

COMMONWEALTH CHARTER ACADEMY CS

One Innovation Way

Professional Development Plan (Act 48) | 2024 - 2027

ACT 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

PROFILE AND PLAN ESSENTIALS

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Nicole Smith	Vice President of Instruction and Staff Development	Administrator	School Board of Directors
Dana Moreno	Vice Provost of School Improvement	Administrator	Administration Personnel
Michelle Orcutt	Vice Provost of Special Education	Administrator	Administration Personnel
	Community Member	Community Member	Administration Personnel

Name	Title	Committee Role	Appointed By
Jaci Wise	Assistant Director of English Language Development	Administrator	Administration Personnel
Brian Comegna	Manager of Pupil Services	Administrator	Administration Personnel
Nicole Good Zawidski	High School Assistant Principal	Administrator	Administration Personnel
Jennifer Davis	Educational Technology Specialists	Education Specialist	Education Specialist
Noelle Griffiths	High School Principal	Administrator	Administration Personnel
Dominic Swaha	High School Assistant Principal	Administrator	Administration Personnel
Aliya Gage	Counselor	Education Specialist	Education Specialist
Becky Smolens	Assistant Director of Instruction and Staff Development	Administrator	Administration Personnel
Elizabeth Mikolajczyk	Elementary Assistant Principal	Administrator	Administration Personnel
Kristin Vath	Learning Department Specialist	Education Specialist	Education Specialist
<div></div>	Parent	Parent of Child Attending	Administration Personnel

Name	Title	Committee Role	Appointed By
Todd Monos	High School Assistant Principal	Administrator	Administration Personnel
Nicole Michael	High School Counselor	Education Specialist	Education Specialist
Michael Steel	High School Math Teacher	High School Teacher	Teacher
Christy Nau	Special Education K-12 Supplemental Math Teacher	K-12 Teacher	Teacher
Heather Solt	Special Education K-12 Supplemental English Teacher	K-12 Teacher	Teacher
Christa Oister	Special Education K-12 Emotional Support Teacher	K-12 Teacher	Teacher
Jennipher Adams	Special Education Full Time Autistic Support & Life Skills Support Teacher	K-12 Teacher	Teacher
Shelby Glenn	Educational Technology Specialists	Education Specialist	Education Specialist
Laurie Porter	Director of Human Resources	Administrator	Administration Personnel
Justin Howard	Elementary Assistant Principal	Administrator	Administration Personnel
Giovanna Augustine	Special Education Full Time Learning Support Teacher	K-12 Teacher	Teacher
Destiny Day	Elementary Principal	Administrator	Administration

Name	Title	Committee Role	Appointed By
			Personnel
Kelly Musser	Middle School Principal	Administrator	Administration Personnel
Jonathan Fried	High School Principal	Administrator	Administration Personnel
Zachary Welter	Middle School Teacher	Middle School Teacher	Teacher
William McCoullum	High School Math Teacher	High School Teacher	Teacher
Traci Ulrich	Instructional Specialist	Education Specialist	Education Specialist
Shayna Chuff	High School Assistant Principal	Administrator	Administration Personnel
Amber Bowers	Elementary Assistant Principal	Administrator	Administration Personnel
Melissa Bannister	Middle School Assistant Principal	Administrator	Administration Personnel
	Business Owner	Local Business Representative	Administration Personnel

DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.

The Professional Development Committee (PDC) provides strategic leadership for design, development, implementation and evaluation of our professional development goals as detailed in our CCA Professional Development Plan 2024-2027. The goals of the PDC are as follows: • Collaborates with all departments to support the development and implementation of our K-12 PD program. • Advises on the selection of topics, vendors and presenters for professional development. • Reviews and provides feedback on PD plans and documents. • In alignment with the PD committee, contributes to, or develops, surveys for gaining feedback from teachers. • Reviews PD survey information for feedback on satisfaction and effectiveness and makes recommendations for improvement. • Supports the effective communication of PD activity and information to your department. • Represents the interests of your department on the PD committee. • Suggests ways to enhance the development of staff knowledge about teacher effectiveness or their specific role. • Explores PD opportunities and resources on a continuous basis and brings new learning to the committee/sub-committee that can contribute to the knowledge base in your area. • Continually examine the effectiveness of PD delivery, content, vendors, presenters and offerings and how we can improve the overall program. The PDC meets monthly as a whole group to address the PDC goals. A total of ten whole-group meetings take place in one academic year. The PDC is subdivided into six sub-committees to align with the professional development goals. A total of ten sub-committee meetings take place in one academic year. Sub-committees focus on strengthening professional development as it relates to their sub-committee focus areas. Sub-committees complete monthly activities that involve research, collaboration, idea generation, problem solving, data review and other activities. Sub-committees share their research, learning and ideas with the broader committee at the whole committee monthly meeting for additional discussion and collaborative opportunities. Key focus areas for each sub-committee are listed in the table below:

