Partnerships with community agencies and other organizations

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

Use a variety of assessments (including diagnostic, formative, and summative) to

Challenges

All groups of students need to make improvements on proficiency in ELA testing, none are above the statewide interim goal

All groups of students need to demonstrate more growth in ELA

Lesson planning needs to be more aligned with PA standards

All groups of students need to make improvements on proficiency in Math testing, neither are above the statewide interim goal

All groups of students need to demonstrate more growth in Math

All groups of students are trending downward in proficiency in Science.

College career readiness standards are not consistently taught/addressed in all course curricula.

Lack of demonstrated proficiency and growth on mathematics PSSAs

Lack of collaborative planning time for teachers of like grade levels or subject areas

Students struggle with coping skills, cooperative learning, and demonstrate negative behaviors that impede academic success.

Strengths

monitor student learning and adjust programs and instructional practices

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

Using a variety of formative assessment to guide and customize instruction

Promoting and sustaining a positive and safe school environment where students feel respected.

Partnerships with community agencies and other organizations

SEL Integration into ELA units.

Increased 1:1 technology use will give access and equity to all students to help bridge the digital divide.

Computer science for all students in grades 6,7,8 will help foster computational thinking skills.

College and Career Readiness Indicators

Challenges

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

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

Lack of demonstrated proficiency and growth on mathematics PSSAs

Lack of collaborative planning time for teachers of like grade levels or subject areas

Students struggle with coping skills, cooperative learning, and demonstrate negative behaviors that impede academic success.

Lack of STEM career fields in our region.

Align curricular materials and lesson plans to the PA Standards

Lesson planning needs to be more aligned with PA standards

Most Notable Observations/Patterns

Going into the second year, we are realizing the focus of improvement should be focused on the entire school, with special attention given to the targeted subgroup, rather than focusing our efforts on the subgroup alone. That way the hopefully all of the scores will trend upward again, as this will be necessary to meet statewide goals. We are also folding parent communication as a priority into our SEL component, as we want this year's version of the plan to be more student driven and less focused on external factors that we found were often out of our control.

Challenges	Discussion Point	Priority for Planning
Lack of demonstrated proficiency and growth on mathematics PSSAs	Varying levels of learners, a lack of mastery across the board, different instructional approaches, lack of common planning amongst staff members	✓
Students struggle with coping skills, cooperative learning, and demonstrate negative behaviors that impede academic success.	SEL concepts not reinforced enough in the classroom, hard to maintain when students leave the classroom. Students could potentially be facing stressful issues outside of school that make coping skills difficult to master.	✓

ADDENDUM B: ACTION PLAN

Action Plan: School Connect SEL Program

Action Steps	Anticipated Start/Completion Date
Renewed SEL training on School Connect program for relevant personnel	08/01/2020 - 10/30/2020

Monitoring/Evaluation	Anticipated Output
SEL- office referrals will be tracked by administration. By comparing data from previous school years and monitoring quarterly benchmarks as stated in school improvement plan.	Improved student behavior; decrease disciplinary referrals; increase student attendance; student demonstrating core competencies.

Material/Resources/Supports Needed	PD Step
School Connect Modules/Materials	yes

Action Steps	Anticipated Start/Completion Date
Re-implement School Connect SEL components in the classroom schoolwide	10/01/2020 - 06/10/2021

Monitoring/Evaluation	Anticipated Output
SEL- office referrals will be tracked by administration. By comparing data from previous school years and monitoring quarterly benchmarks as stated in school improvement plan.	Improved student behavior; decrease disciplinary referrals; increase student attendance; student demonstrating core competencies.

Material/Resources/Supports Needed	PD Step
School Connect Materials	no

Action Steps**Anticipated Start/Completion Date**

Introduce and Reinforce weekly SEL skills through daily announcements and schoolwide activities

10/01/2020 - 06/10/2021

Monitoring/Evaluation**Anticipated Output**

SEL- office referrals will be tracked by administration. By comparing data from previous school years and monitoring quarterly benchmarks as stated in school improvement plan.

Improved student behavior; decrease disciplinary referrals; increase student attendance; student demonstrating core competencies.

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

SEL Materials

no

Action Plan: School-Wide PBIS**Action Steps****Anticipated Start/Completion Date**

Continue Training from MIU IV on PBIS

06/01/2020 - 10/30/2020

Monitoring/Evaluation**Anticipated Output**

PBIS- office referrals will be tracked by administration. By comparing data from previous school years and monitoring quarterly benchmarks as stated in school improvement plan.

