SHARON HILL SCH

701 Coates Street

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Sharon Hill School and community are taking flight to promote an increase in student achievement as well as a positive school climate by empowering, engaging and encouraging ALL. This will be accomplished through the use of academic rigor, consistent and meaningful communication, increasing school spirit, and fostering positive relationships in order to enhance student success. Owl's Salute: We show OWL pride because we choose to be: Outstanding, Wise, Learners, Listeners, and Leaders. "Where We Inspire to Go Higher As We SOAR to Success"

STEERING COMMITTEE

Name	Position	Building/Group
Charles Baxter	Principal	Sharon Hill School
Daniel Ruane	Assistant Principal	Sharon Hill School
Jessica Thomas	School Counselor	Sharon Hill School
Barbara Young	School Psychologist	Sharon Hill School
Suzanne Carvin	Special Education Teacher	Sharon Hill School
Erin Power	Reading Interventionist	Sharon Hill School
Suzanne Swoyer	Regular Education Teacher	Sharon Hill School
April Kaisner	Regular Education Teacher (Building Union Rep)	Sharon Hill School
Rosemary Schrader	Attendance Clerk	Attendance Clerk
Katisha James	Parent	Parent
Kenyatta Smith	Parent	Parent
Tara Subah	Parent	Parent

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Foster a culture of high expectations for all students and staff by reviewing, revisiting, and revising the School Improvement Plan.	School climate and culture
Provide necessary support to staff through formal and informal observations. Enhance instructional practices through effective use of PLC time.	Essential Practices 1: Focus on Continuous Improvement of Instruction
Promote and sustain a positive school culture and increase student achievement by aligning the communicated PBIS system	School climate and culture
Identify student needs through the utilization of a variety of assessments and staff needs through instructional evidence to create targeted instructional groupings and incorporate continuous improvement of teaching and learning.	Essential Practices 1: Focus on Continuous Improvement of Instruction English Language Arts Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy
Building and Sustaining Improvement

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide	2020-10-01 -	Yasir Roundtree, Assistant	Instructional rounds with

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
feedback and Conduct Data Analysis	2021-06-11	Superintendent of Schools and Academic Programs; Shannon Reddick-Smack, Principal on Special Assignment; Charles Baxter, Principal; Daniel Ruane, Assistant Principal; Erin Power, Kathy Garro, Heather Thomas - Interventionist; Classroom Teachers	central office administrators. Principal/Assistant Principal Team Visits; PLC Time; Interventionists; Student Assessments; Formal/ Informal Observations
Feedback and Data Analysis	2020-10-01 - 2021-06-11	Charles Baxter, Principal; Daniel Ruane, Assistant Principal; Erin Power, Kathy Garro, Heather Thomas - Interventionist; Classroom Teachers	PLC Time; Interventionists; Student Assessments; Formal/ Informal Observations; Administration Growth Planning and Intervention
Administrative Intervention	2020-10-01 - 2021-06-11	Charles Baxter, Principal; Daniel Ruane, Assistant Principal	PLC Time; Interventionists; Student Assessments; Formal/ Informal Observations; Administration Growth Planning and Intervention

Anticipated Outcome

Increase in feedback to ensure staff use of instructional best practices. Utilization of best practices will result in increased student engagement to raise student achievement.

Monitoring/Evaluation

Formal and Informal Observations; Formative and Summative Assessments; Student Attendance Improvement Plan (SAIP) reports; Administrative Reports

Evidence-based Strategy

Instructional Practices

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Score Increase	Increase student performance level by 2 students per marking period per grade level based on the Baseline (fall assessment), Test 1 (winter assessment), and Test 2 (Spring assessment).
Math Score Increase	Increase student performance level by 2 students per marking period per grade level based on the Baseline (fall assessment), Test 1 (winter assessment), and Test 2 (Spring assessment).
Building and Sustaining Improvement	Use systematic, collaborative, student-centered planning and instructional practices to build and sustain achievement levels, which would aligned with the school's vision and mission.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Intervention	2020-09-28 - 2021-06-11	Charles Baxter, Principal; Daniel Ruane, Assistant Principal; Erin Power, Kathy Garro, Heather Thomas - Interventionist; Classroom Teachers	Intervention resources (people, time, materials) Ex: Read 180 Program; Math 180 Program; Study Island; Interventionists
School-wide PBIS to decrease conduct infractions and increase achievement	2020-09-08 - 2021-06-11	Charles Baxter, Principal; Daniel Ruane, Assistant Principal; Jessica Thomas, School Counselor; PBIS Core Team; Classroom Teachers	PBIS Initiatives. Responsive Classroom, School Counselor, Discipline Reports

Anticipated Outcome

By targeting students' needs, teachers will identify and respond to them with best practices to increase engagement and raise student achievement. The positive school climate will allow for learning to take place in a conducive environment.

