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.
PROFIL AND PLAN ESSENTIALS
Charter School
126512039
5600 Chester Avenue, Philadelphia, PA 19143

Sean Gallagher
seang@icswest.org
215-724-5600

Sean Gallagher
seang@icswest.org

STEERING COMMITTEE

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Committee Role</th>
<th>Appointed By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dana Twyman</td>
<td>Principal</td>
<td>Dana Twyman</td>
<td>Administration Personnel</td>
</tr>
<tr>
<td>Alexis Vincent</td>
<td>Director of Instruction</td>
<td>Alexis Vincent</td>
<td>Administration Personnel</td>
</tr>
<tr>
<td>Shannon Cooke</td>
<td>Director of Instruction</td>
<td>Shannon Cooke</td>
<td>Administration Personnel</td>
</tr>
<tr>
<td>Cassandra Fernandes</td>
<td>Literacy Coach</td>
<td>Cassandra Fernandes</td>
<td>Administration Personnel</td>
</tr>
<tr>
<td>Sara Dalton</td>
<td>Math Coach</td>
<td>Sara Dalton</td>
<td>Teacher</td>
</tr>
<tr>
<td>Doris Ferver</td>
<td>Parent</td>
<td>Doris Ferver</td>
<td>Teacher</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
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<td>Appointed By</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------</td>
<td>------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Sean Gallagher</td>
<td>CEO</td>
<td>Sean Gallagher</td>
<td>School Board of Directors</td>
</tr>
<tr>
<td>Sheri Newmark</td>
<td>Director of Student Supports</td>
<td>Sheri Newmark</td>
<td>Administration Personnel</td>
</tr>
<tr>
<td>Christeana Brea</td>
<td>Social Worker</td>
<td>Christeana Brea</td>
<td>Education Specialist</td>
</tr>
<tr>
<td>Kathryn Thompsin</td>
<td>Assistant Principal of Instructional Operations</td>
<td>Kathryn Thompsin</td>
<td>Administration Personnel</td>
</tr>
</tbody>
</table>

**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 Instructional Leadership Team meets weekly to decide on the content and approach for the following week's PD sessions, in accordance with our PD plan.
<table>
<thead>
<tr>
<th>Professional Education Plan Guidelines</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? <em>(22 Pa Code, Chapter 4)</em></td>
<td>Yes</td>
</tr>
<tr>
<td>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? <em>(Act 82 of 2012) aka (22 Pa Code, 19)</em></td>
<td>Yes</td>
</tr>
<tr>
<td>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? <em>(Act 48, Section 1205.1)</em></td>
<td>Yes</td>
</tr>
<tr>
<td>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? <em>(Act 48, Section 1205.1)</em></td>
<td>Yes</td>
</tr>
<tr>
<td>Was the professional education plan approved by the professional education committee and the board of the school entity? <em>(22 pa Code, 49.16)</em></td>
<td>Yes</td>
</tr>
<tr>
<td>Does the professional development plan align with educator needs? <em>(Act 48, Section 2)</em></td>
<td>Yes</td>
</tr>
<tr>
<td>Do the implementation steps cover at least a three-year implementation horizon?</td>
<td>Yes</td>
</tr>
</tbody>
</table>
ACTION PLANS STEPS FROM COMPREHENSIVE PLAN
### INTERNALIZATION AND PRACTICE OF THE ELEMENTS OF THE DANIELSON RUBRIC

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Audience</th>
<th>Topics to be Included</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of Danielson rubric to guide coaching of teachers by Leadership Team and Coaches</td>
<td>Instructional staff (teachers, coaches)</td>
<td>All 4 domains of the Danielson rubric</td>
<td>Teacher-efficacy learning in PD Exit Tickets; meeting student achievement goals as specified in &quot;Goal Setting&quot; section of this plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lead Person/Position</th>
<th>Anticipated Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>07/01/2022 - 06/30/2025</td>
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### LEARNING FORMAT

