

## **DISCOVERY CS**

4700 Parkside Avenue

TSI Title 1 Comprehensive Plan | 2021 - 2024

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## **MISSION STATEMENT**

Jacquelyn Y. Kelley Discovery Charter School's mission is to engage students in an educational plan that builds from a prior knowledge base, is connected to discoveries outside the classroom, and is supported by values of personal and community responsibility. JYK DCS will prepare children for life by nurturing habits of thoughts and action to last a lifetime.

## **VISION STATEMENT**

The founders' vision for how best to engage children in the learning process and to nurture their success was informed by their experience as educators and community activists. Their vision was also informed by the work of educational researchers who contend that successful schools:

- Validate the knowledge and experience students bring with them to the classroom
- Teach a core of knowledge in early grades
- Connect classroom instruction with community-based, experiential learning
- Provide children with strong foundational values and opportunities to put them into practice
- Empower children to develop the attitudes, skills, knowledge and behaviors that will make them lifelong learners
- The JKYDCS learning program provides extensive opportunity to make education relevant
- Through an expeditionary learning approach, educational concepts are made concrete and reinforce the necessary relationship between actual experience and education
- It is important that the school offers learners a full and challenging standardized education using a progressive staff, modern facilities, appropriate instructional and support technologies, and a rigorous academic curriculum that promotes high achievement and advanced technical skills to support the success of our students in the pursuit of academic excellence
- JKY DCS's vision is worldwide in scope, understanding that new technology is ever changing and will bridge learning in an expanded age of information
- JYK DCS views technology as an effective communication tool, capable of enhancing the project-based curriculum and productivity of our students and staff
- Technological proficiency will enable JKY DCS students and staff to maximize their access to information, enhance problem solving, develop

effective presentation and communication skills, and forward the mission of the school • The school strives to make effective use of educational and productivity software. We have provided every classroom with access to the internet, and teachers are able to include and use this technology as a teaching aide Video projection systems, interactive whiteboards (e.g. SMARTboards), etc. are available, and the school is working diligently to integrate the new technology into the school's infrastructure. The school is rich in technology for student use such as chrome books for emergency home learning and in school use of IPADS and MAC computers

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

Students should strive to do their best educationally and behaviorally.

### **STAFF**

Staff must buy into the core values and include families into their efforts to educate the student.

### **ADMINISTRATION**

CEO, Principal, Administrators and leaders must strive to coach, mentor, and assist all members to achieve success academically, fiscally, and with the community.

### **PARENTS**

Parents should send the students to school on time and daily they should also reinforce the values that are instilled in the student through the school day. Parent should also involve themselves in the students academic success.

### **COMMUNITY**

The community should be accessible to the students and the school, they should be willing to come into the school and partner with them for the success of the students. The community should also be willing to provide experiences and interactions that promote student learning and character.

### **OTHER (OPTIONAL)**

## STEERING COMMITTEE

Name	Position	Building/Group
Tonia Elmore	CEO	JYK Discovery Charter School
Maria Snipe	Building Principal	JYK Discovery Charter School
Andrea Mack	Business Representative	OmniVest Management Inc.
Steven Bradley	Business Representative	JYK Discovery Charter School
Renee Brown	Board Member	JYK Discovery Charter School
Regina Byrum	Middle School Teacher-Regular Education	JYK Discovery Charter School
Jennifer Wade	Academic Coach	JYK Discovery Charter School
Ashley Taylor	Parent	JYK Discovery Charter School
Pamela Evans	Community Representative	JYK Discovery Charter School
Molly Colbridge	Elementary School Teacher- Regular Education	JYK Discovery Charter School
Ashley Philipps	Special Education Director/Specialist	JYK Discovery Charter School
Yvonne Farrell	Elementary School Teacher-Special Education	JYK Discovery Charter School
Andreanna Simms	Elementary School Teacher-Regular Education	JYK Discovery Charter School

**Name**

**Position**

**Building/Group**

Jessica Hannah

Parent

JYK Discovery Charter school

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Establish a system within the school and district that enables the principal to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.	Essential Practices 3: Provide Student-Centered Support Systems
Establish a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.	Essential Practices 1: Focus on Continuous Improvement of Instruction
School wide behavior is continuously evolving through the ideas of school leaders and security personnel	Parent and family engagement
Being prepared for another school shutdown will assist parents students and staff to succeed during online learning	Other