Monitoring/Evaluation

Beginning of the year (baseline in Fall); Mid-year (Winter); End of the year (Spring) assessment data.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Building and Sustaining Improvement	Provide feedback and Conduct Data Analysis	10/01/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Building and Sustaining Improvement	Feedback and Data Analysis	10/01/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase student performance level by 2 students per marking period per grade level based on the Baseline (fall assessment), Test 1 (winter assessment), and Test 2 (Spring assessment). (ELA Score Increase)	Instructional Practices	Intervention	09/28/2020 - 06/11/2021
Increase student performance level by 2 students per marking period per grade level based on the Baseline (fall assessment), Test 1 (winter assessment), and Test 2 (Spring assessment). (Math Score Increase)			
Use systematic, collaborative, student-centered planning and instructional practices to build and sustain achievement levels, which would aligned with the school's vision and mission. (Building and Sustaining Improvement)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase student performance level by 2 students per marking period per grade level based on the Baseline (fall assessment), Test 1 (winter assessment), and Test 2 (Spring assessment). (ELA Score Increase) Increase student performance level by 2 students per marking period per grade level based on the Baseline (fall assessment), Test 1 (winter assessment), and Test 2 (Spring assessment). (Math Score Increase) Use systematic, collaborative, student-centered planning and instructional practices to build and sustain achievement levels, which would aligned with the school's vision and mission. (Building and Sustaining Improvement)	Instructional Practices	School-wide PBIS to decrease conduct infractions and increase achievement	09/08/2020 - 06/11/2021

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   Mr. Charles Baxter   2020-05-22

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Related Arts academic curriculum is offered for students in Gr. 1-8.

Related Arts academic curriculum is grade and developmentally appropriate.

PLC Time: Use collaborative planning processes to ensure instruction is coordinated.

Informal Observations/ PLC Time: Provide frequent and timely feedback and support on instructional practices.

PBIS: Beginning to shift and align school-wide PBIS plan to foster a culture expectations for success for all students and educators.

Administarion Leadership/ PLC Time: Continuously monitor implementation of the school improvement plan and adjust as needed.

Informal Observations: Monitor and evaluate the impact of professional learning on staff practices (ex: i-Observations) and student learning (ex. curriculum based assessment scores; projects) .

Reduced Class Size in Grade 3 = Allows students to focus and engage in learning tasks at higher levels; allows teachers to target instructional deficits and groups; decrease class conflicts and conduct issues

Intervention Programming (Read 180/ Math

Challenges

Some Related Arts academic curriculum and materials are out of date in some grade levels (ie. health).

More projects and hands on/ partnerships with external community agencies in related academic areas.

PBIS: Continual need to shift and align school-wide PBIS plan to foster a culture expectations for success for all students, educators, families, and community stakeholders.

Feedback: Identify professional learning needs through analysis of a variety of data and provide frequent, timely, and systematic communication to staff.

Foster a culture of high expectations for success of students and educators utilizing multiple professional learning designs and assessments to support the learning needs of staff and students .

PLC Time: Use collaborative planning processes to ensure instruction is coordinated.

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

Environment = The large class sizes make the overall instructional delivery, small and targeted intervention to address deficits more difficult, and student management and class culture more challenging, which all impact student growth and maximum

Strengths

180) = Read 180 measures Lexile Level and Math 180 measures Quantile Level Allows student deficits to get addressed; Allows small group targeted instruction to address student deficit and increase student levels.

Initial PBIS implementation and alignment with DCIU guidance.

Diversity of students receiving academic support by being enrolled in targeted Intervention programs (Read 180 and Math 180 programs) have demonstrated significant growth.

Behavior Support = PBIS shift toward alignment; Character Ed. Lessons; Responsive Classroom; Behavior Intervention; Counseling

Diversity in student population allows for an authentic and rich academic experience for all students.

