

# THE LEHIGH VALLEY CHARTER HIGH SCHOOL FOR THE ARTS



## PROFESSIONAL DEVELOPMENT PLAN (ACT 48) 2024-2027

Professional Development Plan (Act 48) 2024-2027

LEA Type Charter School AUN 120483170  
Address 1 321 East 3rd St  
Address 2  
City Bethlehem State PA Zip Code 18015

Chief School Administrator Christina Lincoln  
Chief School Administrator Email clincoln@charterarts.org

Single Point of Contact Name Theresa Vinci  
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Single Point of Contact Phone Number 610-868-2971 ext 2434

**Steering Committee**

In accordance with PA Statute 24§ 12-1205.1 (b), the Professional Education Committee must contain:

- Teacher representatives (chosen by the teachers) are divided equally among elementary, middle, and high school teachers if a multi-level LEA.
- Educational specialists (chosen by educational specialists)
- Administrative representatives (chosen by the administrative personnel).
- Parents of children attending a school in the Local Education Agency (LEA) (appointed by the board of school directors).

- Local business representatives (appointed by the board of school directors).
- Community representatives (appointed by the board of school directors).

### Steps to Complete this Section:

1. Identify key staff members and representatives from every stakeholder group participating to ensure multiple perspectives are considered and that staff and other stakeholders support the LEA plan.
2. Enter the requested information into the space provided.
3. Ensure that the information entered in the space provided is accurate.

Name	Title	Committee Role	Chosen/ Appointed By
Theresa Vinci	COO	Co-Coordinator	Self
Erin Meehan-Mariano	Assistant Principal	Co-Coordinator	Self
Jennifer Levernier	Principal	Member	Coordinator
Jessica Diana	Assistant Principal	Member	Coordinator
Robert Ippolito	Assistant Principal	Member	Coordinator
Dawn Campbell	Reading Specialist	Member	Coordinator
Erica Dickson	Vocal Teacher	Member	Coordinator
Jasmine Woodson	School Board Member	Member	School Board
Karin Wagner	Parent	Member	Coordinator
Sergio Rivas	Local Business Representative	Member	School Board
Christina Lincoln	CEO	Member	Coordinator

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. **Committee meetings occur on a semesterly basis, with feedback provided after each Professional Development series by the committee members.**

**Professional Development Activities:**

<b>Measurable Goals</b>	<b>Evidence-based Strategy</b>	<b>Action Steps</b>
<b>Algebra Goal</b>	<b>State Assessment Measure</b>	<b>Algebra teachers analyze student data and meet collaboratively to discuss student groupings, student tiers, and differentiation strategies.</b>
<b>Algebra Goal</b>	<b>State Assessment Measure</b>	<b>Algebra teachers provide instruction based on student groupings, student tiers, administer 2nd benchmark assessment, analyze student data, and meet collaboratively to discuss student groups and differentiation strategies.</b>
<b>Algebra Goal</b>	<b>State Assessment Measure</b>	<b>Algebra teachers provide instruction based on student groupings and student tiers making adjustments as needed, provide final Keystone Exam review, and once Keystone scores are released, analyze student data and meet collaboratively to discuss student groups and differentiation strategies</b>

Professional Development Activity Name: Collaborative Planning Time and Data Analysis

<p>Algebra teachers analyze student data and meet collaboratively to discuss student groupings, student tiers, and differentiation strategies.</p>	<p>Algebra teachers provide instruction based on student groupings, student tiers, administer 2nd benchmark assessment, analyze student data, and meet collaboratively to discuss student groups and differentiation strategies.</p>	<p>Algebra teachers provide instruction based on student groupings and student tiers making adjustments as needed, provide final Keystone Exam review, and once Keystone scores are released, analyze student data and meet collaboratively to discuss student groups and differentiation strategies</p>
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### Professional Development Activities

Audience	Topics to Be Included	Evidence of Learning
Classroom teachers	Data analysis, student grouping, differentiation strategies, instructional strategies, collaborative planning, etc.	Student data from benchmark assessments, student grades, classroom observations, and classroom walkthroughs
Lead Person/Position		Anticipated Timeline
Department Chair		2024-2027

**LEARNING FORMAT**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Training
Collaborative Curriculum Development	Once per semester	1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning	Teaching Diverse Learners in Inclusive Settings

**Professional Development Plan Assurances**

Fields with asterisks (\*) are required.

1. Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? ([22 Pa Code, Chapter 4](#)) \*

**Yes**

**No**

<p>2. 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> *</p>	<b>Yes</b>	<b>No</b>
<p>3. Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching? *</p>	<b>Yes</b>	<b>No</b>
<p>4. 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> *</p>	<b>Yes</b>	<b>No</b>
<p>5. 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> *</p>	<b>Yes</b>	<b>No</b>
<p>6. 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> *</p>	<b>Yes</b>	<b>No</b>
<p>7. Does the professional development plan align with educator needs? (Act 48, Section 2) *</p>	<b>Yes</b>	<b>No</b>
<p>8. Do the implementation steps cover at least a three-year implementation horizon? *</p>	<b>Yes</b>	<b>No</b>

9. Are the following professional development activities included in the Act 48 Professional Development Plan?

Yes

Language and Literacy Acquisition for All Students \*

Yes

No

Teaching Diverse Learners in Inclusive Settings \*

Yes

No

At least 1-hour of trauma-informed care training for all staff \*

Yes

No

Professional Ethics Program Framework Guidelines \*

Yes

No

Culturally Relevant and Sustaining Education Program Framework Guidelines \*

Yes

No

Structured Literacy Program Framework Guidelines \*

Yes

No

10. When is the first year the LEA will offer Structured Literacy Training to the staff? \*

Select One  
2023-2024

12. Is the LEA using or planning to implement Structured Literacy (Select One)? \*

**Yes, full implementation.**

**Hybrid, Structured Literacy components integrated into reading program.**



**No, not using Structured Literacy model.**

## EVALUATION AND REVIEW

Plans must be reviewed annually and revised as needed. The review should include evaluation of the goals, activities, delivery system, and attainment of the competencies for each activity. Use of the five levels of evaluation of professional development is also recommended.

These five levels include:

- Student outcomes;
- Participants' use of new knowledge and skills;
- Participants' learning;
- Participant reaction; and
- Organization support and change.

### Steps to Complete this Section:

1. Describe in the box below the procedures for evaluating and reviewing the Professional Education Plan.

#### Evaluation and Review

**The procedures for evaluating and reviewing a Professional Education Plan typically involve assessing its effectiveness in meeting the desired learning outcomes, gathering stakeholder feedback, analyzing relevant data, adjusting goals and strategies as needed, and documenting the process for future reference and improvement.**

#### PROFESSIONAL EDUCATION PLAN ASSURANCE

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