

## **FARRELL AREA SD**

1600 Roemer Blvd

Comprehensive Plan | 2020 - 2023

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### **MISSION STATEMENT**

The Mission of the Farrell Area School District is to work collaboratively within the community to foster a dynamic standards-based curriculum within a safe, educationally-managed environment. Facilitated by a caring professional staff, opportunities abound for all students to become actively engaged as productive, responsible life-long learners empowered to meet the global changes and needs of a culturally diverse society.

### **VISION STATEMENT**

Our district's vision is to continue our strong academic skills and teaching strategies with preexisting programs and community involvement. We want our students to be challenged with a rigorous, state standards-aligned curriculum that promotes the necessary skills to achieve proficiency on state-mandated exams. The school will then consistently meet AYP and all students will be college and/or career ready in the 21st Century skills.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

The Students in the Farrell Area School District are expected to practice the Positive Behavioral Intervention and Supports (PBIS) of Living B.L.U.E. and Gold. The acronym meanings are as follows: B- Be Respectful L- Live Responsibly U- Uphold Integrity E- Encourage Others

### **STAFF**

The Staff of the Farrell Area School District will: -participate in ongoing professional development to enhance the knowledge base in their content area -submit PA Common Core standard based lesson plans -use data findings to drive instruction -adhere to rules, regulations and policies implemented by administration and the FASD Board of Education

### **ADMINISTRATION**

The Administration of the Farrell Area School District are expected to adopt values such as professional honour, have an administrative vision based on knowledge, honesty, objective participation, courtesy and reconcile these values with harmonious universal ethical standards.

### **PARENTS**

The parents (families) of the Farrell Area School District will: -actively participate in the child's academics -communicate with the school and educators Family engagement in the Farrell Area School District improves student achievement, reduces absenteeism, and creates a partnership between the educators and families.

### **COMMUNITY**

The community members of the Farrell Area School District will support the school district by providing services for students needs, such as, academic support, emotional support, Chapter 339 partnerships, and support extra curricular activities.

## STEERING COMMITTEE

Name	Position	Building/Group
Dr. Lora Adams-King	Superintendednt	District Level
Brian Veccia	Assistant High School Principal	High School
Japraunika Wright	Elementary Principal	Elementary School
Anthony Retone	School Board Member	School Board
Deiter Kienast	Business Representative	
Clinton Lewis	Business Representative	
Megan Mishata	Community Representative	Parent
Jordan Snyder	Guidance Counselor	Elementary
Jenifer Titus	Guidance Counselor	High School
Sarah Tonty	School Psychologist	District
Nicole Lombardi	Title I Instructor/ Reading Specialist	Elementary
Ashley McGill	Special Education Teacher	Elementary
John Seybert	Special Education Director	District Level
Nichole Columbus	Supervisor of Curriculum and Instruction	District Level
Brandon Lewis	Teacher	High School
Tina Rodgers	Special Education Teacher	High School
Tara Nehlen	Middle School Teacher	High School
Barbara Mosley	Parent	
Aimee Butler	Parent	

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	Essential Practices 1: Focus on Continuous Improvement of Instruction  Essential Practices 1: Focus on Continuous Improvement of Instruction
Coordinate and monitor supports aligned with students' and families' needs	Essential Practices 5: Allocate Resources Strategically and Equitably
Engage in meaningful two-way communication with stakeholders to establish and sustain shared responsibility for student learning across the district	Essential Practices 2: Empower Leadership
Partner with local businesses, employers, community organizations, and other agencies to meet the needs of the district	Career Standards Benchmark

## ACTION PLAN AND STEPS

Evidence-based Strategy			
Curriculum Management Improvement Model (CMSi)			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
Curriculum Alignment	The curriculum in the core courses of English Language Arts, Mathematics, and Science will be updated and aligned with PA Standards, Eligible Content, and Assessment Anchors in grades Kindergarten through Twelve grade.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
k-12 Curriculum Coverage Exhibit will be completed on all district courses	2020-08-24 - 2021-01-13	Supervisor of Curriculum and Instruction	K-12 Curriculum Coverage Exhibit Template

Evaluate the overall structure of the Curriculum	2020-08-24 - 2021-06-30	Supervisor of Curriculum and Instruction	The Curriculum Management Improvement Model (CMSi) Curriculum Maps
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### Anticipated Outcome

Identify the course maps that are present and those that need created.

