

AVON GROVE CS

110 E State 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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ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

CCIU BRAND AWARENESS WORKSHOP

Action Step	Audience	Topics to be Included	Evidence of Learning
Schedule branding workshop with CCIU from communications review initiative.	Communications Coordinator, Webmaster, Chief Academic Officer, School Principals	Brand awareness strategy	Reflection summaries, sign in/out sheets
Lead Person/Position	Anticipated Timeline		
CCIU Consultant	01/01/2025 - 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)	Once		

STEEL STANDARDS IMPLEMENTATION AND TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Partner with CCIU to facilitate on-going training for Science	K-12 Science	Understanding STEELs and Standards STEEL instructional practices Resources and planning Scope and sequence	Lesson plans aligned to STEELs Anecdotal evidence collected

Action Step	Audience	Topics to be Included	Evidence of Learning
Leadership Team Develop a program implementation plan for staff with the adoption of new core resource.	Teachers	Standards alignment Leveraging Resources Assessments	during walkthroughs and observations
Lead Person/Position	Anticipated Timeline		
Director of Teaching and Learning	08/01/2024 - 06/30/2027		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Classroom/school visitation	Quarterly	4d: Participating in a Professional Community 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 3c: Engaging Students in	

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)	On-going	Learning 4d: Participating in a Professional Community 3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction	
Collaborative curriculum development	Summer workshops	4d: Participating in a Professional Community 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning 1e: Designing Coherent Instruction	
Learning walk	Quarterly	4d: Participating in a Professional	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Community 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning	
Workshop(s)	Based on IU/PATTAN Calendar	1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 4d: Participating in a Professional Community 3c: Engaging Students in Learning	

STAFF TRAINING ON NEW STUDENT PROGRESS REPORTING MEASURES

Action Step	Audience	Topics to be Included		Evidence of Learning
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Staff Training Plan for implementation of new reporting document.	K-5 Staff	Understanding the PA Core Standards Assessments and Collecting Evidence for Reporting Purposes Role of a report card	Implementation of a K-5 reporting document
Lead Person/Position		Anticipated Timeline	
Director of Teaching and Learning		12/01/2025 - 06/30/2027	

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)	Monthly	1e: Designing Coherent Instruction 1f: Designing Student Assessments 3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes	Language and Literacy Acquisition for All Students
Workshop(s)	Quarterly	3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1f: Designing Student Assessments	Teaching Diverse Learners in Inclusive Settings

Type of Activities

Frequency

Danielson Framework Component Met in this Plan

This Step Meets the Requirements of State Required Trainings

TIER 1 PBIS AND SEL INTEGRATED FRAMEWORK TRAINING

Action Step

Audience

Topics to be Included

Evidence of Learning

Train Staff on Tier 1 PBIS and SEL integrated framework of behavioral expectations and redefined behavioral code of conduct

All instructional staff and administration

Behavior Definitions
Consequences Restorative Practices

Post workshop survey

Lead Person/Position

Anticipated Timeline

Director of Student Services

12/01/2024 - 08/31/2025

LEARNING FORMAT

Type of Activities

Frequency

Danielson Framework Component Met in this Plan

This Step Meets the Requirements of State Required Trainings

Workshop(s)

Monthly

2b: Establishing a Culture for Learning
2d: Managing Student Behavior

At Least 1-hour of Trauma-informed Care Training for All Staff

**Type of
Activities**

Frequency

Danielson Framework Component Met in this Plan

**This Step Meets the Requirements of State Required
Trainings**

2c: Managing Classroom Procedures

1b: Demonstrating Knowledge of Students

2a: Creating an Environment of Respect and
Rapport

TIER 2 INTERVENTION CRITERIA

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop and refine entrance and exit criteria for Tier 2 interventions 7-12 and fidelity monitoring tool.	Grade 7-12 instructional staff	Tier 2 Intervention Matrix Entrance and Exit Criteria	Accurate Intervention Referrals
Lead Person/Position	Anticipated Timeline		
Principals	08/01/2024 - 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
Workshop(s)	Monthly staff meetings	2c: Managing Classroom Procedures 4b: Maintaining Accurate Records 2d: Managing Student Behavior	

PILOT PROGRAM

Action Step	Audience	Topics to be Included	Evidence of Learning
Pilot class-wide intervention, identify indicator of success for expansion of program and necessary resources	Selected instructional staff	Classroom Structure Instruction Management Behavior Management Classroom Climate	Intervention rubrics
Lead Person/Position		Anticipated Timeline	
Director of Student Services		11/01/2024 - 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)	Monthly	2b: Establishing a Culture for Learning 4b: Maintaining Accurate Records 2d: Managing Student Behavior 2a: Creating an Environment of Respect and Rapport	Teaching Diverse Learners in Inclusive Settings

