

EAST LYCOMING SD

349 Cemetery St

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:

- 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

East Lycoming School District

117412003

349 Cemetery Street, Hughesville, PA 17737

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Laura Barondeau	Elementary Principal	Administrator	Administration Personnel
April Paulhamus	Special Education Director	Administrator	Administration Personnel
Pat Burns	Art Teacher	Elementary Teacher	Education Specialist
Colleen Converse	Parent	Parent of Child Attending	School Board of Directors
Mike Mamrak	Business Representative	Local Business Representative	School Board of Directors
Stephen Stopper	Elementary Classroom Teacher	Elementary Teacher	Teacher

Name	Title	Committee Role	Appointed By
Josh Fry	Middle Level Classroom Teacher	Middle School Teacher	Teacher
Angela Swartchick	High School Classroom Teacher	High School Teacher	Teacher
Diane Miller	Special Education Teacher	High School Teacher	Education Specialist
Kristy Creasy	Community Member	Community Member	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 meets once a year to discuss the PD plan for the upcoming school year. The meeting is offered virtually. The plan is also always presented at our school board meeting which is open to the public. We have not had the need for subcommittees to date; however, we may invest time into subcommittees in the future.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

MTSS

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Evaluate data monthly collected thorough by-weekly IRs to determine strengths / needs.</p> <p>Develop action plan based on data collected to support the academic learning needs of students with special needs inside the grade level curriculum.</p>	Elementary Faculty	Evidence based Instructional Interventions selected by the administration.	Completion of training program and evidence of effective use.
Lead Person/Position	Anticipated Timeline		
Curriculum Director Elementary Principals	09/01/2025 - 05/01/2028		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	3-4 times per year	3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students

AMPLIFY DESMOS TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Provide ample and appropriate professional development to K-8 / Alg I staff on implementation of the new core math program.</p> <p>Develop effective onboarding training plan for new staff and for staff in need of additional supports.</p>	<p>K-8 Faculty / Staff and 7-8 Math - Special Education</p>	<p>Amplify Desmos Training Program</p>	<p>Completion of training modules Evidence of effective implementation as identified through Instructional Rounds</p>
Lead Person/Position		Anticipated Timeline	
<p>Curriculum Elementary Principals</p>		<p>07/10/2025 - 06/09/2027</p>	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
<p>Inservice day</p>	<p>6-7 Inservice days</p>	<p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>1d: Demonstrating Knowledge of Resources</p>	<p>Teaching Diverse Learners in Inclusive Settings</p>

**Type of
Activities**

Frequency

Danielson Framework Component Met in this Plan

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

3c: Engaging Students in Learning

PBIS

Action Step	Audience	Topics to be Included	Evidence of Learning
Evaluate effectiveness of HHS PBIS program and build capacity for review and adjustment as necessary.	HHS Faculty and Staff	PBIS Program Structure and Effective Implementation to reduce chronic absenteeism	Completion of training activities Participation in building wide PBIS programs / activities
Lead Person/Position		Anticipated Timeline	
HHS Principals		09/01/2025 - 05/01/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	3-4 times per year	2a: Creating an Environment of Respect and Rapport 3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in Inclusive Settings

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

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

When is the first year the LEA will offer Structured Literacy Training to the staff?

2022-
2023

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)?

We are also providing Structured Literacy Training to all instructional aides.

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.

Our professional development plan will be reviewed and evaluated annually. We will review and evaluate the plan through the following lenses: Participant use of knowledge - Are participants utilizing the knowledge in their classrooms? We will develop a list of "look-fors" that will provide evidence that the professional learning is being implemented in classrooms. Participant's Learning and Reactions - We will hold periodic "snack chats" in small groups of teachers to discuss what they are learning, how they are using the learning in their classrooms, what they need to continue implementation and what more they need/want to learn. We will also survey the staff on the effectiveness of the professional learning opportunities. Student Outcomes - We will use data to determine the effectiveness of our professional learning, particularly in structured literacy.

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.

Cori A. Cotner

01/30/2024

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.

Mark Stamm

02/06/2025

Superintendent or Chief Administrative Officer:

Date