Improved student behavior; decrease disciplinary referrals; increase student attendance; student success with intervention plans

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

PBIS Program Training Materials

yes

Action Steps**Anticipated Start/Completion Date**

Re-Implement PBIS School-wide in grades 3-8 for students and staff

09/01/2020 - 06/10/2021

Monitoring/Evaluation**Anticipated Output**

PBIS- office referrals will be tracked by administration. By comparing data from previous school years and monitoring quarterly benchmarks as stated in school improvement plan.

Improved student behavior;
decrease disciplinary referrals;
increase student attendance;
student success with intervention plans

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

PBIS program training materials, presentations to student body

no

Action Steps**Anticipated Start/Completion Date**

Continued support from PBIS team provided by MIU IV

10/01/2020 - 06/10/2021

Monitoring/Evaluation**Anticipated Output**

PBIS- office referrals will be tracked by administration. By comparing data from previous school years and monitoring quarterly benchmarks as stated in school improvement plan.

Improved student behavior;
decrease disciplinary referrals;
increase student attendance;
student success with intervention plans

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

PBIS Program Training Materials

no

Action Plan: Get More Math

Action Steps**Anticipated Start/Completion Date**

Introduce Get More Math to relevant new students in the school

08/31/2020 - 10/30/2020

Monitoring/Evaluation**Anticipated Output**

Ongoing faculty meetings to determine challenges and successes; Collaboration/Planning meeting notes; Data analysis of Get More Math data and Common Assessment Data; Student Individualized Plans; data driven instruction.

Lesson Plans include Get More Math Practice; Increased Student Achievement on Benchmark Assessments; Aligned Math Curriculum Maps Grades 6-8; Increase Student Growth in Math concepts; Common Assessments

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

Get More Math Training Materials, Chromebooks

no



Action Steps**Anticipated Start/Completion Date**

Develop collaborative professional learning community with math teachers in grades 6-8 to discuss data (achievement, growth, patterns, trends) from CDT, Get More Math and classroom based assessments.

09/01/2020 - 04/30/2021

Monitoring/Evaluation**Anticipated Output**

Ongoing faculty meetings to determine challenges and successes; Collaboration/Planning meeting notes; Data analysis of Get More Math data and Common Assessment Data; Student Individualized Plans; data driven instruction.

Lesson Plans include Get More Math Practice; Increased Student Achievement on Benchmark Assessments; Aligned Math Curriculum Maps Grades 6-8; Increase Student Growth in Math concepts; Common Assessments

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

Classroom-based Assessments, Get More Math data, CDT data, Journal Log, meeting notes, etc., time

no



Action Steps

Anticipated Start/Completion Date

Align curriculum and instructional practices vertically with 6th grade teachers while utilizing and implementing SAS portal resources

09/01/2020 - 06/10/2021

Monitoring/Evaluation

Anticipated Output

Ongoing faculty meetings to determine challenges and successes; Collaboration/Planning meeting notes; Data analysis of Get More Math data and Common Assessment Data; Student Individualized Plans; data driven instruction.

Lesson Plans include Get More Math Practice; Increased Student Achievement on Benchmark Assessments; Aligned Math Curriculum Maps Grades 6-8; Increase Student Growth in Math concepts; Common Assessments

Material/Resources/Supports Needed

PD Step

Collaboration Time, Curriculum maps, assessments, score data, SAS resources

yes

Action Plan: Self-Monitoring and Reflection

Action Steps**Anticipated Start/Completion Date**

Develop and implement math benchmark assessment for students to discover areas of strength and weakness

09/01/2020 - 10/31/2020

Monitoring/Evaluation**Anticipated Output**

Ongoing faculty meetings to determine challenges and successes; Collaboration/Planning meeting notes; Data analysis of Get More Math data and Common Assessment Data; Student Individualized Plans; data driven instruction.

Lesson Plans include Get More Math Practice; Increased Student Achievement on Benchmark Assessments; Aligned Math Curriculum Maps Grades 6-8; Increase Student Growth in Math concepts; Common Assessments

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

Classroom Diagnostic Tools assessments

no



Action Steps**Anticipated Start/Completion Date**

Use data from baseline assessment along with past student data to discover which students would benefit from RTI training in math

09/01/2020 - 10/31/2020

Monitoring/Evaluation**Anticipated Output**

Ongoing faculty meetings to determine challenges and successes; Collaboration/Planning meeting notes; Data analysis of Get More Math data and Common Assessment Data; Student Individualized Plans; data driven instruction.

Lesson Plans include Get More Math Practice; Increased Student Achievement on Benchmark Assessments; Aligned Math Curriculum Maps Grades 6-8; Increase Student Growth in Math concepts; Common Assessments

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

Student assessment data

no



Action Steps**Anticipated Start/Completion Date**

Develop process to help students monitor and self-reflect on the learning process via individualized student plans

09/01/2020 - 10/30/2020

Monitoring/Evaluation**Anticipated Output**

Ongoing faculty meetings to determine challenges and successes; Collaboration/Planning meeting notes; Data analysis of Get More Math data and Common Assessment Data; Student Individualized Plans; data driven instruction.

