

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

Chester County Family Academy Charter School
124152880
530 E Union Street, West Chester, Pa 19382

Tara Webber
webber@ccfaschool.org
(610) 696-5910

Tara Webber
webber@ccfaschool.org

Steering Committee

Name	Title	Committee Role	Appointed By
Tara Webber	CEO	Tara Webber	Administration Personnel
Christina Annechino	ESL teacher	Christina Annechino	Teacher
Sarah Berhndt- Malone	Special Ed. teacher	Sarah Berhndt- Malone	Teacher
Meghan Rafferty	1st grade teacher	Meghan Rafferty	Teacher
Omaira Alamo	TA	Omaira Alamo	Teacher
Karina Cabrera	2nd grade teacher	Karina Cabrera	Teacher
Brenda Mejias	TA	Brenda Mejias	Teacher
Jennifer Vatalare	K teacher	Jennifer Vatalare	Teacher
Terry Lieberman	TA	Terry Lieberman	Teacher

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 steering committee will meet quarterly.

Professional Education Plan ¹



Lead In

By checking each of the following boxes, the LEA is assuring that it complies with and has instituted each of the following Chapter 49 Induction Plan requirements.

Steps to Complete this Section:

1. Check a response to each question.

Fields with asterisks (*) are required.

Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4) *

Yes No

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 No

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 No

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 No

Was the professional education plan approved by the professional education committee and the board of the school entity? (Section 1205.1(b), 22 Pa. Code 49.17(a)) *

Yes No

Does the professional development plan align with educator needs? (Act 48, Section 2) *

Yes No

Do the implementation steps cover at least a three year implementation horizon? (Section 1205.1(a), 22 Pa. Code(a)) *

Yes No

Action Plans Steps from Comprehensive Plan

PBIS interventions for Tiers 2 and 3.

Action Step	Audience	Topics to be Included	Evidence of Learning
<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. CCFA staff will receive Professional development by CCIU and PaTTan on PBIS, MTSS/RTII, SEL, Trauma, and equity in education.</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>Create a school wide PBIS system of supports that will be created by all teachers and TAs to promote positive behavior intervention supports.</p>	Teachers, TAs, and parents/guardians.	MTSS/RTII Tiers 1-3 and behavior strategies for each Tier. Attention seeking students.	PaPBS training with Jane Houtman from CCIU.

Lead Person/Position	Anticipated Timeline
Meghan Rafferty/teacher	09/08/2020 - 06/08/2021

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	once a month	2d: Managing Student Behavior 3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting

Professional Development for teachers

Action Step	Audience	Topics to be Included	Evidence of Learning
CCFA staff will be trained in DIBELS and complete benchmark testing to make data-informed decisions. CCFA staff will receive Professional development by CCIU and PaTTan on PBIS, MTSS/RTII, SEL, Trauma, and equity in education.	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.	Teachers and TAs will be able to test every students at CCFA.

Lead Person/Position	Anticipated Timeline
Tara Webber/CEO	09/25/2020 - 06/23/2023

Learning Format

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)	once a year	1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students

Other Professional Development Activities

Online learning strategies

Audience	Topics to be Included	Evidence of Learning
Teachers and TAs at CCFA	How to use Zoom, Seesaw, and Google apps. .	Act 48 hours were documented and sent to the TIMS.
Lead Person/Position	Anticipated Timeline	
Kylie Hand	08/11/2020 - 08/11/2020	

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	2-3 times per year.		Teaching Diverse Learners in an Inclusive Setting

PaPBS

Audience	Topics to be Included	Evidence of Learning
CCFA teachers, students, families, and community.	Creating a virtual PBIS program, school store, virtual matrix, choosing PD, and behavior plans.	Agenda notes from monthly meetings, improvement of behavior and school attendance, and improvement in reading and math scores.

Lead Person/Position	Anticipated Timeline
Jane Houtman (external PBIS coach) and Meghan Rafferty (internal PBIS coach).	09/15/2020 - 06/18/2023

Learning Format

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)	Once a month		Teaching Diverse Learners in an Inclusive Setting

DIBELS

Audience	Topics to be Included	Evidence of Learning
Teachers and TAs, ESL, and Special education teacher.	How to administer DIBESL to all students.	DIBELS training on Sept. 25, 2020. Teachers and TAs will administer the DIBELS exam to every student and monitor reading growth throughout the year. There will be 3 benchmark tests given.

Lead Person/Position	Anticipated Timeline
Tara Webber/CEO. Dara Kline/Professional learning specialist	09/25/2020 - 09/25/2020

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	One time during the 2020 School year.		Language and Literacy Acquisition for All Students

Evaluation and Review

Describe in the box below the procedures for evaluating and reviewing the Professional Education Plan.

We will evaluate the professional development plan by analyzing student outcomes. We will build capacity to use assessment to inform instruction by ongoing observing, planning, acting, and reflecting. We will aggregate data to see how well students are learning how to read and to make data-informed decisions. CEO will evaluate teachers' DIBELS scores to observe growth in reading. Teachers and TAs will administer DIBELS 3 times per year to make data-informed decisions. Teachers and TAs will add in ideas on what they want to learn more about regarding reading. Teachers and TAs will receive feedback from CEO on reading instruction. For PBIS outcomes, the entire team will work on completing PBIS tasks: PBIS matrix, school store, and analyzing behavior data. PD for online teaching and learning will happen two times this year. Teachers will use recorded trainings to guide them and success of online teaching will be assessed during walkthroughs and formal observations.

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.

Tara Webber/CEO

09/14/2020

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.

Tara Webber/CEO

09/14/2020

Superintendent or Chief Administrative Officer:

Date