

MISSION STATEMENT

Providing a community based hands-on, hearts-on, heads-on program for young learners and their families, struggling with financial challenges.

VISION STATEMENT

Providing a “private school style” education to students with limited resources.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Our students each bring their educational experiences and familial values to our learning environment. Our students also bring cultural and language differences. Some of our students are first generation immigrants, low-income families, and single parent mothers.

STAFF

Meghan Rafferty will make sure all 1st grade students are attending academic, specials classes, and field trips to enrich their education. She will meet the needs of all diverse learners and come up with ways to motivate her students to maintain appropriate behavior, attendance, and academic grades. Meghan will bring a strong use of technology to her classes. Karina Cabrera will use her cultural similarities to connect with our families to promote academic excellence and attendance. She will be proactive by integrating the community into her 2nd grade classes. Karina will connect with our Spanish speaking families by conversing in Spanish with them, and maintaining in contact and available as needed. Karina will make sure all students have what they need to succeed. Kate Yankanich will use her Special Education expertise to meet the needs of all learners. Kate will make sure the kindergarten students will know their letters, sounds, and words by June, 2020. Kate will use exciting online interventions to make learning fun! Brenda Mejias will work with families, teachers, and students on PBIS so students will be rewarded for exemplar behavior. Brenda will work with students in small groups to make sure students are mastering academic concepts. Brenda will work to make sure all CCFA families are fed during the week. Omaira Alamo will use her knowledge of students to culturally connect with them and their families to make sure her students are logging in every day to the online academic program. She will use her relationships with students to motivate them academically and behaviorally. Terry Lieberman will use her 20 plus years experience to connect with families and to meet the needs of every student academically. She will implement her quilting program so our families will have warm blankets during the winter months. Christina Annechino will use her knowledge of the English language to make learning fun and exciting. She will administer the WIDA exam for every native Spanish speaking student to make sure all students are receiving the appropriate services. She will attend ESL professional developments to learn ways to meet the needs of our English Language Learners. She will also celebrate students who are bilingual. Sarah Berhndt-Malone will work with general education teachers on meeting the needs of all students. She will use online research-based strategies to make academic progress with her students. She will apply for state grants as needed to receive financial assistance for our most needy students.

ADMINISTRATION

Tara Webber will oversee all CCFA school finances, academics, teaching and learning, fundraising, school events, federal programs, and safety of the school. Tara will apply for state

and private grants so we can offer parents' financial assistance, food, enrichment classes, and professional development for staff and parents. Tara will ask CCFA staff to attend professional development for online learning, PBIS behavior strategies, DIBELS, and complete 3 personal learning goals. Tara will observe all CCFA educators to make sure all students are learning and succeeding. Tara will host in-person and virtual school events to bring our school and community together.

PARENTS

Parents/guardians will provide insight on how their children learn, socialize, and behavioral strengths and weaknesses. Parents/guardians are the main connection to the academic/behavioral success of the child. Parents/guardians are the vehicles in making sure the school is successful. Parents/guardians must always have their voices heard for change.

COMMUNITY

Carla Messikomer will make sure all staff, students, parents/guardians, and community members' voices are being heard when change is being planned. Jessica Titpton will provide opportunities for our students to partner with the senior center to provide seniors with student access and events. Carl Martin will teach our students how to be resilient and disciplined. Lingchin Liao will teach our students how to be critical thinkers through learning how to play the violin. Amanda Daley will teach our students how to process their emotions by using proactive Yoga and mindfulness strategies. Fran Cleland with her college students at WCU, will teach our students how to improve their fine and gross motor skills through physical education. Martha Kirby will teach our students how to make healthy meals that are cost-effective. Madi Juleskusky will incorporate music with literacy.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Meghan Rafferty	1st Grade Teacher	Chester County Family Academy
Karina Cabrera	2nd Grade Teacher	Chester County Family Academy
Brenda Mejias	Teacher Assistant	Chester County Family Academy
Sarah Behrndt-Malone	Operations Coordinator/Spec ed. teacher	Chester County Family Academy
Christina Annechino	ESL teacher	Chester County Family Academy
Karina Santiago	parent	Chester County Family Academy
Terry Lieberman	Teacher assistant	Chester County Family Academy
Jennifer Vatalare	Kindergarten teacher	Chester County Family Academy
Omaira Alamo	teacher assistant	Chester County Family Academy