Lesson Plans include Get More Math Practice; Increased Student Achievement on Benchmark Assessments; Aligned Math Curriculum Maps Grades 6-8; Increase Student Growth in Math concepts; Common Assessments

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

Collaboration time with department to discuss strategy

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
After receiving SEL core competency instruction, 80% of the targeted group will demonstrate effective use of 4/5 strategies. (SEL Competency Instruction)	School Connect SEL Program	Renewed SEL training on School Connect program for relevant personnel	08/01/2020 - 10/30/2020
After maintaining PBIS strategies and plans, 25% of the students in the targeted group will show a decrease in behavioral disciplinary referrals to the office when compared to their amount of referrals from the previous year. (Referral Decrease)	School-Wide PBIS	Continue Training from MIU IV on PBIS	06/01/2020 - 10/30/2020
With continued customized learning with Get More Math, which is a math practice program for concept mastery and retention, 21.6% of students in targeted group will score Proficient or Advanced on the Mathematics PSSA by June 2020, compared to 2017 result of 10.5% proficiency. (PSSA Mathematics Achievement)	Get More Math	Align curriculum and instructional practices vertically with 6th grade teachers while utilizing and implementing SAS portal resources	09/01/2020 - 06/10/2021

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PBIS Continued Training	School Counselor, Psychologist and PBIS Team	Appropriate behavior; teaching prevention not punishment; common language to support positive behavior

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Pre-Post assessments of training topics; Decreased student discipline referrals; teacher observations and anecdotal evidence	08/31/2020 - 06/30/2025	Carol Morell, Principal; School Counselor - Kellie Omer

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 2a: Creating and Environment of Respect and Rapport
- 2d: Managing Student Behavior
- 2b: Establishing a Culture for Learning
- 2a: Creating and Environment of Respect and Rapport
- 2d: Managing Student Behavior

Professional Development Step	Audience	Topics of Prof. Dev
Continued SEL School Connect Training	Social Worker and Social Studies staff	Self Management, Self Awareness, Social Awareness, Relationship Skills, Responsible Decision Making Skills

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Pre-Post assessments of training topics; Decreased student discipline referrals; teacher observations and anecdotal evidence	08/31/2020 - 06/10/2025	Carol Morell, Principal; Brian Rice- Social Worker

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 1b: Demonstrating Knowledge of Students
- 2a: Creating and Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2d: Managing Student Behavior
- 3a: Communicating with Students
- 4a: Reflecting on Teaching
- 1b: Demonstrating Knowledge of Students
- 3a: Communicating with Students
- 2a: Creating and Environment of Respect and Rapport
- 2d: Managing Student Behavior
- 2b: Establishing a Culture for Learning
- 4e: Growing and Developing Professionally

Professional Development Step

Audience

Topics of Prof. Dev

SAS Training to create a cohesive math curriculum

Math Faculty

SAS Resources, alignment and integration

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Teachers will include SAS resources into their daily lessons to support math concepts and curricular integration and alignment

08/31/2020 - 06/09/2021

Carol Morell, Principal;
Emily Sanders, Director of Technology

Danielson Framework Component Met in this Plan:

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

-
- 1c: Setting Instructional Outcomes
 - 1d: Demonstrating Knowledge of Resources
 - 1e: Designing Coherent Instruction
 - 1f: Designing Student Assessments
 - 3b: Using Questioning and Discussion Techniques
 - 3c: Engaging Students in Learning
 - 3d: Using Assessment in Instruction
 - 1a: Demonstrating Knowledge of Content and Pedagogy
 - 1a: Demonstrating Knowledge of Content and Pedagogy
 - 1c: Setting Instructional Outcomes
 - 1d: Demonstrating Knowledge of Resources
 - 1e: Designing Coherent Instruction
 - 1f: Designing Student Assessments
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ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Outreach with Faculty	Discuss plan and the purpose thereof, goals going forward	Faculty Meetings and Common Plannings	Staff	Periodically throughout 20-21 school year
Outreach to parents	Awareness, partnership, strength of relationship between school and home	Website, workshops, outreach letters, phone calls home	Parents	Throughout 20-21 school year
Community Outreach	Awareness and partnership	Website and physical meetings	Community	Throughout 20-21 school year
Individualized meetings	Improvement of academic skills and confidence	Individualized meetings	students	Intial meeting in September/October 2020, follow ups throughout the year