Students enrolled in targeted Intervention programs (Read 180) have demonstrated significant growth in their Lexile Level.

PBIS is incorporated into ELA classroom routines and procedures to support behavior.

Staff and Student Monitoring and growth plans = Staff monitoring through iObservations, informal and formal Observations; Teacher Effectiveness; and PDE 82-1. Student monitoring through content assessments, formative assessments, the MTSS process; and Progress Monitoring.

PSSA = Increase in Grade 4 Reading during

Challenges

development of skills. This also has a negative impact on staff and student retention. Some school and classroom safety concerns may have also manifest as a result of the increased class sizes.

Core Content Instruction = Low/ slow incremental gains in student achievement or even decrease in levels in some areas. There is are several factors that could be negatively impacting student growth in their core content areas, including large class sizes, Title I population needs, low skill growth or retention levels. There are also a high number of students requiring remediation due to lack of skill retention and/ or increase in achievement in one or more core subject areas.

Feedback = More authentic, guiding, and data directed conversations to support and help align/ drive teacher goals.

Provide differentiated instruction, accommodations, and modifications to allow all students equal access to all curriculum.

Reduction in class sizes so the student numbers are equitable across all areas.

Increase staff, student, and parent communication and feedback. This will be necessary for buy-in and engagement of stakeholders to the building's PBIS system in order to align with school-wide positive behavior interventions and supports.

Increase attendance rates (decrease tardiness and absences) to provide students with equitable access to grade level standards, content, and instruction

Strengths	Challenges
2018-19 School Year (28% to 44.4%)	Increase in School/ Student Safety and Environment in order to promote and sustain a positive learning environment where all students feel welcome and included.
Students enrolled in targeted Intervention programs (Math 180) have demonstrated significant growth in their Quantile Level.	Implementing and delivering the Core ELA curriculum with fidelity.
Character Education is incorporated into Math classroom routines and procedures to support behavior.	Reduction in ELA class sizes to reduce student discipline infractions in ELA.
Interventionists and Special Education teachers support science.	Increase parent engagement through at home support with shared reading and independent reading.
Responsive Classroom is incorporated into Science classroom routines and procedures to support behavior.	Increase in students adherence to the school Code of Conduct within the ELA classrooms so that meaningful learning can occur.
	Implementing and delivering the Core Math curriculum with fidelity.
	Reduction in Math class sizes to reduce student discipline infractions in Math.
	Increase parental exposure and understanding of the new math methodology (via Math Night) so that at home support is possible.
	Increase in students adherence to the school Code of Conduct within the Math classrooms so that meaningful learning can occur.
	Implementing and delivering the Core Science curriculum with fidelity.
	Increase in School/ Student Safety and Environment (increase PBIS alignment based on Benchmarks of Quality review,

Challenges

reduction in Class Sizes, reduction in student discipline infractions, etc.).

Increase feedback to impact students and staff in order to support learning within the science classrooms.

Lack of Certified Personnel to teach content (ex. Science, Mathematics in Middle School setting).

Most Notable Observations/Patterns

Core Content Instruction= Low/ slow incremental gains in student achievement or even decrease in levels in some areas. There are several factors that could be negatively impacting student growth in their core content areas, including large class sizes, Title I population needs, low skill growth or retention levels. There are also a high number of students requiring remediation due to lack of skill retention and/ or increase in achievement in one or more core subject areas. - Foster a culture of high expectations for success of students and educators utilizing multiple professional learning designs and assessments to support the learning needs of staff and students - Feeback: Identify professional learning needs through analysis of a variety of data and provide frequent, timely, and systematic communication to staff - Increase in School/ Student Safety and Environment (increase PBIS alignment based on Benchmarks of Quality review, reduction in Class Sizes, reduction in student discipline infractions, etc.)