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
CCFA teachers will build strong relationships with economically disadvantaged families and make sure that all families receive resources.	Parent and family engagement
CCFA teachers will be trained in DIBELS to make data-informed decisions.	Essential Practices 1: Focus on Continuous Improvement of Instruction
Teachers will receive training on how to implement MTSS/RTII (Tiers 1-3) behavior interventions, Dojo points, token economy, and PBIS to reward expected behavior.	Professional learning

ACTION PLAN AND STEPS

Evidence-based Strategy	
PBIS	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Engaging families of limited resources	By June 2023, while making strong connections, learning about each family's culture, providing each family with necessary resources, teachers will build strong relationships with families that will promote attendance, participation, volunteerism, academic, and behavioral growth.
PBIS	By June 2023, CCFA will have a consistent school wide PBIS system of supports with 100% fidelity.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will get to know the students' families	2020-08-17 - 2023-06-18	Tara Webber/CEO	Food/technology/staff/families/and community members.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>by giving surveys, making positive phone calls, and holding different events (back to school event, holiday events, and spring holidays) sending emails to discuss the student's strengths and areas of improvement. Teachers/school will host events at the school to strengthen relationships with parents/guardians. The school will provide the families with resources based on individual family needs.</p>			
<p>CCFA will create back-to-school virtual/in-person events and a Fall Harvest/(fall), Holiday (winter)/Earth Day (spring) food drives during the 2020-2023 school years.</p>	<p>2020-09-22 - 2023-07-18</p>	<p>Tara Webber/ CEO</p>	<p>WCFB food, Fall harvest recipes, staff to help to hand food out to families.</p>
<p>CCFA will perform holiday</p>	<p>2020-09-15 - 2023-06-18</p>	<p>Tara Webber/CEO</p>	<p>CCFB/financial/volunteers</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
concerts/talents shows to create a stronger rapport with families and the school community.			
CCFA staff will communicate daily and very effectively to parents/guardians on students' behavior, Dojo points, academics, and attendance.	2020-08-17 - 2023-06-18	Tara Webber/CEO	Talking points, emails, Seesaw, Soft cellphone/ and school phone.
CCFA staff will involve parents/guardians in school events as volunteers. Teachers will use Talking Points, Google translate, and a translator to make those connections to Spanish speaking families.	2020-09-18 - 2023-06-18	Tara Webber/CEO	Technology/translators

Anticipated Outcome
 Surveys. Class dojo points/SWIS system.

Monitoring/Evaluation
 SWIS system/Class Dojo, and parent surveys.



Evidence-based Strategy

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Engaging families of limited resources	By June 2023, while making strong connections, learning about each family's culture, providing each family with necessary resources, teachers will build strong relationships with families that will promote attendance, participation, volunteerism, academic, and behavioral growth.
PBIS	By June 2023, CCFA will have a consistent school wide PBIS system of supports with 100% fidelity.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
By June 2023, CCFA staff will meet once a month to create a virtual/in-person PBIS school store, PBIS virtual/in-person matrix, and school wide PBIS program with 100% fidelity.	2020-09-15 - 2023-06-18	Meghan Rafferty/teacher	Monthly meetings, CCIU rep./PBIS resources/teacher materials
CCFA staff will receive Professional development by CCIU and PaTTan on PBIS, MTSS/RTII, SEL, Trauma, and equity in education.	2020-09-17 - 2023-06-18	Meghan Rafferty/Teacher	PBIS PD/CCIU guidance.
CCFA staff will create a PBIS school wide system and use class dojo points to reward students daily, create individualized behavior plans, develop a school store and ODR process	2020-08-17 - 2023-06-18	Lead teachers	Class dojo app/CCIU guidance/PBIS PD.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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to motivate student behavior daily/weekly/monthly.