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<tr>
<th>Type of Activities</th>
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<th>Danielson Framework Component Met in this Plan</th>
<th>This Step Meets the Requirements of State Required Trainings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching (peer-to-peer; school leader-to-teacher; other coaching models)</td>
<td>Quarterly</td>
<td>1a: Demonstrating Knowledge of Content and Pedagogy</td>
<td>Language and Literacy Acquisition for All Students</td>
</tr>
</tbody>
</table>
## CAREER STANDARDS PROFESSIONAL LEARNING

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Audience</th>
<th>Topics to be Included</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will understand and implement the requirements of Career Standards</td>
<td>Instructional staff (teachers, coaches)</td>
<td>The CEW Standards and the system to capture evidence</td>
<td>Completed evidence capture</td>
</tr>
<tr>
<td>and the system to document evidence.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<th>Lead Person/Position</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Seminar(s)</td>
<td>2x/school year</td>
<td>1e: Designing Coherent Instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1a: Demonstrating Knowledge of Content and Pedagogy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1d: Demonstrating Knowledge of Resources</td>
<td></td>
</tr>
</tbody>
</table>
### SMALL GROUP INSTRUCTION AND INTERVENTIONS

<table>
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<tr>
<th>Action Step</th>
<th>Audience</th>
<th>Topics to be Included</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Instructional Leadership Team will create the materials and expectations</td>
<td>Instructional staff</td>
<td>Understanding and Administering Assessments, Data-Analysis</td>
<td>Data trackers, student achievement data, teacher efficacy data</td>
</tr>
<tr>
<td>necessary, based upon research, to effectively implement the model.</td>
<td>(teachers, coaches)</td>
<td>to Drive Instruction, Creating Small Groups</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
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</thead>
<tbody>
<tr>
<td>Professional Learning Community (PLC)</td>
<td>2x/month</td>
<td>3d: Using Assessment in Instruction</td>
<td>Teaching Diverse Learners in an Inclusive Setting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1e: Designing Coherent Instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1f: Demonstrating Knowledge of Students</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1f: Designing Student Assessments</td>
<td></td>
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</tbody>
</table>
**INDUCTION AND PROFESSIONAL DEVELOPMENT**

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<th>Action Step</th>
<th>Audience</th>
<th>Topics to be Included</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Induction and Professional Development Plan will be implemented with fidelity after adjustments in Target Year 1 based upon ongoing data collection.</td>
<td>All staff</td>
<td>Varied</td>
<td>Improved student achievement, improved student attendance, reduction in disciplinary referrals</td>
</tr>
</tbody>
</table>

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Professional Learning Community (PLC)</td>
<td>1x/week</td>
<td>1f: Designing Student Assessments 3a: Communicating with Students 4b: Maintaining Accurate Records 1d: Demonstrating Knowledge of Resources</td>
<td>Teaching Diverse Learners in an Inclusive Setting</td>
</tr>
<tr>
<td>Type of Activities</td>
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<tr>
<td></td>
<td></td>
<td>2d: Managing Student Behavior</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3e: Demonstrating Flexibility and Responsiveness</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1a: Demonstrating Knowledge of Content and Pedagogy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2a: Creating an Environment of Respect and Rapport</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>3b: Using Questioning and Discussion Techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4c: Communicating with Families</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1b: Demonstrating Knowledge of Students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2b: Establishing a Culture for Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3c: Engaging Students in Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1e: Designing Coherent Instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2e: Organizing Physical Space</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4a: Reflecting on Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1c: Setting Instructional Outcomes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2c: Managing Classroom Procedures</td>
<td></td>
</tr>
<tr>
<td>Type of Activities</td>
<td>Frequency</td>
<td>Danielson Framework Component Met in this Plan</td>
<td>This Step Meets the Requirements of State Required Trainings</td>
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<td>----------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3d: Using Assessment in Instruction</td>
<td></td>
</tr>
</tbody>
</table>
### OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

