

## WEST PERRY SD

2606 Shermans Valley Road

Professional Development Plan (Act 48) | 2024 - 2027

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### 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

West Perry School District

115508003

2606 Shermans Valley Road, Elliottsburg, PA 17024

Dr. Michele Dubaich

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Jeffrey Kuhns

jkuhns@westperry.org

## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Michele Dubaich	Assistant Superintendent	Administrator	School Board of Directors
Kristi Coble	Elementary Principal	Administrator	Administration Personnel
Paula Jones	Coordinator of Student Services	Administrator	Administration Personnel
Lucas Clouse	Communication and Compliance Administrator	Administrator	Administration Personnel
Michael Eddy	Middle School Counselor	Education Specialist	Education Specialist
Ashley Willis	Elementary Teacher	Elementary Teacher	Teacher

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Charles Kembring	High School Teacher	High School Teacher	Teacher
Angela Lyter	Middle School Teacher	Middle School Teacher	Teacher
Kathy Stover	Board Member	Other	Administration Personnel
Carmen Lusk	Middle School Teacher	Middle School Teacher	Administration Personnel
Kathy Garmen	Community Member	Community Member	School Board of Directors
Courtney Rodgers	Parent	Parent of Child Attending	School Board of Directors
Ashley Weaver	Community Member	Community Member	School Board of Directors
Amy Ciccocioppo	Parent	Parent of Child Attending	School Board of Directors
Lindsay Hutchinson	Owner of People's Provsions	Local Business Representative	School Board of Directors
Jenna Krinjeck	Middle School Assistant Principal	Administrator	Administration Personnel
Angela Harrison	Elementary Teacher	Elementary Teacher	Teacher
Deanna Chronister	High School Teacher	High School Teacher	Administration Personnel
Karla Brong	Middle School Teacher	Middle School Teacher	Administration Personnel
Erin Monn	Instructional Coach	Education Specialist	Education Specialist
Sarah Columbus	Instructional Coach	Education Specialist	Education Specialist

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Angela Grove	Instructional Coach	Education Specialist	Education Specialist
Christine Hoffman	Paraprofessional	Other	Administration Personnel
Lauren Baker	Elementary Teacher	Elementary Teacher	Administration Personnel
Emily Henry	Middle School Teacher	Middle School Teacher	Administration Personnel
Reagan Swigart	Elementary Teacher	Elementary Teacher	Administration Personnel
Jeffrey Kuhns	Superintendent	Administrator	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 met three times prior to the plan being approved. This meeting was coordinated with the overall comprehensive plan meeting. The committee meets quarterly (May, August, November, February) for general planning and reporting updates. Subcommittees form as needed and currently address the following: Structured Literacy, STEELS, Secondary Math, Universal Design for Learning, Educational Technology Additionally, annual planning occurs to discuss mandated professional learning and professional learning that is aligned to other school district plans (ie., Special Education, K-12 Guidance Plan, etc.)

## ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

### CURRICULUM PLATFORM DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>(Outline a Unit Template) The Core Curriculum Team will develop a curricular vision and outline details for a curricular strategic outline. This team will determine the District unit template for high-quality curriculum and unit plans, including consistent format and clear language for all components.</p>	District and School Leadership Team, Teachers	Building a Curriculum Process, Curriculum in Atlas Overview, Curriculum Writing, Using the Curriculum in Atlas, Ongoing Curricular Process	Curriculum alignment/Platform; the District will track attendance and reviews of all professional development offered to the curriculum development team
<p>(Review and Refine a Multi-Year Curricular Plan) The Core Curriculum Team will utilize the curricular goals and curriculum cycle to plan for a multi-year period. Roles and responsibilities, professional learning and training needs, opportunities for staff engagement and support will be determined. Clear expectations and resources for developing and reviewing high-quality units will be established. The Core Curriculum Team will form and select representatives (to represent a variety of grade and subject areas) to serve on the Curriculum Committee.</p>			
<p>(Setting Department Specific Goals and Expectations) The Curriculum Committee will define clear expectations and resources for developing high-quality units, unpack larger goals for each department and/or subject and grade levels (including assessments). The priority curricular areas are: secondary math, elementary ELA, and K-12 Science, Technology &amp; Engineering, Environmental Literacy and Sustainability (PA STEELS standard-aligned curricular areas); Curriculum Developers will be selected by this team</p>			

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>(Curriculum Writing-Building Capacity to Lead Curriculum Writing) The Core Curriculum Team and Curriculum Developers will develop a coherent understanding of the District curricular process and learn the Atlas platform and foundational skills in writing quality curriculum: Analyze and Bundle Standards, Identify Priority Standards, Unpack Standards into Content and Skills, Develop Big Ideas and Essential Questions, Develop Formative and Summative Assessments.</p> <p>(Reviewing and Revising the Curriculum) The Atlas Curriculum Platform will be presented to all teachers. All teachers will engage in professional learning so that the platforms reporting features, ongoing assessment, and data review will be operationalized.</p>			
Lead Person/Position	Anticipated Timeline		
Dr. Michele Dubaich, Assistant Superintendent	04/01/2024 - 07/25/2027		

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum	Professional Learning Time availability during school year; additional days if budgetary resources can accommodate		