Create a school wide PBIS system of supports that will be created by all teachers and TAs to promote positive behavior intervention supports.	2020-08-17 - 2023-06-18	Meghan Rafferty/teacher	PBIS school wide plan/budget
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Anticipated Outcome
MTSS/RTII tracker and SWIS tracker with fidelity.

Monitoring/Evaluation
MTSS/RTII tracker/ SIWS system/students' attendance, grades, and behavior.

Evidence-based Strategy
Benchmarking

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
DIBELS	CCFA staff will receive professional development for DIBELS and administer the test with 100% accuracy as well as showing 30% reading growth.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
CCFA staff will be trained in DIBELS and complete benchmark testing to make data-informed decisions.	2020-09-25 - 2020-09-25	Tara Webber/CEO	CCIU training manuals and student booklets.

Anticipated Outcome

Teachers/TAs are able to administer DIBELS reading inventory.

Monitoring/Evaluation

School wide DIBELS scores and reading growth.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 2023, while making strong connections, learning about each family's culture, providing each family with necessary resources, teachers will build strong relationships with families that will promote attendance, participation, volunteerism, academic, and behavioral growth. (Engaging families of limited resources)</p> <p>By June 2023, CCFA will have a consistent school wide PBIS system of supports with 100% fidelity. (PBIS)</p>		<p>By June 2023, CCFA staff will meet once a month to create a virtual/in-person PBIS school store, PBIS virtual/in-person matrix, and school wide PBIS program with 100% fidelity.</p>	<p>09/15/2020 - 06/18/2023</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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<p>By June 2023, while making strong connections, learning about each family's culture, providing each family with necessary resources, teachers will build strong relationships with families that will promote attendance, participation, volunteerism, academic, and behavioral growth. (Engaging families of limited resources)</p> <p>By June 2023, CCFA will have a consistent school wide PBIS system of supports with 100% fidelity. (PBIS)</p>		<p>CCFA staff will create a PBIS school wide system and use class dojo points to reward students daily, create individualized behavior plans, develop a school store and ODR process to motivate student behavior daily/weekly/monthly.</p>	<p>08/17/2020 - 06/18/2023</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2023, while making strong connections, learning about each family's culture, providing each family with necessary resources, teachers will build strong relationships with families that will promote attendance, participation, volunteerism, academic, and behavioral growth. (Engaging families of limited resources)		Create a school wide PBIS system of supports that will be created by all teachers and TAs to promote positive behavior intervention supports.	08/17/2020 - 06/18/2023
By June 2023, CCFA will have a consistent school wide PBIS system of supports with 100% fidelity. (PBIS)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 2023, while making strong connections, learning about each family's culture, providing each family with necessary resources, teachers will build strong relationships with families that will promote attendance, participation, volunteerism, academic, and behavioral growth. (Engaging families of limited resources)</p>		<p>CCFA staff will receive Professional development by CCIU and PaTTan on PBIS, MTSS/RTII, SEL, Trauma, and equity in education.</p>	<p>09/17/2020 - 06/18/2023</p>
<p>By June 2023, CCFA will have a consistent school wide PBIS system of supports with 100% fidelity. (PBIS)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
CCFA staff will receive professional development for DIBELS and administer the test with 100% accuracy as well as showing 30% reading growth. (DIBELS)	Benchmarking	CCFA staff will be trained in DIBELS and complete benchmark testing to make data-informed decisions.	09/25/2020 - 09/25/2020

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.

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

All teachers use PBIS supports to shape misbehaviors.

Students with disabilities will receive all academic and behavioral needs met.

English Language and Growth and Attainment percentage scores has increased by 7.5% from SY 18-19 to SY 19-20. .

Economically disadvantaged students increased scores by 6.2% in English Language Growth and Attainment and Attendance.

Special education students surpassed CCFA overall student scores in English Language Growth and Attainment by 3%.

SY 18-20 increased scores in English Language Growth and Attainment by 6.2%.

Economically disadvantaged students in SY 18-20 increased their scores in attendance by 6.2%.

