

YOUTH BUILD PHILA CS

1231 N Broad St

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

Charter School

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Kazmir Davis

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Kazmir	Davis	Administrator	Administration Personnel
Christina Neilson	Teacher	High School Teacher	Teacher
Jeremy Blough	Teacher	High School Teacher	Teacher
Fatimah Johnson	Specialized Services Director	Administrator	Administration Personnel
Shawana Cooks	Parent	Parent of Child Attending	School Board of Directors
Katie Levesque	New Ecology, Inc	Local Business Representative	School Board of Directors

Name	Title	Committee Role	Appointed By
Catie Wolfgang	Pew Charitable Trusts	Community Member	School Board of Directors
Frederick Bader	School Psychologist	Education Specialist	Education Specialist

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 twice each year, in January and June. The Committee annually surveys the professional-development needs/interests of the School's staff.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

TRAIN RESTORATIVE FOUNDATIONS CLASS TEACHERS ON THE CURRICULUM

Action Step	Audience	Topics to be Included	Evidence of Learning
Train restorative foundations class teachers on the curriculum (focused on restorative practices and SEL strategies) that all students will take during session 1 or 2	Restorative foundations class teachers	Overview of curriculum and how to implement	Planned lessons
Lead Person/Position	Anticipated Timeline		
Kazmir Davis/ Principal	08/21/2024 - 08/25/2026		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Each year.		Common Ground: Culturally Relevant Sustaining Education

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
All Teachers.	Writing as Key Indicator of Improved Literacy	Being able to execute a satisfactory course-based writing program.

Lead Person/Position	Anticipated Timeline
Kazmir Davis/ Principal	10/09/2024 - 10/12/2026

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)	Ongoing throughout the school year	4d: Participating in a Professional Community	Language and Literacy Acquisition for All Students

TEACHING DIVERSE LEARNERS IN INCLUSIVE SETTINGS

Audience	Topics to be Included	Evidence of Learning
All Teachers	Students with ADHD, learning disabilities, and emotional disturbances.	Classroom observations by Special Education Teachers

Lead Person/Position	Anticipated Timeline
Fatimah Johnson, Director/Specialized Services	10/16/2024 - 10/12/2026

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)	Every year	1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in Inclusive Settings

TRAUMA-INFORMED CARE

Audience	Topics to be Included	Evidence of Learning
All Staff.	Effects of trauma, cultural influences, effective de-escalation techniques.	Demonstration of learning through staff supervision.

Lead Person/Position	Anticipated Timeline
Samantha Cranford, School Social Worker	10/30/2024 - 10/12/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Each year.		At Least 1-hour of Trauma-informed Care Training for All Staff

INDICATOR 13 EFFECTIVE PRACTICES IN TRANSITION TRAINING

Audience	Topics to be Included	Evidence of Learning
Special Education Staff.	Topics in the PaTTAN Schoology course.	Supervisor's review of Transition section of IEPs.
Lead Person/Position		Anticipated Timeline
Fatimah Johnson, Director/Specialized Services		11/13/2024 - 11/12/2026

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)	Each year		Indicator 13 Effective Practices in Transition Training

PROFESSIONAL ETHICS

Audience	Topics to be Included	Evidence of Learning
All Staff.	Review of PA Professional Ethics Guidelines.	Participation in discussion of application of guidelines; assessment of supervisors in supervision.

Lead Person/Position	Anticipated Timeline
Kazmir Davis, Principal	12/04/2024 - 12/12/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Each year.		Professional Ethics

CULTURALLY RELEVANT AND SUSTAINING EDUCATION

Audience	Topics to be Included	Evidence of Learning
All Staff	DEI Restorative Practices	Reporting out from small-group discussions.

Lead Person/Position	Anticipated Timeline
Kazmir Davis/ Principal	01/15/2025 - 01/12/2027

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)	Each year.	1b: Demonstrating Knowledge of Students	Common Ground: Culturally Relevant Sustaining Education

STRUCTURED LITERACY

Audience	Topics to be Included	Evidence of Learning
Special Education Teachers, ESL Teacher, Reading Specialists, Language-Arts & Social Studies Teachers.	The structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationships among words (semantics), and the organization of spoken and written discourse.	Assessment of skills learned through ongoing supervision.
Lead Person/Position		Anticipated Timeline
Fatimah Johnson, Director/Specialized Services		01/29/2025 - 02/12/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Each year.		Structured Literacy

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

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)?

Language-Arts and Social Studies 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.

The Professional Education Committee will meet semi-annually, in January and June, to review the Plan to determine whether it is meeting the needs and goals of the program and, if necessary, to recommend amendments to it. If amendments are recommended, they will be submitted to the YouthBuild Philadelphia Board of Trustees for approval, and then submitted to the PDE for its approval. The review includes: 1. Did the activities address the needs of participants in meaningful ways? Did participants learn new knowledge and skills? Were they able to use the new knowledge and skills? 2. Were the activities delivered in an effective manner? What were the participants' reactions to the activities? 3. Were the overall goals of the Plan met? Is there evidence that participants acquired new knowledge and skills and used them to benefit student outcomes?

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