### Monitoring/Evaluation

District Curriculum Maps K-12 Curriculum Coverage Exhibit Template

### Evidence-based Strategy

Mutli-Tier System of Supports

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
MTSS	The district will implement a Mutli-Tiered System of Supports (MTSS) framework that helps educators provide academic and behavioral strategies for students with various needs. The MTSS is an integration of Reponse to Intervention (Rtl) and Positive Behavior Interventions and Supports (PBIS).
MTSS alignment with supports	The district will use the MTSS framework to identify needs of the student and match to supports or resources needed for the student.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will be provided	2020-06-30 -	Administrators	Training will be conducted

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
training on the Multi-Tiered System of Supports (MTSS)	2021-05-28	Supervisor of Curriculum and Instruction	by the Midwestern Intermediate Unit 4 through scheduled monthly meetings.

The MTSS team will design intervention protocols for students in need of support based on the students' benchmark, diagnostic, and progress monitoring assessments.	2020-08-24 - 2021-05-28	Administrators Title I Teachers Guidance Counselors School Psychologist	Training will be conducted by the Midwestern Intermediate Unit 4 through scheduled monthly meetings.
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**Anticipated Outcome**

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**Monitoring/Evaluation**

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The district will implement a Mutli-Tiered System of Supports (MTSS) framework that helps educators provide academic and behavioral strategies for students with various needs. The MTSS is an integration of Reponse to Intervention (Rtl) and Positive Behavior Interventions and Supports (PBIS). (MTSS)</p>	<p>Mutli-Tier System of Supports</p>	<p>Teachers will be provided training on the Multi-Tiered System of Suports (MTSS)</p>	<p>06/30/2020 - 05/28/2021</p>
<p>The district will use the MTSS framework to identify needs of the student and match to supports or resources needed for the student. (MTSS alignment with supports)</p>			

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The curriculum in the core courses of English Language Arts, Mathematics, and Science will be updated and aligned with PA Standards, Eligible Content, and Assessment Anchors in grades Kindergarten through Twelve grade. (Curriculum Alignment)	Curriculum Management Improvement Model (CMSi)	k-12 Curriculum Coverage Exhibit will be completed on all district courses	08/24/2020 - 01/13/2021

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Foster a vision and culture of high expectations for success for all students, educators, and families.

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.

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

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.

The 5th -8th grade-band participated fully in Career Readiness activities during the 2018-19 school year

The High School ELA series has been updated to align with the PA Common Core standards and teachers are being trained in using researched-based pedagogical methodologies.

Inclusive practices to improve the Least Restrictive Environment expectations have been implemented in all classrooms.

According to the Future Ready Index over the past 3 years, our PVAAS data in the

### Challenges

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district .

Ensure effective, standards-aligned curriculum and assessment.

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.

Coordinate and monitor supports aligned with students' and families' needs.

Students in grade band 9-11 are not fulfilling career readiness requirements. Administrators and teachers have developed a more robust accountability system to ensure students are completing these requirements.

The school system has not structured enough time for teachers to meet to analyze and interpret student data to inform instructional planning.

Since the cost of adaptive materials and program-specific supplementary aides keep rising in price, the school must budget for additional resources.

Although we are emerging in the area of MTSS, the school leaders acknowledge a need for a school-wide systematic process that must be in place in order to improve student achievement.

## Strengths

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High School shows 73% or higher in the area of ELA. Students are getting the information in an appropriate time frame and scores continue to be on the rise in this category.

Based on CDT scores from beginning to Mid Year 2020, the students grew 79%. Therefore, this data shows that we have been implementing the lessons we are currently teaching in 7th grade correctly, and are looking forward to seeing what the scores will look like in the coming years.

In the high school, we switched our sequence for teaching Science subjects in particular and have kept the staffing the same over the course of that time span. This has caused the teachers to become experts in the subject area they are teaching, which in turn, aids in the retention of the material for the students.