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

Align curricular materials and lesson plans to the PA Standards.

Address individual learning needs,

Empowering leadership received all operational scores.

Not only have we exceeded the 2030

Challenges

School must improve PBIS Tier 2 and 3 behavior strategies to change behavior in class.

Economically disadvantaged scored less in attendance and Language growth and attainment.

Economically disadvantaged student group did not reach statewide goal 2030 for attendance.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Provide frequent, timely, and systematic feedback and support on instructional practices

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

Implement evidence-based strategies to engage families to support learning

Monitor and evaluate the impact of professional learning on staff practices and student learning .

Economically disadvantaged student group did not exceed the Attendance 2030 statewide goal during both 17-18 and 18-19 SY.

Strengths

goal, we have increased by 6.5% and went from meeting the interim target to exceeding it.

We went from 68.2% in 17-18 SY which was below the state target to 96% 18-19 SY which exceeds the 2030 state goal.

English Language Growth and Attainment and attendance increased within the range of 5% and 30.4% for all student groups.

Most Notable Observations/Patterns

Staff were pretty much in agreement on their selections. We did have a few 50%-50% splits of emerging and operational in the empower leadership section.

Challenges

Discussion Point

Priority for Planning

Economically disadvantaged student group did not exceed the Attendance 2030 statewide goal during both 17-18 and 18-19 SY.

Economically disadvantaged students need to improve attendance.



School must improve PBIS Tier 2 and 3 behavior strategies to change behavior in class.

All staff need more strategies to be successful.



Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices



ADDENDUM B: ACTION PLAN

Action Plan: PBIS

Action Steps	Anticipated Start/Completion Date
<p>Teachers will get to know the students' families by giving surveys, making positive phone calls, and holding different events (back to school event, holiday events, and spring holidays) sending emails to discuss the student's strengths and areas of improvement. Teachers/school will host events at the school to strengthen relationships with parents/ guardians. The school will provide the families with resources based on individual family needs.</p>	08/17/2020 - 06/18/2023

Monitoring/Evaluation	Anticipated Output
SWIS system/Class Dojo, and parent surveys.	Surveys. Class dojo points/SWIS system.

Material/Resources/Supports Needed	PD Step	Comm Step
Food/technology/staff/families/and community members.	no	no



Action Steps**Anticipated Start/Completion Date**

CCFA will create back-to-school virtual/in-person events and a Fall Harvest/(fall), Holiday (winter)/Earth Day (spring) food drives during the 2020-2023 school years.

09/22/2020 - 07/18/2023

Monitoring/Evaluation**Anticipated Output**

SWIS system/Class Dojo, and parent surveys.

Surveys. Class dojo points/SWIS system.

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

WCFB food, Fall harvest recipes, staff to help to hand food out to families.

no

no

Action Steps**Anticipated Start/Completion Date**

CCFA will perform holiday concerts/talents shows to create a stronger rapport with families and the school community.

09/15/2020 - 06/18/2023

Monitoring/Evaluation**Anticipated Output**

SWIS system/Class Dojo, and parent surveys.

Surveys. Class dojo points/SWIS system.

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

CCFB/financial/volunteers

no

no

Action Steps**Anticipated Start/Completion Date**

CCFA staff will communicate daily and very effectively to parents/guardians on students' behavior, Dojo points, academics, and attendance.

08/17/2020 - 06/18/2023

Monitoring/Evaluation**Anticipated Output**

SWIS system/Class Dojo, and parent surveys.

Surveys. Class dojo points/SWIS system.

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

Talking points, emails, Seesaw, Soft cellphone/ and school phone.

no

yes

Action Steps**Anticipated Start/Completion Date**

CCFA staff will involve parents/guardians in school events as volunteers. Teachers will use Talking Points, Google translate, and a translator to make those connections to Spanish speaking families.

09/18/2020 - 06/18/2023

Monitoring/Evaluation**Anticipated Output**

SWIS system/Class Dojo, and parent surveys.

Surveys. Class dojo points/SWIS system.