EXPANDED PILOT PROGRAM

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement expanded pilot program and make adjustments K-6	Selected K-6 staff meeting coaching criteria	Classroom Structure Instruction Management Behavior Management Classroom Climate	Intervention Rubric
Lead Person/Position		Anticipated Timeline	
Director of Student Services		09/01/2025 - 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
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly	2d: Managing Student Behavior 2b: Establishing a Culture for Learning 4b: Maintaining Accurate Records 2a: Creating an Environment of Respect and Rapport	Teaching Diverse Learners in Inclusive Settings

UPPER SCHOOL INTERVENTION PROGRAM

Action Step	Audience	Topics to be Included	Evidence of Learning
Expand intervention program to grade 7-12.	Selected 7-12 staff meeting coaching criteria	Classroom Structure Instruction Management Behavior Management Classroom Climate	Intervention Rubric
Lead Person/Position		Anticipated Timeline	
Director of Student Services		08/01/2026 - 06/30/2027	

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)	Monthly	4b: Maintaining Accurate Records 2d: Managing Student Behavior 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport	Teaching Diverse Learners in Inclusive Settings

PILOT PROGRAM

Action Step	Audience	Topics to be Included	Evidence of Learning
Pilot class-wide intervention, identify indicator of success for expansion of program and necessary resources	Selected instructional staff	Classroom Structure Instruction Management Behavior Management Classroom Climate	Intervention rubrics
Lead Person/Position	Anticipated Timeline		
Director of Student Services	11/01/2024 - 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)	Monthly	2b: Establishing a Culture for Learning 4b: Maintaining Accurate Records 2d: Managing Student Behavior 2a: Creating an Environment of	Teaching Diverse Learners in Inclusive Settings

Type of Activities

Frequency

**Danielson Framework Component
Met in this Plan**

**This Step Meets the Requirements of
State Required Trainings**

Respect and Rapport

EXPANDED PILOT PROGRAM

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement expanded pilot program and make adjustments K-6	Selected K-6 staff meeting coaching criteria	Classroom Structure Instruction Management Behavior Management Classroom Climate	Intervention Rubric
Lead Person/Position		Anticipated Timeline	
Director of Student Services		09/01/2025 - 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
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly	2d: Managing Student Behavior 2b: Establishing a Culture for Learning 4b: Maintaining Accurate Records 2a: Creating an Environment of Respect and Rapport	Teaching Diverse Learners in Inclusive Settings

UPPER SCHOOL INTERVENTION PROGRAM

Action Step	Audience	Topics to be Included	Evidence of Learning
Expand intervention program to grade 7-12.	Selected 7-12 staff meeting coaching criteria	Classroom Structure Instruction Management Behavior Management Classroom Climate	Intervention Rubric
Lead Person/Position		Anticipated Timeline	
Director of Student Services		08/01/2026 - 06/30/2027	

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)	Monthly	2b: Establishing a Culture for Learning 2d: Managing Student Behavior 4b: Maintaining Accurate Records 2a: Creating an Environment of Respect and Rapport	Teaching Diverse Learners in Inclusive Settings

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

ACT 126 MANDATED REPORTING

Audience	Topics to be Included	Evidence of Learning
All staff	Child abuse and mandated reporting requirements	Certificate of completion, quiz score

Lead Person/Position	Anticipated Timeline
Director of Human Resources	08/01/2024 - 06/03/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Annually; 4 hours every 5 years	2d: Managing Student Behavior 4c: Communicating with Families 1b: Demonstrating Knowledge of Students 4b: Maintaining Accurate Records	

SEXUAL HARASSMENT/DISCRIMINATION

Audience	Topics to be Included	Evidence of Learning
All staff	Sexual harassment staff-to-staff; sexual harassment staff-to-student	Certificate of completion, quiz score

Lead Person/Position	Anticipated Timeline
Director of Human Resources	08/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Annually, ongoing	4f: Showing Professionalism	

SCHOOL SAFETY AND SECURITY

Audience	Topics to be Included	Evidence of Learning
All staff	Situational awareness, drill procedures, incident command, supporting technology resources	Sign in sheets

Lead Person/Position	Anticipated Timeline
Safety and Security Coordinator	08/01/2024 - 06/30/2027

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	2c: Managing Classroom Procedures 2e: Organizing Physical Space 2d: Managing Student Behavior	

ACT 71 SUICIDE AWARENESS

Audience	Topics to be Included	Evidence of Learning
All professional staff	Youth suicide awareness, warning signs, response, threat assessment	Certificate of completion, quiz score

Lead Person/Position	Anticipated Timeline
Director of Human Resources	08/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Annually (4 hours every 5 years)	1b: Demonstrating Knowledge of Students 3a: Communicating with Students 4c: Communicating with Families 2d: Managing Student Behavior	

MCKINNEY-VENTO; STUDENT HOMELESSNESS

Audience	Topics to be Included	Evidence of Learning
All staff	McKinney-Vento law; awareness and understanding of student homelessness; resources available	Certificate of completion, quiz score

Lead Person/Position	Anticipated Timeline
Director of Teaching and Learning	08/01/2024 - 06/30/2027