PDC Subcommittee Key Deliverables

Subcommittee	Key Deliverables
Back-to-School Conference	Create a Back-to-School Conference structure, schedule, and communication plan for all staff.
Comet Program	Review and refine the current Comet program, tracking process, and develop a refined process for collecting feedback from staff to add additional approved offerings.
Induction	Review and refine current Induction program, review current modules and identify areas of improvement to be more inclusive of all staff member roles, and begin to define structure for future Admin Induction program.
New Employee Orientation	Review and refine current New Employee Orientation process, gather feedback from current stakeholders to help shape future iterations, and gather resources to be shared during the onboarding process.
Professional Learning Communities (PLCs)	

Create a process for gathering and vetting exemplars of high-quality instruction and storing them on the portal, review and refine process for selecting and training Content Specialists, review and refine process for PLC structure, and review the implementation of rolling agenda in meetings. School Year PD Days Ensure the school year PD structure and times work for all departments, propose PD dates for the school calendar, help create list of topics for choice sessions and secure facilitators, as well as secure Zoom links and any associated resources for sessions.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

DATA WISE PROFESSIONAL LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
PLCs - The adoption of a new PLC framework that promotes teacher ownership and data-driven, student-centered instruction.	Teachers, Administrators, and School Staff	An overview of the Data Wise School Improvement Process, How to Successful Engage with Steps 1 and 2 of the Data Wise School Improvement Process as part of daily practice	Implementation of Data Wise Framework into Daily Practice: Use of norms, data overview noticings/wonderings, ACE habits of mind, rolling agendas, protocol usage, etc.
Data Wise - Administrator Level Setting Meeting/Training			
Data Wise - Updated Act 45 program for school leaders			
Data Wise - Training for PD Team, Coaches, and Specialists			
Data Wise - Back-to-school training on Steps 1 and 2			
Data Wise - Mid-year Teacher Training Session 1			
Data Wise - Mid-year Teacher Training Session 2			

Action Step	Audience	Topics to be Included	Evidence of Learning
Data Wise - Development of CCA Certified Data Wise Coach program			
Data Wise - Mid-year Teacher Training Session 3			
Data Wise - CCAU course for new teachers, veteran teachers, and administrators			
Data Literacy - Training series for Admin, Coaches, and Specialists			
Data Literacy - Training Series for Teachers			
Lead Person/Position			Anticipated Timeline
School Improvement Leadership Team, Data Coaches			08/19/2024 - 05/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this	This Step Meets the Requirements of State
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	Plan	Required Trainings
Course(s)	Throughout the School Year	
Inservice day	Back-to-school training and at least three times over the course of the school year	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	At least four times over the course of the school year	
Professional Learning Community (PLC)	Teachers - bi-weekly; admin - monthly	

NEW INTERVENTION PROGRAM TRAINING SERIES

Action Step	Audience	Topics to be Included	Evidence of Learning
MTSS Alignment K-12 - Admin, Coach, and Specialist Training on the Elementary and Middle School Evidence-Based Reading Intervention (95% lessons or similar) Program	Administrators, Coaches, Specialists, and Teachers/Interventionists	Implementation of new intervention programs	Successful implementation of programs as observed through walkthroughs and analysis of student data
MTSS Alignment K-12 - Teacher Training on the Elementary and Middle School Evidence-Based Reading Intervention (95% lessons or similar) Program			
MTSS Alignment K-12 - Admin, Coach, and Specialist Training on the Elementary and Middle School Evidence-			

Action Step	Audience	Topics to be Included	Evidence of Learning
Based Mathematics Intervention (Bridges program or similar) Program			
MTSS Alignment K-12 - Teacher Training on the Elementary and Middle School Evidence-Based Mathematics Intervention (Bridges program or similar) Program			
Third Grade Readers - Phase 1 expansion of Wilson/Foundations program (MTSS program). 2-4 interventionists will receive additional training/certification.			
Lead Person/Position	Anticipated Timeline		
School Improvement Department	08/19/2024 - 08/30/2024		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Back-to-school training and throughout the year as needed		

ASSESSMENT SYSTEM TRAINING SERIES

Action Step	Audience	Topics to be Included	Evidence of Learning
MTSS Alignment K-12 - Admin, Coach, and Specialist Training on mCLASS	Administrators, Coaches, Specialists, Teachers	Administering mCLASS, understanding assessment results, personalizing learning based on assessment data	Accurate assessment data
MTSS Alignment K-12 - Teacher Training on mCLASS			
MTSS Alignment K-12 - i-Ready refresher training for admin and teachers			
Third Grade Readers - Interventionists training on the new Kindergarten screener			
MTSS Alignment K-12 - IXL training			
Lead Person/Position		Anticipated Timeline	
School Improvement Department		08/19/2024 - 08/30/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	back-to-school training		

