

INDEPENDENCE CS WEST

5600 Chester Avenue

Professional Development Plan (Act 48) | 2022 - 2025

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

Charter School

126512039

5600 Chester Avenue, Philadelphia, PA 19143

Sean Gallagher

seang@icswest.org

215-724-5600

Sean Gallagher

seang@icswest.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Dana Twyman	Principal	Dana Twyman	Administration Personnel
Alexis Vincent	Director of Instruction	Alexis Vincent	Administration Personnel
Shannon Cooke	Director of Instruction	Shannon Cooke	Administration Personnel
Cassandra Fernandes	Literacy Coach	Cassandra Fernandes	Administration Personnel
Sara Dalton	Math Coach	Sara Dalton	Teacher
Doris Ferver	Parent	Doris Ferver	Teacher

Name	Title	Committee Role	Appointed By
Sean Gallagher	CEO	Sean Gallagher	School Board of Directors
Sheri Newmark	Director of Student Supports	Sheri Newmark	Administration Personnel
Christeana Brea	Social Worker	Christeana Brea	Education Specialist
Kathryn Thompsin	Assistant Principal of Instructional Operations	Kathryn Thompsin	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 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.

PROFESSIONAL EDUCATION PLAN (PEP) (22 PA CODE, 49.17)

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
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

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

INTERNALIZATION AND PRACTICE OF THE ELEMENTS OF THE DANIELSON RUBRIC

Action Step	Audience	Topics to be Included	Evidence of Learning
Implementation of Danielson rubric to guide coaching of teachers by Leadership Team and Coaches	Instructional staff (teachers, coaches)	All 4 domains of the Danielson rubric	Teacher-efficacy learning in PD Exit Tickets; meeting student achievement goals as specified in "Goal Setting" section of this plan.
Lead Person/Position		Anticipated Timeline	
Principal		07/01/2022 - 06/30/2025	

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)	Quarterly	1a: Demonstrating Knowledge of Content and Pedagogy 2a: Creating an Environment of Respect and Rapport 3a: Communicating with Students	Language and Literacy Acquisition for All Students

CAREER STANDARDS PROFESSIONAL LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers will understand and implement the requirements of Career Standards and the system to document evidence.	Instructional staff (teachers, coaches)	The CEW Standards and the system to capture evidence	Completed evidence capture
Lead Person/Position	Anticipated Timeline		
Director of Student Support	07/01/2022 - 06/30/2025		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Seminar(s)	2x/school year	1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources	

SMALL GROUP INSTRUCTION AND INTERVENTIONS

Action Step	Audience	Topics to be Included	Evidence of Learning
The Instructional Leadership Team will create the materials and expectations necessary, based upon research, to effectively implement the model.	Instructional staff (teachers, coaches)	Understanding and Administering Assessments, Data-Analysis to Drive Instruction, Creating Small Groups	Data trackers, student achievement data, teacher efficacy data
Lead Person/Position	Anticipated Timeline		
Principal	07/01/2022 - 06/30/2025		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	2x/month	3d: Using Assessment in Instruction 1e: Designing Coherent Instruction 1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments	Teaching Diverse Learners in an Inclusive Setting

INDUCTION AND PROFESSIONAL DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
The Induction and Professional Development Plan will be implemented with fidelity after adjustments in Target Year 1 based upon ongoing data collection.	All staff	Varied	Improved student achievement, improved student attendance, reduction in disciplinary referrals
Lead Person/Position	Anticipated Timeline		
Principal	07/01/2022 - 06/30/2025		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	1x/week	1f: Designing Student Assessments 3a: Communicating with Students 4b: Maintaining Accurate Records 1d: Demonstrating Knowledge of Resources	Teaching Diverse Learners in an Inclusive Setting

Type of Activities

Frequency

Danielson Framework Component Met in this Plan

This Step Meets the Requirements of State Required Trainings

2d: Managing Student Behavior

3e: Demonstrating Flexibility and Responsiveness

1a: Demonstrating Knowledge of Content and Pedagogy

2a: Creating an Environment of Respect and Rapport

3b: Using Questioning and Discussion Techniques

4c: Communicating with Families

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

2e: Organizing Physical Space

4a: Reflecting on Teaching

1c: Setting Instructional Outcomes

2c: Managing Classroom Procedures

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
3d: Using Assessment in Instruction			

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

TRAUMA INFORMED TRAINING

Audience	Topics to be Included	Evidence of Learning
All Staff	Trauma Informed Care	Participant Assessment

Lead Person/Position	Anticipated Timeline
Director of Student Support	07/01/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Seminar(s)	1x/Year for One Hour		Trauma Informed Training (Act 18)

BEHAVIORAL HEALTH AND CRISIS MANAGEMENT

Audience	Topics to be Included	Evidence of Learning
All Staff	Behavioral Health referrals and process and Crisis Management procedures	Participant Assessment
Lead Person/Position	Anticipated Timeline	
Director of Student Support	07/01/2022 - 06/30/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Seminar(s)	1x/Year for One Hour		School Safety including Trauma-informed Education Awareness (Act 44)

ANNUAL FISCAL (APSEM, CONTINGENCY, ACT 16, SIGNIFICANT DISPROPORTIONALITY, IDEA-B) TRAINING

Audience	Topics to be Included	Evidence of Learning
Director of Student Support and Supervisor of Special Education	Annual Fiscal (APSEM, Contingency, Act 16, Significant Disproportionality, IDEA-B) Training	Participant Assessment
Lead Person/Position	Anticipated Timeline	
PaTTAN	07/01/2022 - 06/30/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Seminar(s)	Annually as provided by PaTTAN		Annual Fiscal (APSEM, Contingency, Act 16, Significant Disproportionality, IDEA-B) Training

PASA ADMINISTRATION TRAINING

Audience	Topics to be Included	Evidence of Learning
Special Education Staff	PASA Administration Training	Participant Assessment

Lead Person/Position	Anticipated Timeline
PaTTAN	07/01/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually as provided by PaTTAN		PASA Administration Training

INDICATOR 13 TRAINING

Audience	Topics to be Included	Evidence of Learning
Special Education Staff	Indicator 13 Effective Practices in Transition Training	Participant Assessment

Lead Person/Position	Anticipated Timeline
PaTTAN	07/01/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Seminar(s)	Annually as provided by PaTTAN		Indicator 13 Effective Practices in Transition Training

INDICATOR 14 TRAINING

Audience	Topics to be Included	Evidence of Learning
Special Educatino Staff	Indicator 14 Pennsylvania Post School Outcomes Training	Participant Assessment

Lead Person/Position	Anticipated Timeline
PaTTAN	07/01/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually as provided by PaTTAN		Indicator 14 Pennsylvania Post School Outcomes Training

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