According to the Future Ready data for the 2018-2019 school year Student participation for ELA in the elementary was 99.5%.

According to the Future Ready data for the 2018-2019 school year 64% of the elementary all student group in ELA showed academic growth.

According to the Future Ready data for the 2018-2019 school year, elementary student participation for Mathematics was 99.5%.

According to the Future Ready data for the 2018-2019 school year, 56% of the elementary all student group in mathematics showed academic growth.

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## Challenges

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The district would like to see more parental involvement in the academic process and are actively seeking ways to increase family involvement to share the school vision on academics.

Although we fell short in addressing individual student needs, the district sees the importance of aligning these categories and ensuring that students and faculty are on the same path academically, reaching for Proficiency.

Due to recent changes to our curriculum and approach to teaching and learning, students are experiencing higher levels of growth (using PVAAS measures) in recent years; however, our challenge is our ability to close students' achievement gaps in tested areas. Therefore, while growth indicators improve, students' achievement levels still remain low.

Analysis of district-level data indicates that students begin demonstrating difficulties in lower grades, which causes significant achievement gaps by the time they reach Jr/ Sr HS. A system must be implemented that provides remediation/ support early and is designed to close existing gaps without lowering grade-level standards.

Unfortunately in the high school, our scores for Proficient and Advanced still remain lower than the state average, but each of the past 3 years they have increased (2017 - 19.38%, 2018 - 38.14%, 2019 - 39.5%). We need to continue our hands-on approach to the material, which will aid in keeping the students involved and engaged.

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## Strengths

According to the Future Ready data for the 2018-2019 school year, elementary school student participation for Science was 98.1%.

According to the Future Ready data for the 2018-2019 school year, 50% of the elementary all student group in science showed academic growth.

For the 2018-2019 school year, the statewide average was 89.8% for the Career Standards Benchmark. The all student group in the 3-5 grade band exceeded the statewide average by 8%.

Elementary- 61% of black students showed growth in ELA.

The alignment of Math 7 and 8 curriculum has aided in the improvements we have seen through the CDT scores.

According to the Future Ready Index there was an increase in performance from the previous year for the All Student Group in elementary ELA for the 2018-2019 school year.

According to the Future Ready Index 2018-2019, the ELA elementary subgroups in grades 3- 6 increased in performance from the previous year.

According to the Future Ready Index 2018-2019, the elementary Math subgroup students with disabilities increased in performance for the previous year.

Analyzing our data appropriately has aided in the increase of some of our test scores in the high school on the CDT's this past 2019-2020 school year.

## Challenges

According to the Future Ready data for the 2018-2019 school year the state average for ELA was 62.1%. The all student groups in the elementary did not meet the statewide average by 25.8%.

According to the Future Ready data for the 2018-2019 school year, 64% of the elementary all student group in mathematics showed academic growth. The percentage score decreased in the all student group from the 2017-2018 school year.

Gaps exist between curriculum mapping, alignment, instructional delivery, and assessments.

According to the Future Ready data for the 2018-2019 school year, the state average for science was 66%. The elementary all student group did not meet the statewide average by 11.1%.

The district continues to search for efficient ways to collect artifacts and properly document the artifacts.

It is a challenge to focus on increasing advanced and proficient students in subgroups during data meetings to better drive instruction with so many students at Basic and Below Basic level.

The elementary will use all benchmark and diagnostic assessments along with progress monitoring to drive instruction

Although we are emerging in the area of MTSS, the school leaders acknowledge a need for a school-wide systematic process that must be in place in order to improve student achievement

## Challenges

Students in grade band 9-11 are not fulfilling career readiness requirements. Administrators and teachers have developed a more robust accountability system to ensure students are completing these requirements.

According to the Future Ready Index for the 2018-2019 school year, the all student group earned a 36.3% proficient or advanced on the PSSA's in elementary ELA.

According to the Future Ready Index elementary ELA 2018-2019 data findings, students in the subgroups decreased in performance in growth from the previous year.

Curriculum maps in Math 7 and Math 8 are complete; however, lessons and activities need to be DOK level 2 and 3.

The evidence from Classroom observations indicates the need for student engagement and perseverance in the classroom. Students do not have personal learning goals to achieve.