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

Technology/translators

no

yes

Action Plan:

Action Steps**Anticipated Start/Completion Date**

By June 2023, CCFA staff will meet once a month to create a virtual/in-person PBIS school store, PBIS virtual/in-person matrix, and school wide PBIS program with 100% fidelity.

09/15/2020 - 06/18/2023

Monitoring/Evaluation**Anticipated Output**

MTSS/RTII tracker/ SIWS system/students' attendance, grades, and behavior.

MTSS/RTII tracker and SWIS tracker with fidelity.

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

Monthly meetings, CCIU rep./PBIS resources/teacher materials

yes

no

Action Steps**Anticipated Start/Completion Date**

CCFA staff will receive Professional development by CCIU and PaTTan on PBIS, MTSS/RTII, SEL, Trauma, and equity in education.

09/17/2020 - 06/18/2023

Monitoring/Evaluation**Anticipated Output**

MTSS/RTII tracker/ SIWS system/students' attendance, grades, and behavior.

MTSS/RTII tracker and SWIS tracker with fidelity.

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

PBIS PD/CCIU guidance.

yes

no

Action Steps**Anticipated Start/Completion Date**

CCFA staff will create a PBIS school wide system and use class dojo points to reward students daily, create individualized behavior plans, develop a school store and ODR process to motivate student behavior daily/weekly/monthly.

08/17/2020 - 06/18/2023

Monitoring/Evaluation**Anticipated Output**

MTSS/RTII tracker/ SIWS system/students' attendance, grades, and behavior.

MTSS/RTII tracker and SWIS tracker with fidelity.

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

Class dojo app/CCIU guidance/PBIS PD.

yes

no

Action Steps**Anticipated Start/Completion Date**

Create a school wide PBIS system of supports that will be created by all teachers and TAs to promote positive behavior intervention supports.

08/17/2020 - 06/18/2023

Monitoring/Evaluation**Anticipated Output**

MTSS/RTII tracker/ SIWS system/students' attendance, grades, and behavior.

MTSS/RTII tracker and SWIS tracker with fidelity.

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

PBIS school wide plan/budget

yes

yes

Action Plan: Benchmarking

Action Steps	Anticipated Start/Completion Date
CCFA staff will be trained in DIBELS and complete benchmark testing to make data-informed decisions.	09/25/2020 - 09/25/2020

Monitoring/Evaluation	Anticipated Output
School wide DIBELS scores and reading growth.	Teachers/TAs are able to administer DIBELS reading inventory.

Material/Resources/Supports Needed	PD Step	Comm Step
CCIU training manuals and student booklets.	yes	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 2023, while making strong connections, learning about each family's culture, providing each family with necessary resources, teachers will build strong relationships with families that will promote attendance, participation, volunteerism, academic, and behavioral growth. (Engaging families of limited resources)</p> <p>By June 2023, CCFA will have a consistent school wide PBIS system of supports with 100% fidelity. (PBIS)</p>		<p>By June 2023, CCFA staff will meet once a month to create a virtual/in-person PBIS school store, PBIS virtual/in-person matrix, and school wide PBIS program with 100% fidelity.</p>	<p>09/15/2020</p> <p>-</p> <p>06/18/2023</p>
<p>By June 2023, while making strong connections, learning about each family's culture, providing each family with necessary resources, teachers will build strong relationships with families that will promote attendance, participation, volunteerism, academic, and behavioral growth. (Engaging families of limited resources)</p> <p>By June 2023, CCFA will have a consistent school wide PBIS system of supports with 100% fidelity. (PBIS)</p>		<p>CCFA staff will create a PBIS school wide system and use class dojo points to reward students daily, create individualized behavior plans, develop a school store and ODR process to motivate student behavior daily/weekly/monthly.</p>	<p>08/17/2020</p> <p>-</p> <p>06/18/2023</p>
<p>By June 2023, while making strong connections, learning about each family's culture, providing each family with necessary resources,</p>		<p>Create a school wide PBIS system of supports that will be created by all</p>	<p>08/17/2020</p> <p>-</p> <p>06/18/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>teachers will build strong relationships with families that will promote attendance, participation, volunteerism, academic, and behavioral growth. (Engaging families of limited resources)</p> <p>By June 2023, CCFA will have a consistent school wide PBIS system of supports with 100% fidelity. (PBIS)</p>		<p>teachers and TAs to promote positive behavior intervention supports.</p>	
<p>By June 2023, while making strong connections, learning about each family's culture, providing each family with necessary resources, teachers will build strong relationships with families that will promote attendance, participation, volunteerism, academic, and behavioral growth. (Engaging families of limited resources)</p> <p>By June 2023, CCFA will have a consistent school wide PBIS system of supports with 100% fidelity. (PBIS)</p>		<p>CCFA staff will receive Professional development by CCIU and PaTTan on PBIS, MTSS/RTII, SEL, Trauma, and equity in education.</p>	<p>09/17/2020 - 06/18/2023</p>
<p>CCFA staff will receive professional development for DIBELS and administer the test with 100% accuracy as well as showing 30% reading growth. (DIBELS)</p>	<p>Benchmarking</p>	<p>CCFA staff will be trained in DIBELS and complete benchmark testing to make data-informed decisions.</p>	<p>09/25/2020 - 09/25/2020</p>

