

CENTER FOR STUDENT LEARNING CS AT PENNSBURY

345 Lakeside Drive

Professional Development Plan (Act 48) | 2025 - 2028

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:

1. 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.
2. 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.
3. 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.
4. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.

5. 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.
6. 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.
7. 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

122090001

345 Lakeside Drive, Levittown, PA 19054

Peter Hackney

phackney@cslcharter.org

2152697390 X 128

Mr Peter Hackney

phackney@cslcharter.org

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Appointed By
Peter Hackney	Chief Executive Officer	Administrator	Administration Personnel
Heather Lambert	Dean of Students / Lead Teacher	High School Teacher	Teacher
Jack Whelan	Dean of Students / Lead Teacher	High School Teacher	Teacher
Sara Mohapp	Middle School Teacher	Middle School Teacher	Teacher
Christen Cartolaro	SE Coordinator / School Psychologist	Education Specialist	Education Specialist
Nicole Rachau	Parent	Parent of Child Attending	School Board of Directors
John D'Amato	Business Owner	Local Business Representative	School Board of Directors
Rick Moretti	Community Member	Community Member	School Board of Directors
Jamie Lill	BCIU TAC	Other	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.

This school administration meets with all of these individuals regularly. The committee meets annually usually towards the end of the school year or during the summer months to review data and and pertinent information and develop a professional development plan.

Action Plans Steps from Comprehensive Plan

CDT Training/Data Coaching

2 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Job embedded 1 on 1 and PLC coaching sessions based on CDT data will be conducted with staff. Job embedded professional learning opportunities with CDT. 	All ELA, Math, special education teachers and learning support staff.	Classroom Diagnostic Tools Data Coaching Grouping Differentiation Data-Driven instructional practices	Attendance and participation in Professional Learning Community Data Sessions. Use of data to inform instruction in classroom as evinced by observations / instructional coaching meetings.

3 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Building Administrator Instructional Coach	08/25/2025 - 06/15/2028

Learning Format

4 Action Plans Steps - 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)	Quarterly	<ul style="list-style-type: none"> 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction 	Teaching Diverse Learners in Inclusive Settings

Professional Learning Community (PLC)	Quarterly	<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 3d: Using Assessment in Instruction • 1c: Setting Instructional Outcomes 	Teaching Diverse Learners in Inclusive Settings
---------------------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------

Achieve 3000 Training/Data Coaching

5 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> • Job embedded 1 on 1 and PLC coaching sessions based on Achieve 3000 data will be conducted with staff. 	All ELA, Math, special education teachers and learning support staff.	Achieve 3000 Data Coaching Student Grouping Differentiation Data-Driven instructional practices	Attendance and participation in Professional Learning Community Data Sessions. Use of data to inform instruction in classroom as evinced by observations / instructional coaching meetings.

6 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Building Administrator Instructional Coach	08/25/2025 - 06/15/2028

Learning Format

7 Action Plans Steps - 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)	Quarterly	<ul style="list-style-type: none"> • 3d: Using Assessment in Instruction 	Structured Literacy

		<ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction 	
Professional Learning Community (PLC)	Quarterly	<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 3d: Using Assessment in Instruction 	Teaching Diverse Learners in Inclusive Settings

Other Professional Development Activities

Student Engagement Strategies

8 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All teaching staff.	Review of and introduction to several student centered engagement strategies.	Walkthrough tool based upon agreed upon indicators of student engagement.

9 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Principal	08/25/2025 - 06/10/2028

Learning Format

10 Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	One time: but then expanded to faculty meeting and professional development day conversations / reflections throughout the year. Ongoing professional development via walkthroughs and follow up discussion.	<ul style="list-style-type: none"> 3c: Engaging Students in Learning 3b: Using Questioning and Discussion Techniques 	Teaching Diverse Learners in Inclusive Settings

Secondary Literacy in the Content Areas

11 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Grade 6-12 Social Studies, Science, and English / Language Arts, and Mathematics teachers.	Best practices in non-fiction reading; and student response through constructed responses.	Teachers will infuse content strategies in lesson plans; embed constructed response in assessments.

12 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Principal	09/23/2025 - 06/10/2026

Learning Format

13 Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	once a year	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 	Language and Literacy Acquisition for All Students

Trauma Informed Care

14 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All teachers and school staff.	Trauma-informed care in schools and specific application of the general principles to the educational environment.	A supportive learning environment for all students where student referrals to the office decrease .