## ACTION PLAN AND STEPS

Evidence-based Strategy
Clear lesson and program goals

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
School Performance and student-support	Principal will support students by creating and implementing an assignment help and tutoring program using saturday school and after school hours to provide student-centered support for at least 65% of struggling and failing students. Student progress will be measured by quarterly benchmark testing. Parents will be invited to attend afterschool and weekend sessions once per quarter.
Technology ready	Securing student electronic devices and internet for 90% of student population in grades 2-8 for possible shutdown preparation
Improvement of Testing result and instruction	Each grade 3-8 will receive at least a 5% increase in reading math and science on Benchmark testing and a 3% increase on PSSA testing results from 2021-2024

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create after school and out of school program	2021-10-04 - 0024-05-27	Maria Snipe/Principal	curriculum/academic resources, novels worksheets etc...
implement out of school and afterschool assign virtual assignment assist student with virtual efficiency during in-school programming	2021-10-04 - 2022-05-27	Maria Snipe/Principal	instructors/program overseer

Anticipated Outcome
Monthly student progress report/ weekly staff instruction support meeting and development

**Monitoring/Evaluation**

monitored by program overseer evaluated by principal

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### Evidence-based Strategy

student parent school involvement

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Parent information and engagement	Parent sessions will be provided monthly during the school year from October to May at least 8 times, to cover topics of attendance, behavior, testing, common core standards, title one, McKinney Vento, and academics.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Plan first year parent involvement meetings September, January, March annually for the next three years.	2021-09-09 - 2024-05-31	Pamela Evans	Student supplies special speakers/ uniforms/ transportation/ monetary support

### Anticipated Outcome

Parent sign in sheet/online recording of meeting

### Monitoring/Evaluation

Principal and Community school manager





## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Principal will support students by creating and implementing an assignment help and tutoring program using Saturday school and after school hours to provide student-centered support for at least 65% of struggling and failing students. Student progress will be measured by quarterly benchmark testing. Parents will be invited to attend afterschool and weekend sessions once per quarter. (School Performance and student-support)</p>	<p>Clear lesson and program goals</p>	<p>implement out of school and afterschool assign virtual assignment assist student with virtual efficiency during in-school programming</p>	<p>10/04/2021 - 05/27/2022</p>
<p>Securing student electronic devices and internet for 90% of student population in grades 2-8 for possible shutdown preparation (Technology ready)</p>			
<p>Each grade 3-8 will receive at least a 5% increase in reading math and science on Benchmark testing and a 3% increase on PSSA testing results from 2021-2024 (Improvement of Testing result and instruction)</p>			

## 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 this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.**

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School Board Minutes or Affirmation Statement

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

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Superintendent/Chief Executive Officer

Tonia Elmore

2021-09-01

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School Improvement Facilitator Signature

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Building Principal Signature

Maria Snipe

2021-09-01

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Not applicable as we are a K-8 school and do not do much with career readiness.

The JYK Discovery Charter School identifies and provides systematic help to those who fall behind at school and reduce year repetition. We provide strong education for all, giving priority to early childhood provision and basic schooling. In spite of 2020 being the first year of the COVID 19 Pandemic Learning and teacher development remained consistent

We strengthen the links between school and home to help disadvantaged parents help their children to learn. The school responds to diversity and provide for the successful inclusion of migrants and minorities within mainstream education.

We direct resources to the students with the greatest needs and set concrete targets for more equity, particularly related to low level learners or those in a challenging environment. We CLARIFY EXPECTATIONS If you put students into groups, for example, explain and model the difference between “helping” and “doing the work for” a partner

Students were able to take benchmark testing to give school

### Challenges

Not applicable as we are a K-8 school and do not do much with career readiness.