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PBIS interventions for Tiers 2 and 3.	Teachers, TAs, and parents/guardians.	MTSS/RTII Tiers 1-3 and behavior strategies for each Tier. Attention seeking students.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
PaPBS training with Jane Houtman from CCIU.	09/08/2020 - 06/08/2021	Meghan Rafferty/teacher

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2d: Managing Student Behavior 3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Professional Development for teachers	CCFA teachers and TAs.	How to administer the DIBELS reading inventory. How to interpret their scores to make data informed decisions. PBIS, MTSS/RTII/trauma/SEL/and equity in education.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers and TAs will be able to test every students at CCFA.	09/25/2020 - 06/23/2023	Tara Webber/CEO

Danielson Framework Component Met in this Plan:

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

1d: Demonstrating Knowledge of Resources

Language and
Literacy Acquisition
for All Students



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By June 2023, while making strong connections, learning about each family's culture, providing each family with necessary resources, teachers will build strong relationships with families that will promote attendance, participation, volunteerism, academic, and behavioral growth. (Engaging families of limited resources)</p> <p>By June 2023, CCFA will have a consistent school wide PBIS system of supports with 100% fidelity. (PBIS)</p>	PBIS	<p>CCFA staff will involve parents/guardians in school events as volunteers. Teachers will use Talking Points, Google translate, and a translator to make those connections to Spanish speaking families.</p>	2020-09-18 - 2023-06-18
<p>By June 2023, while making strong connections, learning about each family's culture, providing each family with necessary resources, teachers will build strong relationships with families that will promote attendance, participation, volunteerism, academic, and behavioral growth. (Engaging families of limited resources)</p> <p>By June 2023, CCFA will have a consistent school wide PBIS system of supports with 100% fidelity. (PBIS)</p>	PBIS	<p>CCFA staff will communicate daily and very effectively to parents/guardians on students' behavior, Dojo points, academics, and attendance.</p>	2020-08-17 - 2023-06-18
<p>By June 2023, while making strong connections, learning about each family's culture, providing each family with necessary resources, teachers will build strong relationships with families that will promote attendance, participation,</p>		<p>Create a school wide PBIS system of supports that will be created by all teachers and TAs to promote</p>	2020-08-17 - 2023-06-18

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
volunteerism, academic, and behavioral growth. (Engaging families of limited resources)		positive behavior intervention supports.	
By June 2023, CCFA will have a consistent school wide PBIS system of supports with 100% fidelity. (PBIS)			

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
School wide PBIS	CCFA staff, students, and families.	How does a student earn dojo points. What are classroom expectations. What is SEL and how to implement it during class.

Anticipated Timeframe	Frequency	Delivery Method
09/15/2020 - 06/15/2021	biweekly	Email

Lead Person/Position
Meghan Rafferty/teacher

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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