15 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Social Worker: Liindsay Brewster	08/25/2025 - 06/15/2026

Learning Format

16 Action Plans Steps - 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.	<ul style="list-style-type: none"> 2d: Managing Student Behavior 2a: Creating an Environment of Respect and Rapport 	At Least 1-hour of Trauma-informed Care Training for All Staff

Safe to Say Training

17 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
School Staff; Student Body	Inform staff and student body on the Safe to Say program and the application are used for, where to get it, and how to use it.	Student reporting on the Safe to Say app, agenda and ppt from the trainings.

18 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
School Counselors: Eman Saleh and Jillian Downing	09/30/2025 - 06/10/2026

Learning Format

19 Action Plans Steps - 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	Once annually		At Least 1-hour of Trauma-informed Care Training for All Staff
-----------------------------	---------------	--	----------------------------------------------------------------

McKinney Vento Training

20Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All school staff and teachers.	This training focuses on a variety of topics to ensure that children and youth experiencing homelessness are identified, enrolled, and supported in schools.	Staff reporting information that a student may be homeless. Support for homeless students are in place. Homeless students reported ECYEH.

21Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Counselor: Eman Saleh	08/25/2025 - 06/10/2026

Learning Format

22Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Once annually.		Common Ground

Act 126 training

23 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All staff and teachers.	(1) review the laws and regulations that govern the standards of conduct for educators in Pennsylvania and the legal processes for addressing misconduct by educators; (2) discuss the student-teacher relationship with an emphasis on establishing and maintaining appropriate boundaries; (3) examine the concept of sexual misconduct by educators; and (4) address the legal and ethical responsibilities to report educator misconduct, including sexual misconduct. Successful completion of this course will satisfy, in part, the training requirements of Act 126 of 2013, Child Abuse Recognition and Reporting Act.	Passing grade from PDE SAS. Staff reporting anything that would violate misconduct or ethical standards set forth in Act 126 training.

24 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Principal	08/25/2025 - 12/19/2025

Learning Format

25 Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	Once every three years and with all new employees.	<ul style="list-style-type: none"> 4f: Showing Professionalism 	Professional Ethics

School Emergency Procedures

26 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
----------	-----------------------	----------------------

All staff and students.	Comprehensive school safety and emergency preparedness and response training. Topics include: Fire Safety, Fire Drill, Disaster preparedness (hurricanes, storms, etc.), Bomb Threats, Lockdowns, and medical emergencies.	School staff conduct drill and execute the established plan.
-------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------

27Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Jack Whelan / Dean of Students / School Safety and Security Coordinator	08/25/2025 - 06/15/2028

Learning Format

28Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Once at the beginning of every school year. Review and drills monthly.		

Structured Literacy

29Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All teaching staff.	Topics based on teaching all of the foundational skills necessary for reading and writing proficiency. With a focus on both the content of instruction and the method of instruction.	Reading lexiles / levels increase in the Achieve 3000 program data for individual students and across all grade levels.

30Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Principal	08/25/2025 - 06/15/2028

Learning Format

31 Action Plans Steps - 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)	Two times per year.	<ul style="list-style-type: none"> 4b: Maintaining Accurate Records 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 	Structured Literacy

Bullying Prevention and Awareness

32 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All staff	Bullying prevention, training kids for bullying prevention, school policies related to bullying and harassment.	Teachers and staff implementing training and participate in the school bullying prevention policies within the school environment and classroom.

33 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Mrs. Lambert / Dean of Students	08/25/2025 - 06/15/2028

Learning Format

34 Action Plans Steps - Learning Format

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

Professional Development Plan Assurances

35 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
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 teaching staff completed structured literacy training during the 2024-2025 school year. We will continue to have our teaching staff trained on structured literacy in accordance with PDE requirements.	
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 Committee reviews current student data outcomes from the current year to reflect and propose professional development opportunities to bolster student achievement, academically and behaviorally, for the following year. Participants are required to complete a survey of assessment following completion of the activity to determine new knowledge and skills, learning, and reaction. Also assessed is the how they will incorporate their new knowledge into supporting 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.

Peter Hackney

Professional Education Committee Chairperson:

08/20/2025

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.

Peter Hackney

Superintendent or Chief Administrative Officer:

08/20/2025

Date