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## Most Notable Observations/Patterns

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### Challenges

Ensure effective, standards-aligned curriculum and assessment.

### Discussion Point

Curriculum maps for English Language Arts, Mathematics,

### Priority for Planning





**Challenges**

**Discussion Point**

**Priority for Planning**

and Social Studies are in existence and need to be analyzed for horizontal and vertical articulation. Assessments with Depth of Knowledge need to go beyond DOK level 1.

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.

Coordinate and monitor supports aligned with students' and families' needs.

The district has a system of gathering and reporting data on student academic and attendance in the PowerSchool Student Information System. The district continually provides ways to increase family engagement.



Students in grade band 9-11 are not fulfilling career readiness requirements. Administrators and teachers have developed a more robust accountability system to ensure students are completing these requirements.

Although we are emerging in the area of MTSS, the school leaders acknowledge a need for a school-wide systematic process that must be in place in order to improve student achievement.

The district is implementing MTSS in grades K-2 in the elementary and grades 7-9 in the high school to address students' individual academic and behavioral needs.

The district would like to see more parental involvement in the academic process and are actively seeking ways to increase family involvement to share the school

**Challenges**

**Discussion Point**

**Priority for Planning**

vision on academics.

Due to recent changes to our curriculum and approach to teaching and learning, students are experiencing higher levels of growth (using PVAAS measures) in recent years; however, our challenge is our ability to close students' achievement gaps in tested areas. Therefore, while growth indicators improve, students' achievement levels still remain low.

Analysis of district-level data indicates that students begin demonstrating difficulties in lower grades, which causes significant achievement gaps by the time they reach Jr/ Sr HS. A system must be implemented that provides remediation/ support early and is designed to close existing gaps without lowering grade-level standards.

The elementary will use all benchmark and diagnostic assessments along with progress monitoring to drive instruction

Although we are emerging in the area of MTSS, the school leaders acknowledge a need for a school-wide systematic process that must be in place in order to improve student achievement

The MTSS system that is implemented in the 2020-2021 school year will begin to identify specific needs of the individualized student so interventions in tiers can be put into place. In the years to follow, grade levels in the elementary will be added until the entire elementary school will utilize the MTSS system.



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

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Students in grade band 9-11 are not fulfilling career readiness requirements. Administrators and teachers have developed a more robust accountability system to ensure students are completing these requirements.

The district is identifying ways to collect evidence and collect proper documentation for Chapter 339.



## ADDENDUM B: ACTION PLAN

### Action Plan: Curriculum Management Improvement Model (CMSi)

Action Steps	Anticipated Start/Completion Date
k-12 Curriculum Coverage Exhibit will be completed on all district courses	08/24/2020 - 01/13/2021

Monitoring/Evaluation	Anticipated Output
District Curriculum Maps K-12 Curriculum Coverage Exhibit Template	Identify the course maps that are present and those that need created.

Material/Resources/Supports Needed	PD Step	Comm Step
K-12 Curriculum Coverage Exhibit Template	no	yes

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Action Steps	Anticipated Start/Completion Date
Evaluate the overall structure of the Curriculum	08/24/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
District Curriculum Maps K-12 Curriculum Coverage Exhibit Template	Identify the course maps that are present and those that need created.

Material/Resources/Supports Needed	PD Step	Comm Step
The Curriculum Management Improvement Model (CMSi) Curriculum Maps	no	yes

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## Action Plan: Mutli-Tier System of Supports

Action Steps	Anticipated Start/Completion Date
Teachers will be provided training on the Multi- Tiered System of Suports (MTSS)	06/30/2020 - 05/28/2021

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed	PD Step	Comm Step
Training wil be conducted by the Midwestern Intermediate Unit 4 through scheduled monthly meetings.	yes	yes

Action Steps	Anticipated Start/Completion Date
The MTSS team will design intervention protocols for students in need of support based on the students' benchmark, diagnostic, and progress monitoring assessments.	08/24/2020 - 05/28/2021

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed	PD Step	Comm Step
Training wil be conducted by the Midwestern Intermediate Unit 4 through scheduled monthly meetings.	yes	yes

## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The district will implement a Mutli-Tiered System of Supports (MTSS) framework that helps educators provide academic and behavioral strategies for students with various needs. The MTSS is an integration of Reponse to Intervention (Rtl) and Positive Behavior Interventions and Supports (PBIS). (MTSS)</p>	<p>Mutli-Tier System of Supports</p>	<p>Teachers will be provided training on the Multi-Tiered System of Suports (MTSS)</p>	<p>06/30/2020 - 05/28/2021</p>
<p>The district will use the MTSS framework to identify needs of the student and match to supports or resources needed for the student. (MTSS alignment with supports)</p>			
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<p>The district will use the MTSS framework to identify needs of the student and match to supports or resources needed for the student. (MTSS alignment with supports)</p>			



# PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
MTSS Training	Teachers k-2 and 7-9	What is MTSS? Contact needs assessment in both grade levels Identify assessments Create Action Plan Interventions for Tier 2 and 3 Guidance during monthly meetings for the year.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Tiered supports are put into place and students are monitored and discussed during monthly meetings. The evidence will be fully documented throughout the process.	08/24/2020 - 05/28/2021	Administrators Title Teachers

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

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

Language and Literacy Acquisition for All Students  
 Language and Literacy Acquisition for All Students



## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The curriculum in the core courses of English Language Arts, Mathematics, and Science will be updated and aligned with PA Standards, Eligible Content, and Assessment Anchors in grades Kindergarten through Twelve grade. (Curriculum Alignment)	Curriculum Management Improvement Model (CMSi)	k-12 Curriculum Coverage Exhibit will be completed on all district courses	2020-08-24 - 2021-01-13
The curriculum in the core courses of English Language Arts, Mathematics, and Science will be updated and aligned with PA Standards, Eligible Content, and Assessment Anchors in grades Kindergarten through Twelve grade. (Curriculum Alignment)	Curriculum Management Improvement Model (CMSi)	Evaluate the overall structure of the Curriculum	2020-08-24 - 2021-06-30
The district will implement a Mutli-Tiered System of Supports (MTSS) framework that helps educators provide academic and behavioral strategies for students with various needs. The MTSS is an integration of Reponse to Intervention (Rtl) and Positive Behavior Interventions and Supports (PBIS). (MTSS)  The district will use the MTSS framework to identify needs of the student and match to supports or resources needed for the student. (MTSS alignment with supports)	Mutli-Tier System of Supports	Teachers will be provided training on the Multi-Tiered System of Suports (MTSS)	2020-06-30 - 2021-05-28
The district will implement a Mutli-Tiered System of Supports (MTSS) framework that helps educators provide academic and behavioral strategies for students with various needs. The MTSS is an	Mutli-Tier System of Supports	The MTSS team will design intervention protocols for students in need	2020-08-24 - 2021-05-28



Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>integration of Reponse to Intervention (Rtl) and Positive Behavior Interventions and Supports (PBIS). (MTSS)</p> <p>The district will use the MTSS framework to identify needs of the student and match to supports or resources needed for the student. (MTSS alignment with supports)</p>		<p>of support based on the students' benchmark, diagnostic, and progress monitoring assessments.</p>	

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## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
MTSS communication	Teachers in grades k-2 and 7-9	<p>What is MTSS/ Needs assessment Action Plan creation Benchmark Assessments chosen Tier 2 and 3 interventions</p>

Anticipated Timeframe	Frequency	Delivery Method
08/24/2020 - 05/28/2021	<p>during Professional Development offerings (2-3 year)</p>	<p>Presentation Other</p>

Lead Person/Position
Administrators Title I Teachers Guidance Counselors

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**Communication Step****Audience****Topics/Message of Communication**

Curriculum Management Improvement Model (CMSi) communication

Teachers Stakeholders

k-12 Curriculum Coverage Exhibit results on all district courses Updates on Curriculum Mapping Curriculum Management Improvement Model (CMSi)- Overall Structure of the Curriculum

**Anticipated Timeframe****Frequency****Delivery Method**

08/24/2020 - 05/28/2021

1-2 presentations during the 3rd and 4th quarters of the school year.

Presentation

**Lead Person/Position**

Supervisor of Curriculum and Instruction