Challenges	Discussion Point	Priority for Planning
Environment = The large class sizes make the overall instructional delivery, small and targeted intervention to address deficits more difficult, and student management and class culture more challenging, which all impact student growth and maximum development of skills. This also has a negative impact on staff and student retention. Some school and classroom safety concerns may		

Challenges	Discussion Point	Priority for Planning
have also manifest as a result of the increased class sizes.		
Core Content Instruction = Low/ slow incremental gains in student achievement or even decrease in levels in some areas. There is are several factors that could be negatively impacting student growth in their core content areas, including large class sizes, Title I population needs, low skill growth or retention levels. There are also a high number of students requiring remediation due to lack of skill retention and/ or increase in achievement in one or more core subject areas.	Utilize Intervention time effectively Identify student needs via utilizing a variety of assessments and create target instruction groupings and incorporate continuous improvement of teaching and learning	✔
Implementing and delivering the Core ELA curriculum with fidelity.		
Increase parental exposure and understanding of the new math methodology (via Math Night) so that at home support is possible.		
Increase in School/ Student Safety and Environment (increase PBIS alignment based on Benchmarks of Quality review, reduction in Class Sizes, reduction in student discipline infractions, etc.).	Promote and sustain a positive school culture and increase student achievement by aligning the communicated PBIS system	✔
Increase feedback to impact students and staff in order to support learning within the science classrooms.		
Lack of Certified Personnel to teach content (ex. Science, Mathematics in Middle School setting).	Collaborate with Human Resource Dept. and Central Office Admin. to devise a plan for	

Challenges	Discussion Point	Priority for Planning
	hiring highly qualified staff.	
PBIS: Continual need to shift and align school-wide PBIS plan to foster a culture expectations for success for all students, educators, families, and community stakeholders.		
Feedback: Identify professional learning needs through analysis of a variety of data and provide frequent, timely, and systematic communication to staff.	Identify and address student/ staff learning needs and provide necessary support and instructional practices	✔
Foster a culture of high expectations for success of students and educators utilizing multiple professional learning designs and assessments to support the learning needs of staff and students .	Promote and sustain a positive school culture and increase student achievement by aligning the communicated PBIS system	✔

ADDENDUM B: ACTION PLAN

Action Plan: Building and Sustaining Improvement

Action Steps	Anticipated Start/Completion Date
Provide feedback and Conduct Data Analysis	10/01/2020 - 06/11/2021

Monitoring/Evaluation	Anticipated Output
Formal and Informal Observations; Formative and Summative Assessments; Student Attendance Improvement Plan (SAIP) reports; Administrative Reports	Increase in feedback to ensure staff use of instructional best practices. Utilization of best practices will result in increased student engagement to raise student achievement.

Material/Resources/Supports Needed	PD Step
Instructional rounds with central office administrators. Principal/Assistant Principal Team Visits; PLC Time; Interventionists; Student Assessments; Formal/ Informal Observations	yes

Action Steps	Anticipated Start/Completion Date
Feedback and Data Analysis	10/01/2020 - 06/11/2021

Monitoring/Evaluation	Anticipated Output
Formal and Informal Observations; Formative and Summative Assessments; Student Attendance Improvement Plan (SAIP) reports; Administrative Reports	Increase in feedback to ensure staff use of instructional best practices. Utilization of best practices will result in increased student engagement to raise student achievement.

Material/Resources/Supports Needed	PD Step
PLC Time; Interventionists; Student Assessments; Formal/ Informal Observations; Administration Growth Planning and Intervention	yes

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Action Steps	Anticipated Start/Completion Date
Administrative Intervention	10/01/2020 - 06/11/2021

Monitoring/Evaluation	Anticipated Output
Formal and Informal Observations; Formative and Summative Assessments; Student Attendance Improvement Plan (SAIP) reports; Administrative Reports	Increase in feedback to ensure staff use of instructional best practices. Utilization of best practices will result in increased student engagement to raise student achievement.

Material/Resources/Supports Needed	PD Step
PLC Time; Interventionists; Student Assessments; Formal/ Informal Observations; Administration Growth Planning and Intervention	no

Action Plan: Instructional Practices

Action Steps	Anticipated Start/Completion Date
Intervention	09/28/2020 - 06/11/2021

Monitoring/Evaluation	Anticipated Output
Beginning of the year (baseline in Fall); Mid-year (Winter); End of the year (Spring) assessment data.	By targeting students' needs, teachers will identify and respond to them with best practices to increase engagement and raise student achievement. The positive school climate will allow for learning to take place in a conducive environment.

Material/Resources/Supports Needed	PD Step
Intervention resources (people, time, materials) Ex: Read 180 Program; Math 180 Program; Study Island; Interventionists	yes

Action Steps	Anticipated Start/Completion Date
School-wide PBIS to decrease conduct infractions and increase achievement	09/08/2020 - 06/11/2021

Monitoring/Evaluation	Anticipated Output
Beginning of the year (baseline in Fall); Mid-year (Winter); End of the year (Spring) assessment data.	By targeting students' needs, teachers will identify and respond to them with best practices to increase engagement and raise student achievement. The positive school climate will allow for learning to take place in a conducive environment.