Design standards and assessments that develop and measure higher-order thinking skills for all students · Use multiple measures to assess student and school performance and progress · Document resource gaps · Consider the use of evidence-based interventions and strategies to narrow the achievement gap. MONITOR DISCOURSE STYLE Indirect requests (“Would you like to let me finish reading the directions?”) can confuse some children who are used to receiving explicit directives from their parents. These challenges were greatly increased due to the COVID 19 pandemic

BE SENSITIVE TO HOW DIVERSE CULTURES DEAL WITH CONFLICT For instance, individuals from certain cultures may avoid open conflict, believing that differences are best worked out quietly. Written exchanges may be preferred over face-to-face conflict resolution Student and school social skills suffered and the pandemic greatly reduced the face to face efforts of school staff

EMPHASIZE A POSITIVE ENVIRONMENT, NOT PUNISHMENT

## Strengths

academic leaders an indication of progress

Consistent teacher support and professional development

Technology for face to face or online learning, as well as social emotional and academic support for students

The JYK Discovery Charter School continues to identify and address individual student learning needs we use this to our advantage by making sure that after a student need is identified the student is given one to one assistance to improve upon the noted needs and academic progress

The JYK Discovery Charter School provides frequent, timely, and systematic feedback and support on instructional practices, by providing mentoring sessions with qualified academic coaches and professional development sessions that target improvements to instructional practices. The school continues to engage families to improve learning outcomes for students

JYKDCS Aligns curricular materials and lesson plans to the PA Common Core Standards...lesson plans are checked weekly and monitored for alignment. There is a curriculum committee and academic coaches who assess the needs and the efficiency of the curriculum quarterly

## Challenges

Classroom rule-breaking decreases when “welcome parties” and other inviting measures are enacted. Positive face to face interactions were greatly reduced due to the pandemic

No state data could be provided due to cancellation of state testing due to Pandemic and school shutdown in 2020. Teachers were not able to enforce test deficiencies due to lack of PSSA testing during pandemic

The challenge of the 2020 school year is that no entity was prepared for a shutdown of the school system, had school been prepared technology issues would not have been as wide spread and the student learning gap would have been non-existent.

Lack of state testing in 2020 school left JYKDCS lacking in how to support student to be successful in their next level test.

Implement an evidence-based system of schoolwide positive behavior interventions and supports: This would allow for student to have more focus on academics and not behavior

JYK Discovery Charter school involves parent guardians and families in the positive behavior plan that supports and enriches student behavior. The school continues to revise and Implement a multi-tiered system of supports for academics and behavior:

## Strengths

The JYK DCS fosters a culture of high expectations for success for all students, educators, families, and community members by communication with all parties and giving clear expectations and guidelines

Use multiple professional learning designs to support the learning needs of staff: The school uses synchronous, and asynchronous guidance along with the use of modeling coaching and practice. Teachers are commonly encouraged to practice the art of teaching in the presence of school leaders to ensure that key elements of teaching students are effective and up to date

Most students were able to complete the benchmark star testing

2020 student attendance rate was 92% in spite of school shutdown during the COVID 19 Pandemic

Teachers continues to participate in professional development and training through the pandemic

Teachers continues to participate in professional development and training through the pandemic

Online learning and teaching was a moderate success in the first months (March-June) of the COVID 19 pandemic

## Challenges

Families are currently able to partner with professionally trained climate officers to implement the multi-tiered behavior system. This system allows teachers to be able to effectively focus on academics the majority of time instead of inappropriate behavior.

JYKDCS has implemented evidence-based strategies to engage families to support learning: Involving families is key to the success of students. So parents are invited quarterly to discuss and learn about how to assist and enrich their students at home.

Continuously monitor implementation of the school improvement plan and adjust as needed: The improvement plan is a guideline to success if we focus on the key improvements in the plan it will lead to greater success

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community...this will bring all efforts together the human the fiscal and programs to align with basic and paramount needs

Students were out of class from march to June in the year 2020 due to the pandemic student achievement would have improved if students were able to complete face to face learning

Students were not able to attend school face to face some has challenges of devices not working or lack of internet accessibility

## Strengths

Teachers continues to participate in professional development and training through the pandemic

2020 student attendance rate was 92% in spite of school shutdown during the COVID 19 Pandemic

Online learning and teaching was a moderate success in the first months (March-June) of the COVID 19 pandemic

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## Challenges

Students were not able to attend school face to face some has challenges of devices not working or lack of internet accessibility

