

## RENAISSANCE ACADEMY CS

413 Fairview Street

Professional Development Plan (Act 48) | 2023 - 2026

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### 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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Jennett Fassnacht

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Gina Guarino Buli

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## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Gina Guarino Buli	CEO	Administrator	Administration Personnel
David Cosme	Achievement Director	Administrator	School Board of Directors
Heather Rinker	Principal	Administrator	Administration Personnel
Jessica Martin	Parent	Local Business Representative	School Board of Directors
Beth Falcone	Trustee	Parent of Child Attending	School Board of Directors
Sujya Nahari	Trustee / Committee Chair	Parent of Child Attending	School Board of Directors

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Yvan Francois	Trustee/ Committee Chair	Community Member	School Board of Directors
Karen Swan	Math Curriculum Leader/ Lead Teacher	High School Teacher	Education Specialist
Ashely Wakefield	ELA Curriculum Leader	Education Specialist	Education Specialist
Michael Zinno	Teacher / T&L Team	High School Teacher	Teacher
Jennett Fassnacht	Teacher / T&L Leader	Education Specialist	Administration Personnel
Shannon Kirk	Special Education Supervisor	Administrator	Administration Personnel
Ashely Sanders	Teacher	Elementary Teacher	Teacher
Erin Smith	Teacher	Elementary Teacher	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 committee functions in a variety of manners. The Committee comprises multiple committees. One subsection of this is The Teaching and Learning Team, which is the staff-driven source of Professional Development, training, and teacher feedback. The members of this committee work within the school's goals to provide professional guidance and development. They can attend various conferences for their own learning, conduct book studies, and provide PD to those outside of our organization when appropriate. Each PD Session begins with pre-learning assessments and post-learning feedback to inform each level of differentiated training. Another branch of this greater committee participates in our Board Curriculum Committee to ensure that policy and fiscal resources are allocated to professional learning needs in our school

community. This committee works to develop plans, review curriculum, and support ongoing training needs for the staff. They develop an academic calendar that helps to meet the instructional needs of students as well as the PD Learning needs of the staff.

## **ACTION PLANS STEPS FROM COMPREHENSIVE PLAN**

## SAFER SPACES

Action Step	Audience	Topics to be Included	Evidence of Learning
Secure Safe Space Training  Next Level Training and follow-up	All staff will attend a Beginner and advanced session over two years. The cycle may repeat as needed for newly hired staff.	Diversity LGBTQTA+ vocabulary Student input and response to staff behaviors Case studies	Pre-Post survey
Lead Person/Position		Anticipated Timeline	
Ashley Wakefield		09/07/2022 - 10/31/2024	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	bi-annually		Common Ground: Culturally Relevant Sustaining Education

## IDENTIFY STRATEGIES AND RESOURCES TO GUIDE INSTRUCTION BASED ON ASSESSMENT RESULTS

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>By the year 2029, RA will see growth in the overall student performance in math skills by: The percentage of students not scoring Proficient or Advanced on the Algebra I Keystone exam by their graduating year will decrease by 50%; The percent of students at each grade level meeting or exceeding the projected growth for student norms on the spring MAP in mathematics will be 70% or greater by Year 7 &amp; In order to maintain accountability, we will gauge student engagement and confidence in the subject area. Students will be given a two-question self-reflection survey three times a year.</p>	<p>All K-12 Teachers of Math</p>	<p>1. Identify students who did not make growth. 2. Teachers review/analyze data to make instructional adjustments. 3. Respond to progress towards goals by adjusting strategies and resources as needed. Expectations in Math Classroom Integration of new programs (ex: IXL)</p>	<p>Cycle of Improvement in Math through ongoing refinement of teaching practices</p>
<b>Lead Person/Position</b>	<b>Anticipated Timeline</b>		
Karen Swan	08/16/2023 - 06/30/2026		

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning	Following each receipt of data and	1b: Demonstrating Knowledge of	Teaching Diverse Learners in



Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Community (PLC)	ongoing in Team Time	Students  1c: Setting Instructional Outcomes  1a: Demonstrating Knowledge of Content and Pedagogy  3d: Using Assessment in Instruction	Inclusive Settings
Inservice day	Start of Year PD - annually In-service days (one min) annually	3d: Using Assessment in Instruction  4a: Reflecting on Teaching  1d: Demonstrating Knowledge of Resources  1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in Inclusive Settings

## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

### TRAUMA INFORMED CARE - VECTOR SYSTEMS

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Audience	Topics to be Included	Evidence of Learning
All Staff	Addressing Student Needs Trauma Informed Care	Completion of Vector Course

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Lead Person/Position	Anticipated Timeline
Zavia Herring - Assigns	08/16/2023 - 06/30/2026

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### LEARNING FORMAT

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Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Annually	4c: Communicating with Families  2a: Creating an Environment of Respect and Rapport  1b: Demonstrating Knowledge of Students	

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## WRAP-UP NEXT STEPS

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<b>Audience</b>	<b>Topics to be Included</b>	<b>Evidence of Learning</b>
Teachers K-12	Wrap-Up and Next Steps of Lessons	Improved LET Observation Data

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<b>Lead Person/Position</b>	<b>Anticipated Timeline</b>
Jennett Fassnacht	08/30/2023 - 06/30/2024

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## LEARNING FORMAT

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<b>Type of Activities</b>	<b>Frequency</b>	<b>Danielson Framework Component Met in this Plan</b>	<b>This Step Meets the Requirements of State Required Trainings</b>
Inservice day	Twice yearly	1c: Setting Instructional Outcomes 3b: Using Questioning and Discussion Techniques 1b: Demonstrating Knowledge of Students 4a: Reflecting on Teaching	Teaching Diverse Learners in Inclusive Settings

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## 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? ( <a href="#">22 Pa Code, Chapter 4</a> )	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 ( <a href="#">22 Pa Code, 19</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? ( <a href="#">22 pa Code, 49.16</a> )	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?

2025-  
2026

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)?

All K-4 Teachers of Reading and Special Education Teachers, ELL Teachers, Multiple Reading Specialists, Tutors/support of Reading Teachers, Kindergarten Aides, Middle School ELA 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 Development Plan is part of our yearly cycle for continuous improvement. Goals and outcomes are tied directly to Renaissance Academy MSA Goals, yearly Principal Priorities for Improvement, and PDE-mandated professional learning updates or actions. Elements of professional learning are formally evaluated through the Lesson Evaluation Tool, Annual Summative Evaluations, PD Pre- and post-construction surveys, and Teaching and Learning Team feedback. The desired outcomes and areas of improvement are determined through goal setting and Principal work in conjunction with judgments on learning, content, and student voice with Curriculum Leaders. Principals hold bi-weekly check-ins with Middle Leaders. The Teaching and Learning Team assesses the needs and takes action to provide support, formal professional learning/development, and guidance and secures outside resources as needed. Staff are encouraged to seek PD from external sources and attain professional certifications or degrees with financial support from the school. Staff are given opportunities to provide feedback and input on planning and learning to ensure continuous reflection and updates to the learning plan as dictated by student outcomes and needs. Updates on the above are provided to the Trustees through public meetings and committee meetings. Committees receiving these updates may include but not be limited to Curriculum and Achievement, Finance, HR, Equality, and Equity. Updates on the above are provided to the public via public meetings and annual postings on our website.

## 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.

Jennett Fassnacht

10/10/2023

Professional Education Committee Chairperson:

Date

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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.

Gina Guarino Buli

10/08/2023

Superintendent or Chief Administrative Officer:

Date