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
development			

## LEADERSHIP TEAM DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Leadership team identifies professional learning focus and engages in professional learning to lead implementation	Educational Leadership Team (Jeffrey Kuhns, Michele Dubaich, Lucas Clouse, Paula Jones, Christopher Kasian, Clark McCready, Renee LeDonne, Jenna Krinjeck, Tonya Kepner, Kristi Coble, Daniel Emanuelson; Teachers	Evidence-Based Instructional and family engagement practices	Educator Effectiveness (PA-EETEP) Summary Component Scores; School Improvement Survey Data; the District will track attendance and reviews of all professional development offered
Professional learning and implementation of selected evidence-based to support effective instructional practices and family engagement as a system-wide improvement			
<b>Lead Person/Position</b>			<b>Anticipated Timeline</b>
Mr. Jeffrey Kuhns, Superintendent Dr. Michele Dubaich, Assistant Superintendent			04/25/2024 - 06/25/2027



## LEARNING FORMAT

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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)	Educational Leadership Team meets monthly; Professional Learning Time availability during school year; additional days if budgetary resources can accommodate		

## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

### STRUCTURED LITERACY

Audience	Topics to be Included	Evidence of Learning
Teachers (K-12)	Structured Literacy for Elementary and Secondary Teachers	The District will track attendance with sign-in sheets and surveys.
Lead Person/Position		Anticipated Timeline
Dr. Michele Dubaich, Assistant Superintendent		05/02/2024 - 06/06/2025

### LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Elementary Teachers will receive regular Structured Literacy training over the next three years; Secondary Teachers will receive (2) sessions of this training; WPSD will provide Structured Literacy professional learning to all certifications/staff (not only mandated certifications).		Structured Literacy

## PROFESSIONAL LEARNING ANNUAL PLANNING

Audience	Topics to be Included	Evidence of Learning
All teachers and administrators	The District plans professional learning on an annual basis based upon mandated trainings and district needs.	The District will track attendance with sign-in sheets and surveys.
Lead Person/Position		Anticipated Timeline
Dr. Lucas Clouse, Communication and Compliance Administrator		05/03/2024 - 06/04/2027

## 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)	Professional Learning Time availability during school year (professional learning days, collaboration time, faculty meetings).	1b: Demonstrating Knowledge of Students  4f: Showing Professionalism	At Least 1-hour of Trauma-informed Care Training for All Staff
Coaching (peer-to-peer; school	Professional Learning Time availability during school	4f: Showing	Professional Ethics

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
leader-to-teacher; other coaching models)	year (professional learning days, collaboration time, faculty meetings).	Professionalism	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Professional Learning Time availability during school year (professional learning days, collaboration time, faculty meetings).		

## MEETING THE NEEDS OF ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
Pre-K thru 12 Teachers and Administration	Teaching ELLs, Common Ground and teaching diverse learners,	The District will track attendance with sign-in sheets and surveys.
Lead Person/Position		Anticipated Timeline
Dr. Michele Dubaich, Assistant Superintendent		05/03/2024 - 06/26/2027

## 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)	Professional Learning Time availability during school year (professional learning days, collaboration time, faculty meetings).		Language and Literacy Acquisition for All Students
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Professional Learning Time availability during school year (professional learning days, collaboration time, faculty meetings).		Teaching Diverse Learners in Inclusive Settings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Professional Learning Time availability during school year (professional learning days, collaboration time, faculty meetings).		Common Ground: Culturally Relevant Sustaining Education

## 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? ( <a href="#">22 Pa Code, Chapter 4</a> )	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 ( <a href="#">22 Pa Code, 19</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	Yes
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> )	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?	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)?

The West Perry School District will provide professional learning experiences for ALL professional employees/faculty. The district has engaged in a "train the trainer" model. The secondary instructional coach has been trained and will provide professional learning in the area of Structured Literacy to all middle and high school teachers, even those outside of the required certifications. West Perry School District believes this is important and committed to providing all faculty with professional learning experiences that highlight the importance of literacy for all.

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.**

The purpose of Professional Education Plan is to address the needs of students by providing teachers, paraprofessionals, and administrators with professional learning experiences that support effective instructional practices that provide all students with rigorous, engaging classroom instruction. Planning for professional learning is strategic and addresses challenges in student achievement data and educator effectiveness/supervision data. Additionally, the Professional Education Plan ensures that all mandated trainings and certifications are conducted to meet state and federal guidelines. Content and delivery is initially planned by the core district office team to ensure academic calendar support and alignment (a three year outlook with annually reviews and adjustments). Building leaders provide input and plan to align professional learning with monthly faculty team meetings and collaboration sessions. The comprehensive plan priorities provide the goal clarity for professional learning. Procedures for evaluating and reviewing the Professional Education Plan is as follows: Student Outcomes: Achievement and other data associated with the professional learning activity will be reviewed and analyzed starting with the initial year (baseline) and monitored for at least three years Participant's Use of Knowledge and Skills: Building principals, instructional coaches, and collegial/peer observation will be used in evaluating the effectiveness of professional learning Participants' learning and participant reaction will be measured by administering surveys after professional learning sessions. Also, the Professional Education Plan Steering Committee will meet quarterly and act as representatives of colleagues' feedback Organization Support and Change: Regular monitoring of the plan will be conducted (along with the comprehensive plan) to determine if adjustments need to be made in planning and method of delivery.



## 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.

Dr. Michele Dubaich

Date

Professional Education Committee Chairperson:

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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