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School social skills of student suffered during the pandemic

School social skills of student suffered during the pandemic

School social skills of student suffered during the pandemic

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## Most Notable Observations/Patterns

Due to the Pandemic many of the challenges were more profound, however the need for continuous teacher support during and after the pandemic may serve as a point of success if continued

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Challenges	Discussion Point	Priority for Planning
<p>No state data could be provided due to cancellation of state testing due to Pandemic and school shutdown in 2020. Teachers were not able to enforce test deficiencies due to lack of PSSA testing during pandemic</p>	<p>State testing provides a challenge during a school shutdown,</p>	
<p>Students were out of class from march to June in the year 2020 due to the pandemic student achievement would have improved if students were able to complete face to face learning</p>	<p>We must press forward to ensure that school do not need to shutdown</p>	
<p>Implement an evidence-based system of schoolwide positive behavior interventions and supports: This would allow for student to have more focus on academics and not behavior</p>	<p>This could not be done with fidelity during a pandemic</p>	
<p>Students were not able to attend school face to face some has challenges of devices not working or lack of internet accessibility</p>		
<p>School social skills of student suffered during the pandemic</p>		
<p>The challenge of the 2020 school year is that no entity was prepared for a shutdown of the school system, had school been prepared technology issues would not have been as wide spread and the student learning gap would have been non-existent.</p>	<p>Must be well prepared for academic implementation in case of another school shutdown</p>	
<p>Lack of state testing in 2020 school left JYKDCS lacking in how to support student to be successful in their next level test.</p>		

## ADDENDUM B: ACTION PLAN

### Action Plan: Clear lesson and program goals

Action Steps	Anticipated Start/Completion Date
Create after school and out of school program	10/04/2021 - 05/27/0024

Monitoring/Evaluation	Anticipated Output
monitored by program overseer evaluated by principal	Monthly student progress report/ weekly staff instruction support meeting and development

Material/Resources/Supports Needed	PD Step	Comm Step
curriculum/academic resources, novels worksheets etc...	no	yes

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

implement out of school and afterschool assign virtual assignment assist student with virtual efficiency during in-school programming

10/04/2021 - 05/27/2022

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

monitored by program overseer evaluated by principal

Monthly student progress report/ weekly staff instruction support meeting and development

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

instructors/program overseer

yes

yes



## Action Plan: student parent school involvement

### Action Steps

### Anticipated Start/Completion Date

Plan first year parent involvement meetings  
September, January, March annually for the next three  
years.

09/09/2021 - 05/31/2024

### Monitoring/Evaluation

### Anticipated Output

Principal and Community school manager

Parent sign in sheet/online recording of meeting

### Material/Resources/Supports Needed

### PD Step

### Comm Step

Student supplies special speakers/ uniforms/ transportation/ monetary support

no

yes

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Principal will support students by creating and implementing an assignment help and tutoring program using Saturday school and after school hours to provide student-centered support for at least 65% of struggling and failing students. Student progress will be measured by quarterly benchmark testing. Parents will be invited to attend afterschool and weekend sessions once per quarter. (School Performance and student-support)</p>	<p>Clear lesson and program goals</p>	<p>implement out of school and afterschool assign virtual assignment assist student with virtual efficiency during in-school programming</p>	<p>10/04/2021 - 05/27/2022</p>
<p>Securing student electronic devices and internet for 90% of student population in grades 2-8 for possible shutdown preparation (Technology ready)</p>			
<p>Each grade 3-8 will receive at least a 5% increase in reading math and science on Benchmark testing and a 3% increase on PSSA testing results from 2021-2024 (Improvement of Testing result and instruction)</p>			

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## PROFESSIONAL DEVELOPMENT PLANS

<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Crisis prevention intervention	All staff	How to deescalate student in crisis during the school day and after school

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
end of session prepared test from crisis intervention intervention group	09/30/2021 - 11/30/2021	Bilal bey

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
3b: Using Questioning and Discussion Techniques	Trauma Informed Training (Act 18)
2d: Managing Student Behavior	
2a: Creating and Environment of Respect and Rapport	