#### TRAUMA INFORMED TRAINING

<table>
<thead>
<tr>
<th>Audience</th>
<th>Topics to be Included</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Staff</td>
<td>Trauma Informed Care</td>
<td>Participant Assessment</td>
</tr>
</tbody>
</table>

**Lead Person/Position**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Director of Student Support</td>
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</tr>
</thead>
<tbody>
<tr>
<td>Seminar(s)</td>
<td>1x/Year for One Hour</td>
<td></td>
<td>Trauma Informed Training (Act 18)</td>
</tr>
</tbody>
</table>
# Behavioral Health and Crisis Management

<table>
<thead>
<tr>
<th>Audience</th>
<th>Topics to be Included</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Staff</td>
<td>Behavioral Health referrals and process and Crisis Management procedures</td>
<td>Participant Assessment</td>
</tr>
</tbody>
</table>

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## Learning Format

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Seminar(s)</td>
<td>1x/Year for One Hour</td>
<td>School Safety including Trauma-informed Education Awareness (Act 44)</td>
<td></td>
</tr>
</tbody>
</table>
# ANNUAL FISCAL (APSEM, CONTINGENCY, ACT 16, SIGNIFICANT DISPROPORTIONALITY, IDEA-B) TRAINING

<table>
<thead>
<tr>
<th>Audience</th>
<th>Topics to be Included</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Student Support and Supervisor of Special Education</td>
<td>Annual Fiscal (APSEM, Contingency, Act 16, Significant Disproportionality, IDEA-B) Training</td>
<td>Participant Assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lead Person/Position</th>
<th>Anticipated Timeline</th>
</tr>
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<tr>
<td>PaTTAN</td>
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<tbody>
<tr>
<td>Seminar(s)</td>
<td>Annually as provided by PaTTAN</td>
<td>Annual Fiscal (APSEM, Contingency, Act 16, Significant Disproportionality, IDEA-B) Training</td>
<td></td>
</tr>
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</table>
# PASA ADMINISTRATION TRAINING

<table>
<thead>
<tr>
<th>Audience</th>
<th>Topics to be Included</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Staff</td>
<td>PASA Administration Training</td>
<td>Participant Assessment</td>
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<tbody>
<tr>
<td>Workshop(s)</td>
<td>Annually as provided by PaTTAN</td>
<td>PASA Administration Training</td>
<td></td>
</tr>
</tbody>
</table>
## INDICATOR 13 TRAINING

<table>
<thead>
<tr>
<th>Audience</th>
<th>Topics to be Included</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Staff</td>
<td>Indicator 13 Effective Practices in Transition Training</td>
<td>Participant Assessment</td>
</tr>
</tbody>
</table>

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<td>Indicator 13 Effective Practices in Transition Training</td>
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</tbody>
</table>
## INDICATOR 14 TRAINING

<table>
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<tr>
<th>Audience</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Special Educatino Staff</td>
<td>Indicator 14 Pennsylvania Post School Outcomes Training</td>
<td>Participant Assessment</td>
</tr>
</tbody>
</table>

### Lead Person/Position

- **PaTTAN**
  - **Anticipated Timeline**: 07/01/2022 - 06/30/2025

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<tbody>
<tr>
<td>Workshop(s)</td>
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<td></td>
<td>Indicator 14 Pennsylvania Post School Outcomes Training</td>
</tr>
</tbody>
</table>
EVALUATION AND REVIEW

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

ICS West develops a professional development plan which is part of the Comprehensive Plan. Patterns of achievement, concerns and systemic challenges are reviewed as part of the comprehensive planning process. In addition to the development of a Comprehensive Plan, this process occurs on an annual basis in a continuous improvement model. The school's instructional leadership and administrative team work closely with staff to develop a yearly plan that is differentiated and dynamic to meet the needs of all teachers.
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.

Dana Twyman 08/30/2022
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.

Sean Gallagher 08/30/2022
Superintendent or Chief Administrative Officer: Date