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 Branch Area School District

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Mark Mitchell

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Mark Mitchell	Superintendent	Administrator	School Board of Directors
Brandy O'Hare	HS Principal	Administrator	Administration Personnel
Angela Lucas	Special Education Director	Administrator	Administration Personnel
Angela Michaels	ELEM Principal	Administrator	Administration Personnel
Kevin Hubler	MS Principal	Administrator	Administration Personnel
Stacy Ricciotti	Instructional Coach	Education Specialist	Administration Personnel

Name	Title	Committee Role	Appointed By
Jennifer Porter	HS Counselor	Education Specialist	Administration Personnel
Shannon Albert	ELEM Counselor	Education Specialist	Administration Personnel
Chad Diviney	Board President	Community Member	School Board of Directors
Jessica Levonick	English	High School Teacher	Administration Personnel
Carrie Peterson	Instructional Coach/Social Studies	High School Teacher	Administration Personnel
Jason Porter	MS/HS Parent	Parent of Child Attending	Administration Personnel
Rebecca Caylor	ELEM Parent	Parent of Child Attending	Administration Personnel
Beb Galley	First Grade	Elementary Teacher	Administration Personnel
Scott McClelland	First Grade	Elementary Teacher	Administration Personnel
Danielle McDowell	CenClear	Local Business Representative	Administration Personnel
Lynne Rockey	Sixth Grade	Middle School Teacher	Administration Personnel
Lisa Herring	CenClear/Parent	Parent of Child Attending	Education Specialist
Dennie McCamley	Fifth Grade	Middle School Teacher	Administration Personnel
Chrissy Sterling	Sterling Trucking	Local Business Representative	Administration Personnel

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 committee meets 2-3 times a year. From the above committee, district team members meet an additional 2-3 times a year. The function of the committee(s) is to evaluate and revise our plans requiring a steering committee.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

LETRS

Action Step	Audience	Topics to be Included	Evidence of Learning
In-house, certified Lexia LETRS facilitators will provide teachers with face-to-face sessions and support for the online and reading materials, to complete the course with all teachers indicated in the goal	PreK-5 regular educators, speech/language pathologists K-12, special educators K-5	Speech Sounds, Beginning Phonics, Word Recognition, Spelling, Advanced Decoding, Oral Language, Vocabulary, Reading Comprehension, Writing	80% or higher on LETERS Session Quizzes and Unit Assessments

Lead Person/Position	Anticipated Timeline
Angela Michaels, Elementary Principal	08/21/2024 - 05/28/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Monthly	1e: Designing Coherent Instruction 3b: Using Questioning and Discussion Techniques	Structured Literacy

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1a: Demonstrating Knowledge of Content and Pedagogy	
		3d: Using Assessment in Instruction	

ECRI

Action Step	Audience	Topics to be Included	Evidence of Learning
Classroom teachers, SPLED teacher, and reading specialist will implement ECRI with fidelity, including vocabulary and comprehension routines, for Tier I instruction.	K-2 regular and special ed teachers, reading aides, and special ed aides	ECRI Routines	Increased K-2 student growth and achievement on phonemic awareness and phonics assessments including Dibels 8, PSI, Kilpatrick, Heggerty, ECRI Unit Assessments

Lead Person/Position	Anticipated Timeline
Angela Michaels, Elementary Principal	08/21/2024 - 05/11/2025

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	Monthly	1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 1c: Setting Instructional Outcomes	Structured Literacy
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly	1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 3b: Using Questioning and Discussion Techniques	Structured Literacy

STRUCTURED LITERACY

Action Step	Audience	Topics to be Included	Evidence of Learning
The district instructional coaches and reading specialist will provide on-going training, support, and modeling the use of Kilpatrick routines, Multi-syllabic routines, Heggerty, 95% Group materials, Phoneme-	PreK-5 regular and special	Kilpatrick Routines, Heggerty, 95% Group materials, Phonics & Spelling Grapheme and	K-2 student growth and achievement on phonemic awareness and phonics assessments including Dibels 8, PSI, Kilpatrick, Heggerty, ECRI Unit

Action Step	Audience	Topics to be Included	Evidence of Learning
Grapheme Mapping Spelling Lessons, and ECRI, as well as data collection and analysis.	educators, reading aides, special ed aides	Morpheme Mapping, Multisyllabic Routines, Assessing/Analyzing Data	Assessments 3-5 students will show growth/achievement on PSSA

Lead Person/Position	Anticipated Timeline
Angela Michaels, Elementary Principal	08/21/2024 - 05/31/2028

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)	Weekly, Monthly, and as by request	1f: Designing Student Assessments 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction	Structured Literacy

ELA INTERVENTIONS MS/HS

Action Step	Audience	Topics to be Included	Evidence of Learning
Pilot selected intervention resource at both the MS and HS	Professional and support staff. Administration.	Associated assessments. Benchmark data. Data analysis. Resource implementation.	Effective data analysis. Knowledge of resources.

Lead Person/Position	Anticipated Timeline
Building principals. Instructional coaches	08/22/2024 - 05/29/2026

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)	Ongoing, as needed	3d: Using Assessment in Instruction 1f: Designing Student Assessments 1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		4e: Growing and Developing Professionally	

MATH INTERVENTION DISTRICT WIDE

Action Step	Audience	Topics to be Included	Evidence of Learning
Pilot selected intervention resource district-wide	Professional and support staff. Administration.	Associated assessments. Benchmark data. Data analysis. Resource implementation.	Effective data analysis. Knowledge of resources.

Lead Person/Position	Anticipated Timeline
Building principals. Instructional coaches	08/22/2024 - 05/29/2026

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)	Ongoing, as needed	3d: Using Assessment in Instruction	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1f: Designing Student Assessments	
		1e: Designing Coherent Instruction	
		1d: Demonstrating Knowledge of Resources	
		4e: Growing and Developing Professionally	

IMPLEMENTATION OF STEELS STANDARDS

Action Step	Audience	Topics to be Included	Evidence of Learning
Implementation of Science Kits in grades K-8	K-8 Teachers (YES! Kits). Overall K-12.	Curriculum audit and mapping. PA STEELS standards alignment. Reevaluation of local assessments. Implementation of kits in grades K-8.	Revised curriculum and assessments. Successful kit implementation.

Lead Person/Position	Anticipated Timeline
Building Principals and Instructional Coaches	08/22/2024 - 05/29/2026

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)	Ongoing, as needed	1e: Designing Coherent Instruction 1f: Designing Student Assessments 3d: Using Assessment in Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 4e: Growing and Developing Professionally 1d: Demonstrating Knowledge of Resources	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Other Professional Development Activities are not included in this report

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?	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)? Para professionals, special subject teachers (some components), and select administrators.	
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 West Branch Area School District uses a multi-step approach to evaluate and review our efforts in the area of professional growth: teacher/paraprofessional surveys, student performance data, and classroom observations. At the end of each school year, through both our Title I School Wide model and our Instructional Coaching model, surveys are completed to gather feedback as it relates to topics, delivery model, and instructional impact. Student assessment data is reviewed each year by administration, in conjunction with teachers, and priority goals and action plans developed to include updated professional learning. Lastly, ongoing teacher evaluation and supervision yield feedback that allows for fine-tuning and flexible scheduling of the ongoing Professional Learning Plan.

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.

Mark Mitchell   01/30/2024
Professional Education Committee Chairperson: Date

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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.

Mark Mitchell   01/30/2024
Superintendent or Chief Administrative Officer: Date