PBIS TRAINING - CHARACTER STRONG

Action Step	Audience	Topics to be Included	Evidence of Learning
PBIS - Character Strong training for counselors	School Counselors, Elementary Principals	how to implement the Character Strong program	Character Strong program facilitated by counselors as evidenced by observation of counselor practice
Lead Person/Position		Anticipated Timeline	
Elementary Administrators		08/19/2024 - 09/30/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	back-to-school training and follow-up sessions as needed		

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

PROFESSIONAL ETHICS PROGRAM FRAMEWORK GUIDELINES

Audience	Topics to be Included	Evidence of Learning
All Staff	This course provides staff members with an overview of ethical standards at work. Common themes include describing ethical behavior with monetary practices, explaining ethical behavior with colleagues, and identifying several guidelines for appropriate ethical behavior.	Successful Completion of Assessment
Lead Person/Position		Anticipated Timeline
Vector Training Solutions/Human Resource Department		08/19/2024 - 05/01/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Annually		Professional Ethics

TRAUMA-INFORMED CARE TRAINING

Audience Topics to be Included		Evidence of Learning
All Staff	Trauma is a widespread health concern that has become quite costly for schools around the world. It can affect a student’s cognitive ability – at times limiting rational thought, problem solving and other complex thinking skills often required in school – thereby limiting their academic potential. That's why training in trauma-informed practices is essential to the everyday educational setting. This course helps school staff recognize the signs of trauma and employ trauma-informed practices to assist students suffering from the effects of adverse childhood experiences (ACEs). Topics covered include findings on trauma and its effect on children, negative life events that contribute to trauma in school-age children, trauma signs and symptoms and effective trauma-informed practices.	Successful Completion of Assessment
Lead Person/Position		Anticipated Timeline
Vector Training Solutions/Human Resource Department		08/19/2024 - 05/01/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Annually		At Least 1-hour of Trauma-informed Care Training for All Staff

CULTURALLY RELEVANT AND SUSTAINING EDUCATION PROGRAM FRAMEWORK GUIDELINES

Audience	Topics to be Included	Evidence of Learning
All Staff	Culturally Relevant and Sustaining Education; Diversity, Equity, and Inclusion; and Culturally Relevant Pedagogy	Successful implementation of programs as observed through walkthroughs and analysis of student data
Lead Person/Position	Anticipated Timeline	
School Improvement Department	08/19/2024 - 04/04/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Back-to-School training and throughout the year as needed		Common Ground: Culturally Relevant Sustaining Education

STRUCTURED LITERACY PROGRAM FRAMEWORK GUIDELINES

Audience	Topics to be Included	Evidence of Learning
All Staff	Evidence-based intervention practices on structured literacy. Explicit and systematic	Successful implementation of

Audience	Topics to be Included	Evidence of Learning
	instruction in phonological and phonemic awareness. The alphabetic principle, decoding and encoding, fluency and vocabulary. Reading comprehension and building content knowledge.	programs as observed through walkthroughs and analysis of student data
Lead Person/Position	Anticipated Timeline	
School Administration	08/19/2024 - 06/19/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Back-to-school training and at least three times over the course of the school year	1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources	Structured Literacy

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	4-week 1:1 or small group coaching cycles as staff need support	1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes	Structured Literacy
Professional Learning Community (PLC)	Teachers - bi-weekly; admin - monthly	1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy	Structured Literacy

LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
All Staff	Professional development activities that will improve language and literacy acquisition for all students	Successful implementation of programs as observed through walkthroughs and analysis of student data
Lead Person/Position	Anticipated Timeline	
	Invalid Date - Invalid Date	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
			Language and Literacy Acquisition for All Students

TEACHING DIVERSE LEARNERS IN INCLUSIVE SETTINGS

Audience	Topics to be Included	Evidence of Learning
All Staff	Training to ensure that teachers understand how students differ in their ability and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom.	Successful implementation of programs as observed through walkthroughs and analysis of student data

Audience	Topics to be Included	Evidence of Learning
Lead Person/Position		Anticipated Timeline
School Administration		08/19/2024 - 06/19/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Back-to-school training and at least three times over the course of the school year	1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning	Teaching Diverse Learners in Inclusive Settings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	4-week 1:1 or small group coaching cycles as staff need support		

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

Professional Education Plan Guidelines**Yes/No**

Are the following professional development activities included in the Act 48 Professional Development Plan?

Language and Literacy Acquisition for All Students

Yes

Teaching Diverse Learners in Inclusive Settings

Yes

At least 1-hour of trauma-informed care training for all staff

Yes

Professional Ethics Program Framework Guidelines

Yes

Culturally Relevant and Sustaining Education Program Framework Guidelines

Yes

Structured Literacy Program Framework Guidelines

Yes

When is the first year the LEA will offer Structured Literacy Training to the staff?

2023-
2024

Is the LEA using or planning to implement Structured Literacy (Select One)?

Yes, full implementation.

EVALUATION AND REVIEW

DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Professional Education Committee Chairperson:

Date

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council’s Standards for Staff Learning.

Superintendent or Chief Administrative Officer:

Date