LEARNING FORMAT

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 1b: Demonstrating Knowledge of Students 3a: Communicating with Students 4b: Maintaining Accurate Records	

CONCUSSION MANAGEMENT/RESPONSE

Audience	Topics to be Included	Evidence of Learning
All staff; athletic coaches	Returning to classroom supports; athletic return requirements; signs and symptoms	Certificate of completion, quiz score
Lead Person/Position		Anticipated Timeline
Director of Human Resources		08/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Annually	2c: Managing Classroom Procedures 4c: Communicating with Families 3a: Communicating with Students 1b: Demonstrating Knowledge of Students	

HEALTH EMERGENCIES

Audience	Topics to be Included	Evidence of Learning
All staff	Life threatening allergies; response in classroom; epi-pen procedures	Certificate of completion, quiz score

Lead Person/Position	Anticipated Timeline
School Nurse	08/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Annually		

CPR INSTRUCTION

Audience	Topics to be Included	Evidence of Learning
Designated staff	CPR procedures and training	Certificate of completion

Lead Person/Position	Anticipated Timeline
School Nurse	08/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	As individual is designated		

DIABETES CARE

Audience	Topics to be Included	Evidence of Learning
Designated staff	Safe administration of diabetes medications, use of diabetes monitoring equipment, other care needs	Certificate of completion

Lead Person/Position	Anticipated Timeline
School Nurse	08/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	As individual is designated		

NALOXONE

Audience	Topics to be Included	Evidence of Learning
Designated staff	Signs of opioid overdose, understand what steps to take, how to administer naloxone	Certificate of completion

Lead Person/Position	Anticipated Timeline
School Nurse	08/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	As individual is designated		

PROFESSIONAL CODE OF CONDUCT; PROFESSIONAL ETHICS

Audience	Topics to be Included	Evidence of Learning
All instructional staff	Educator code of conduct, educator code of ethics, scenarios	Certificate of completion

Lead Person/Position	Anticipated Timeline
Chief Academic Officer	08/01/2024 - 06/30/2027

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		Professional Ethics

LETRS;STRUCTURED LITERACY

Audience	Topics to be Included	Evidence of Learning
Staff members with designated certificates	Phonology, Phonics, Vocabulary, Comprehension, Writing, Assessment	Certificate of completion
Lead Person/Position		Anticipated Timeline
Chester County Intermediate Unit		08/01/2024 - 06/30/2027

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)	Bi-monthly/Annually	4d: Participating in a Professional Community 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes	Language and Literacy Acquisition for All Students

PA?A ADMINI?TRATION TRAINING

Audience	Topics to be Included	Evidence of Learning
PASA Testing Coordinator, PASA Testing Administrator	PASA Administration Protocols and Procedures	Certificate of Completion
Lead Person/Position	Anticipated Timeline	
Director of Special Education	08/01/2024 - 06/30/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	Annually	1b: Demonstrating Knowledge of Students	PASA Administration Training

INDICATOR 14 TRAINING

Audience	Topics to be Included	Evidence of Learning
Special Education Director	Indicator 14 Requirements	Completion of PaPO surveys
Lead Person/Position	Anticipated Timeline	
Director of Special Education	09/01/2024 - 06/30/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	Annually	1b: Demonstrating Knowledge of Students	Indicator 14 Pennsylvania Post School Outcomes Training

INDICATOR 13 TRAINING

Audience	Topics to be Included	Evidence of Learning
Special Education Teachers	PATTAN Indicator 13 Module Training	Comply Signature Training

Lead Person/Position	Anticipated Timeline
Director of Special Education	09/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	Annually		Indicator 13 Effective Practices in Transition Training

CULTURALLY RESPONSIVE TEACHING

Audience	Topics to be Included	Evidence of Learning
All staff	Information on how one's culture programs the brain to process data and affects learning relationships Ten "key moves" to build students' learner operating systems and prepare them to become independent learners Prompts for action and valuable self reflection	Post activity surveys, reflections
Lead Person/Position		Anticipated Timeline
Director of Student Services		08/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Book study	Monthly		Common Ground: Culturally Relevant Sustaining Education
Seminar(s)	Summer workshops		Common Ground: Culturally Relevant Sustaining Education

STRUCTURE LITERACY

Audience	Topics to be Included	Evidence of Learning
All staff with applicable certifications	Explicit and systematic instruction in phonology, phonics, vocabulary, comprehension, writing, and assessment	Reflections, certificate of completion

Lead Person/Position	Anticipated Timeline
Director of Teaching and Learning	08/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Scheduled inservice days		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?

2024-
2025

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)?

Only those who are required due to their certification areas will participate in the structure literacy training.

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

Yes, full implementation.

EVALUATION AND REVIEW

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

Professional development requirements and needs of the school and staff are reviewed annually by the school administration. Professional development needs and/or activities may be adjusted based on the goals and objectives of the school. The school conducts an annual report each year that focuses on the accomplishments of the school and the needs/focus going into the following school year. As part of this yearly needs assessment, the school will align the professional development activities to the goals of the school.

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