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Mental Health First Aid	Teachers and Support Staff	Common Mental health challenges for youth, typical adolescent development, what anxiety and depression look like in youth.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Staff will be able to identify, understand and respond appropriately to signs of mental illness and know when to send a child to the social worker or counselor.	11/30/2021 - 06/29/2024	Guest Presenter for National Counselor of Mental Wellbeing

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2d: Managing Student Behavior  3b: Using Questioning and Discussion Techniques	Trauma Informed Training (Act 18)

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Professional Development Step	Audience	Topics of Prof. Dev
Eureka and Witt and Wisdom Training	Math and ELA Teachers	Core components of ELA, Math Curriculum, Consistent Structure and Co-Teacher roles, Implementation of the curriculum and additional resources.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will be able to teach the curriculum in a proficient manner.	08/24/2021 - 06/28/2024	Great Mind Facilitator

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

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

1d: Demonstrating Knowledge of Resources

Teaching Diverse Learners in an Inclusive Setting

3c: Engaging Students in Learning

1c: Setting Instructional Outcomes

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

STAR Data Review

Teachers

Review various reports such as the STAR record, Instructional Planning Report, STAR Growth Report and Annual Progress Report.

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Teachers will know how to use the various STAR reports to individualize instruction.

09/20/2021 - 06/18/2021

Maria Snipe

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

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

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1c: Setting Instructional Outcomes

Language and Literacy Acquisition for All Students

4b: Maintaining Accurate Records

1b: Demonstrating Knowledge of Students

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## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Principal will support students by creating and implementing an assignment help and tutoring program using Saturday school and after school hours to provide student-centered support for at least 65% of struggling and failing students. Student progress will be measured by quarterly benchmark testing. Parents will be invited to attend afterschool and weekend sessions once per quarter. (School Performance and student-support)</p> <p>Securing student electronic devices and internet for 90% of student population in grades 2-8 for possible shutdown preparation (Technology ready)</p> <p>Each grade 3-8 will receive at least a 5% increase in reading math and science on Benchmark testing and a 3% increase on PSSA testing results from 2021-2024 (Improvement of Testing result and instruction)</p>	<p>Clear lesson and program goals</p>	<p>Create after school and out of school program</p>	<p>2021-10-04 - 2024-05-27</p>
<p>Principal will support students by creating and implementing an assignment help and tutoring program using Saturday school and after school hours to provide student-centered support for at least 65% of struggling and failing students. Student progress will be measured by quarterly benchmark testing. Parents will be invited to attend afterschool and weekend sessions once per quarter. (School Performance and student-support)</p> <p>Securing student electronic devices and internet for 90% of student population in</p>	<p>Clear lesson and program goals</p>	<p>implement out of school and afterschool assign virtual assignment assist student with virtual efficiency during in-school programming</p>	<p>2021-10-04 - 2022-05-27</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>grades 2-8 for possible shutdown preparation (Technology ready)</p> <p>Each grade 3-8 will receive at least a 5% increase in reading math and science on Benchmark testing and a 3% increase on PSSA testing results from 2021-2024 (Improvement of Testing result and instruction)</p>			
<p>Parent sessions will be provided monthly during the school year from October to May at least 8 times, to cover topics of attendance, behavior, testing, common core standards, title one, McKinney Vento, and academics. (Parent information and engagement)</p>	<p>student parent school involvement</p>	<p>Plan first year parent involvement meetings September, January, March annually for the next three years.</p>	<p>2021-09- 09 - 2024- 05-31</p>

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## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
<p>Parent information</p>	<p>Parents and community</p>	<p>Title one/ mckinney vento homelessness back to school classroom information behavior academics state testing</p>

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

09/09/2021 - 05/27/2022

quarterly

Presentation

**Lead Person/Position**

Classroom teachers and school administrators

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

Create After School Program

Parents, Staff and Community

Information about the After School tutoring, Saturday PSSA Boot Camp and extra support the School is offering.

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

10/04/2021 - 05/27/2022

Monthly

Email

**Lead Person/Position**

Maria Snipe

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

Parent Involvement Meetings

Parents

Parent Involvement Meeting information

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

09/09/2021 - 05/31/2024

3 times a year

Email

**Lead Person/Position**

Pamela Evans



## **ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