Material/Resources/Supports Needed	PD Step
PBIS Initiatives. Responsive Classroom, School Counselor, Discipline Reports	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Building and Sustaining Improvement	Provide feedback and Conduct Data Analysis	10/01/2020 - 06/11/2021
	Building and Sustaining Improvement	Feedback and Data Analysis	10/01/2020 - 06/11/2021
Increase student performance level by 2 students per marking period per grade level based on the Baseline (fall assessment), Test 1 (winter assessment), and Test 2 (Spring assessment). (ELA Score Increase) Increase student performance level by 2 students per marking period per grade level based on the Baseline (fall assessment), Test 1 (winter assessment), and Test 2 (Spring assessment). (Math Score Increase) Use systematic, collaborative, student-centered planning and instructional practices to build and sustain achievement levels, which would aligned with the school's vision and mission. (Building and Sustaining Improvement)	Instructional Practices	Intervention	09/28/2020 - 06/11/2021
Increase student performance level by 2 students per marking period per grade level based on the Baseline (fall assessment), Test 1 (winter assessment), and Test 2 (Spring assessment). (ELA Score Increase) Increase student performance level by 2	Instructional Practices	School-wide PBIS to decrease conduct infractions and increase achievement	09/08/2020 - 06/11/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
students per marking period per grade level based on the Baseline (fall assessment), Test 1 (winter assessment), and Test 2 (Spring assessment). (Math Score Increase) Use systematic, collaborative, student-centered planning and instructional practices to build and sustain achievement levels, which would aligned with the school's vision and mission. (Building and Sustaining Improvement)			

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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Intervention Program Training	Staff training of implementation staff to produce positive student outcomes Gr. 3, 4,5 ,6 (Read 180); Gr. 5, 6, 7, 8 (Math 180)	Grade Level Common Core Content Program Specific Best Practices Effectively structuring classroom environment and groupings

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increase in student levels Increase in student application	10/05/2020 - 06/04/2021	Classroom Teachers Interventionists Specific Program Materials Time

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting
3c: Engaging Students in Learning	
4e: Growing and Developing Professionally	
4d: Participating in a Professional Community	

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Professional Development Step	Audience	Topics of Prof. Dev
Increase Student Achievement and Staff Instructional Practices	Staff Students	Student Improvement and Achievement PBIS Classroom Management Student Attendance and Improvement Plans (SAIP) Possible Impacts of Truant Students on School and Life Journey

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increase in student achievement Increase in staff instructional practices	10/02/2020 - 06/11/2021	Interventionists Building Administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2b: Establishing a Culture for Learning	
4c: Communicating with Families	

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Professional Development Step	Audience	Topics of Prof. Dev
Establishing a Culture for Learning by Engaging Student and Decreasing Negative Infractions	Students, Staff	Mindfulness Growth Mindset Character Education PBIS Responsive Classroom

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Decrease in Student Infractions when using annual comparative reports at set timeframes (MP)	09/08/2020 - 06/11/2021	School Staff including Classroom Teachers, Para-professionals, School Counselor/ Behavior Interventionist/ Administration

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	
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	
3c: Engaging Students in Learning	
3e: Demonstrating Flexibility and Responsiveness	
4e: Growing and Developing Professionally	
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	
3c: Engaging Students in Learning	
3e: Demonstrating Flexibility and Responsiveness	
4e: Growing and Developing Professionally	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Monthly Newletter	Expectations Upcoming Events	Written; Digital	Staff, Parents, and Students	Monthly
Student Handbook	Expectation Intervention Consequences	Written; Verbal	Staff, Parents, and Students	On-going Reference from Sept.- June
Global Connect Parent Calls	Expectation Intervention Consequences	Written; Verbal	Staff, Parents, and Students	Ongoing Reference at least quarterly
Back to School Night	Expectation Intervention Consequences	Written; Verbal	Staff, Parents, and Students	Beginning of the school year: September
School Website	Expectation Intervention Consequences	Written	Staff, Parents, and Students	Ongoing Reference Point
Parent-Teacher Conferences	Expectation Intervention Consequences	Verbal	Staff, Parents, and Students	Ongoing Reference at least quarterly