

EXECUTIVE EDUCATION ACADEMY CS

555 Union Boulevard, Suite #24

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

Executive Education Academy Charter School

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Catherine Vanwinkle	High School Math Teacher	High School Teacher	Teacher
Justin Smith	High School Director of Curriculum, Instruction, & Assessment	Administrator	Administration Personnel
Emily Allen	Middle School Math Interventionist	Middle School Teacher	Teacher
John Warner	Middle School Social Studies Teacher	Middle School Teacher	Teacher
Alysha Sanchez	Elementary School Paraprofessional	Other	Administration Personnel

Name	Title	Committee Role	Appointed By
Peyton Braun	Elementary School Teacher	Elementary Teacher	Teacher
Stephanie Morrow	Elementary School Director of Curriculum	Administrator	Administration Personnel
Jamal George	Parent	Parent of Child Attending	Administration Personnel
Macie Sullivan	SAP Liason	Community Member	Administration Personnel
Aaron Weisberg	Marketing Manager Iron Pigs Baseball	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 committee meets before the new school year begins for a workshop. There is also a beginning of year, mid year, and end year survey issued to the committee to track ongoing feedback.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

CORE INSTRUCTION WITH SCAFFOLDING

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers will receive professional development in the areas of standards-aligned instruction and scaffolding to ensure there are equitable and accessible learning options available to all students at the tier I level.	K-12 Teachers	Curriculum implementation and instructional strategies that are standards aligned.	Teacher growth as evident through SPMs and student growth as evident through state and local assessment data.
Lead Person/Position		Anticipated Timeline	
Administration- DI, DC, DCI		08/19/2024 - 06/11/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	4 days/year		Teaching Diverse Learners in Inclusive Settings

TRAINING ON CURRICULUM RESOURCES FOR EL AND SPED SUPPORT

Action Step	Audience	Topics to be Included	Evidence of Learning
Resources will be aligned to support EL and Sped student needs, including certified teachers, collaboration time, training on curriculum materials, and instructional support time in the schedule.	Teachers	Strategies to support ELs and Sped students within the general education setting on language & literacy, during their supplemental instruction time.	Increased scores on ACCESS, State Testing, Local Benchmark Testing, and Progress Monitoring Assessments
Lead Person/Position	Anticipated Timeline		
Administration- DI, DC, DCI	08/19/2024 - 06/11/2025		

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)	Monthly	1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students

CROSS CURRICULAR CONNECTIONS TO INDUSTRY BASED LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
Align industry recognized credentials to courses offered to high school students.	Teachers	Research & Writing on Industry Learning, Increased Industry Recognized Credentials	Increased Industry Recognized Credentials each year
Lead Person/Position		Anticipated Timeline	
DCI		08/19/2024 - 06/11/2025	

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)	Once per month		Teaching Diverse Learners in Inclusive Settings

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Other Professional Development Activities are not included in this report

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

No

Professional Ethics Program Framework Guidelines

No

Culturally Relevant and Sustaining Education Program Framework Guidelines

No

Structured Literacy Program Framework Guidelines

No

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

2022-
2023

Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)?

Select Content Teachers

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

Hybrid, Structured Literacy components integrated into reading program.

EVALUATION AND REVIEW

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

Participant reactions and organization support will be measured using surveys. Participant use and learning will be measured through observations and walkthroughs. Student outcomes will be measured using Star and Keystone scores, as well as Industry certifications for graduates. Student outcomes need to be decided and assessed by grade level teachers. The standards will be incorporated by the teachers lesson plans on a regular basis. Knowledge and use of skills will be regularly assessed and included in gradebook. Strategies to teach the students to embody the expectations that class skills/material are not to be forgotten once the test is over. Knowledge and skills build from year to year.

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.

Tiffany O'Brien
Professional Education Committee Chairperson:

07/12/2024
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