

MARIANA BRACETTI ACADEMY CS

1840 Torresdale Ave

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

Mariana Bracetti Academy Charter School
126513480
1840 Torresdale Avenue, Philadelphia, PA 19124

Marcia DeSalvo
mdesalvo@mbacs.org
215-291-4436 X 494

Angela Villani
avillani@mbacs.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Emily Orodenker	Curriculum Coordinator, English Language Arts	Emily Orodenker	Teacher
Kelly Van Der Wende	Curriculum Coordinator, English Language Arts	Kelly Van Der Wende	Teacher
Caitlin Regan	Curriculum Coordinator, English Language Arts	Caitlin Regan	Teacher
Colleen Carmondy	Curriculum Coordinator, Mathematics	Colleen Carmondy	Teacher
Lauren Ritting	Curriculum Coordinator, Mathematics	Lauren Ritting	Teacher
Kate Dawes	Curriculum Coordinator, Science	Kate Dawes	Teacher

Name	Title	Committee Role	Appointed By
Christianna Taylor	Curriculum Coordinator, Science	Christianna Taylor	Teacher
Kathleen Haas	Curriculum Coordinator, Expressive Arts	Kathleen Haas	Teacher
Carla Keyser	Director of Student Data and Assessment	Carla Keyser	Education Specialist
David November	Director Teaching and Learning	David November	Education Specialist
Jana Somma	Principal	Jana Somma	Administration Personnel
Marcia DeSalvo	Assistant Principal	Marcia DeSalvo	Administration Personnel
Ansil Melendez	Parent	Ansil Melendez	School Board of Directors
Tony Alvarez	Dean of Students	Tony Alvarez	School Board of Directors

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 typically meets three times per year concentrated from January through March. During this time, this committee reviews professional learning evaluations submitted from July through December, student benchmark data, and teacher observation data. After triangulating these data points, they brainstorm possible professional learning topics and formats that would best meet educator needs for the upcoming school year. These topics are shared with the larger leadership team (consisting of all administrators, grade-level lead teachers, and curriculum coordinators) for review and input. This information is then used to generate a professional learning needs assessments that is administered to all educators. The results of this needs assessment are analyzed by the committee, along with any new student benchmark or

observation data that may be available, to develop the upcoming year's professional learning 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

MTSS PROFESSIONAL LEARNING, 2022-23 SCHOOL YEAR

Action Step	Audience	Topics to be Included	Evidence of Learning
Use of Summer School programming to mitigate learning loss. Hiring and training of 18 MTSS support staff to assist classroom and special education/ELL teachers in grades K-7.	All New Teachers and Multi-tiered Support Staff	Cooperative Learning Creating a Tech-Rich Classroom Student Support and Interventions Creating an Achievement-Focused Classroom The Science of Reading Classroom Management	Completion of action plans and PD Evaluations, Creating MTSS based teams
Lead Person/Position		Anticipated Timeline	
Kristen Craig, Assistant Principal K-2 Adrienne Davids, Assistant Principal 3-5		08/16/2021 - 06/14/2023	

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)	2 Weeks	4d: Participating in a Professional Community 1c: Setting Instructional Outcomes	Language and Literacy Acquisition for All Students

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1a: Demonstrating Knowledge of Content and Pedagogy	
		1b: Demonstrating Knowledge of Students	

THE SCIENCE OF READING PLC

Action Step	Audience	Topics to be Included	Evidence of Learning
Use of Summer School programming to mitigate learning loss. Hiring and training of 18 MTSS support staff to assist classroom and special education/ELL teachers in grades K-7.	ALL MTSS and Elementary School Teachers	The Science of Reading, Reading Horizons Program	Ability to use Reading Horizons program within small group intervention support
Lead Person/Position	Anticipated Timeline		
Kristen Craig, Assistant Principal	09/01/2021 - 06/14/2023		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Beginning of Year Teacher PD Week, Summer workshop series + Bi-Monthly Visits/Workshops	<p>1b: Demonstrating Knowledge of Students</p> <p>1c: Setting Instructional Outcomes</p> <p>3d: Using Assessment in Instruction</p> <p>3c: Engaging Students in Learning</p> <p>1a: Demonstrating Knowledge of Content and Pedagogy</p>	Language and Literacy Acquisition for All Students

PBIS: STUDENT SUPPORT AND INTERVENTIONS

Action Step	Audience	Topics to be Included	Evidence of Learning
Students receive recognition for perfect attendance each month, semester, and for the year. Recognition is in the form of individual recognition, whole class recognition, and schoolwide recognition.	All teachers/MTSS	Student Behavior Support Systems and Interventions, Student Learning/Behavioral Goals, Peer Mentoring Program	Use of point system and attendance related programs

Lead Person/Position**Anticipated Timeline**

Tony Alvarez, Dean of Students David Carvalho, Dean of Students

08/27/2021 - 06/14/2023

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)	Returning Teacher Week, Quarterly Academy Meetings	3c: Engaging Students in Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2b: Establishing a Culture for Learning	Teaching Diverse Learners in an Inclusive Setting

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

ALL STAFF WORKSHOP - BUILDING A CULTURE OF COMPASSION

Audience	Topics to be Included	Evidence of Learning
All staff members	This workshop examined steps for building a culture of compassion through the lenses of families, students, and colleagues. Together, staff members explored different types of school-family-community partnerships, ways to "build the nest" for students, and strategies for building safety among colleagues.	Staff members will demonstrate compassion in their interactions with students, families, and colleagues such that we build a community of belonging where all feel safe to learn and grow.

Lead Person/Position	Anticipated Timeline
Allison Rodman	08/24/2021 - 05/31/2022

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	One-time all staff workshop at the beginning of the school year with content revisited and reinforced in grade level team meetings throughout the year	4e: Growing and Developing Professionally	Trauma Informed Training (Act 18)

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		4c: Communicating with Families 4d: Participating in a Professional Community 4a: Reflecting on Teaching 4f: Showing Professionalism	

EVALUATION AND REVIEW

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

The professional learning plan is evaluated annually by the professional learning committee. This evaluation includes a review of student summative assessment data (e.g., PSSA, Keystone Exam, SAT, etc.) from the previous year, benchmark data collected to date, teacher evaluation data from the previous year, teacher observation data collected to date, feedback from mid-year staff member/administrator conversations, and professional learning survey data. This data is analyzed and utilized to develop a professional learning needs assessment which begins the planning process for the upcoming 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.

Marcia DeSalvo

Date

Professional Education Committee Chairperson:

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