

FLEETWOOD AREA SD

801 N Richmond St

Professional Development Plan (Act 48) | 2024 - 2027

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

Fleetwood Area School District

114062503

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Michael Kelly	Assistant Superintendent	Administrator	Administration Personnel
Natalie Lytle	Assistant Superintendent	Administrator	Administration Personnel
Nikki Wright	Elementary Teacher	Elementary Teacher	Teacher
Christopher Redding	Elementary Teacher	Administrator	Teacher
Michelle Imes	Middle School Teacher	Middle School Teacher	Teacher
Brian Hostetler	Middle School Teacher	Administrator	Teacher

Name	Title	Committee Role	Appointed By
Steve Herman	High School Teacher	Administrator	Teacher
Kimberly Regnier	High School Teacher	High School Teacher	Teacher
Linda Bollendorf	Instructional Coach	Education Specialist	Education Specialist
Stacy Laucks	Community Member	Community Member	School Board of Directors
Peter Laucks	Local Business Representative	Local Business Representative	School Board of Directors
Greg Miller	Superintendent	Administrator	Administration Personnel
Samson Gausch	Parent	Parent of Child Attending	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 committee will meet annually to review the implementation of the plan, and the impact of the professional learning activities as evidenced in the related data. The committee will provide feedback and suggestions to District Administration, the District Instructional Leadership Team, and building principals, on any professional learning activities conducted or planned.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

INCLUSIONARY PRACTICES

Action Step	Audience	Topics to be Included	Evidence of Learning
The district will provide professional development sessions and coaching related to inclusionary practices, including co-teaching.	All teachers and selected support staff.	Grouping of students; Co-teaching; Data-Driven Instruction; Instructional Practices	Surveys; Monitoring of implementation during classroom visits and observations.
Lead Person/Position		Anticipated Timeline	
Director of Special Education		08/26/2024 - 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
Workshop(s)	Each year we will continue to offer professional development sessions related to inclusionary practices and co-teaching.	1e: Designing Coherent Instruction	

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 throughout the duration of this plan. Will vary based on grade level and teacher.	3d: Using Assessment in Instruction	
Professional Learning Community (PLC)	Ongoing throughout the duration of this plan. Will vary based on grade level and teacher.		
Inservice day	At least once per year.		

STUDENT ENGAGEMENT IN LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
The District Instructional Leadership team will create, identify, and facilitate professional development sessions related to effective instructional practices. This will include using data to drive instructional practices, making learning relevant, connecting learning to student	All teachers and select	Effective Instructional Practices; Utilizing Student Interest Surveys; Problem/Project Based Learning; Creating relevant	Surveys; Student artifacts; Data collected

Action Step	Audience	Topics to be Included	Evidence of Learning
interests, and making connections to the local and global communities.	support staff.	learning experiences that connect to the community.	through classroom visits and observations.
Lead Person/Position		Anticipated Timeline	
Assistant Superintendent; Director of Curriculum		08/26/2024 - 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
Professional Learning Community (PLC)	Monthly DILT Meetings	4e: Growing and Developing Professionally 4d: Participating in a Professional Community 3c: Engaging Students in Learning	
Inservice day	Periodic, throughout the duration of this plan.	4e: Growing and Developing Professionally	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
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Book study	Annual option for flex professional development.	4e: Growing and Developing Professionally	
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OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

PROFESSIONAL ETHICS TRAINING

Audience	Topics to be Included	Evidence of Learning
Teachers, Administrators, and Instructional Support Staff	Overview of Ethics: Why is a Code of Ethics Important for Educators?; How are Codes of Ethics Different from Codes of Conduct?; Professional Ethics Competencies & Model Code of Ethics for Educators. Making Decisions Using Professional Ethics: Competing Tensions, Blind Spots & Blurred Roles; Looking for Potential Risks; Responsibility to the Profession (PE.4 - MCEE Principle 1); Responsibility to Professional Competence (PE.5 - MCEE Principle 2); Responsibility to Students (PE.6 - MCEE Principle 3); Responsibility to the School Community (PE.7 - MCEE Principle 4); Responsibility and Ethical Use of Technology (PE.8 - MCEE Principle 5).	Participants will need to complete an evaluation at the end of the professional learning session.
Lead Person/Position		Anticipated Timeline
Michael P. Kelly / Assistant Superintendent		08/20/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Once every three years.		Professional Ethics

TEACHING DIVERSE LEARNERS IN INCLUSIVE SETTINGS

Audience	Topics to be Included	Evidence of Learning
Teachers, Administrators, and Instructional Support Staff	Inclusion; Universal Design for Learning; Co-Teaching; Instructional Practices	Participants will complete evaluations at the end of their training; Evidence of implementation for learning will be monitored via classroom visits, walkthroughs, and observations.
Lead Person/Position		Anticipated Timeline
Michael P. Kelly / Assistant Superintendent		08/20/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	At least once per year, there will be a focus on one of the topics listed: Inclusion; Universal Design for Learning; Co-Teaching; Instructional Practices	1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning	Teaching Diverse Learners in Inclusive Settings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1b: Demonstrating Knowledge of Students	

LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
Teachers, Administrators, and Instructional Support Staff	Five Components of Reading - Phonics, Phonemic Awareness, Vocabulary, Fluency, and Comprehension; Science of Reading; MTSS; Interventions; Understanding and Supporting English Language Learners	Training Evaluations; Data: PSSA; Keystone; PVAAS

Lead Person/Position	Anticipated Timeline
Michael P. Kelly / Assistant Superintendent	08/20/2024 - 06/30/2027

LEARNING FORMAT

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	At least one day per year devoted to one or more of the following topics: Five Components of Reading - Phonics, Phonemic Awareness, Vocabulary, Fluency, and Comprehension; Science of Reading; MTSS; Interventions; Understanding and Supporting English Language Learners.	3d: Using Assessment in Instruction 1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students
Workshop(s)	Annually		Language and Literacy Acquisition for All Students

TRAUMA-INFORMED CARE TRAINING

Audience	Topics to be Included	Evidence of Learning
Teachers, Administrators, Support Staff	Trauma -Informed Care and Practices	Completion of training evaluation; Evidence observed during class visits, walkthroughs, and observations.
Lead Person/Position	Anticipated Timeline	
Michael P. Kelly / Assistant Superintendent	08/20/2024 - 06/30/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Annually	2a: Creating an Environment of Respect and Rapport	At Least 1-hour of Trauma-informed Care Training for All Staff

CULTURALLY RELEVANT AND SUSTAINING EDUCATION PROGRAM FRAMEWORK GUIDELINES

Audience	Topics to be Included	Evidence of Learning
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Audience	Topics to be Included	Evidence of Learning
Teachers, Administrators, Support Staff	Reflect on Your Cultural Lens; Identify, Deepen Understanding of, and Take Steps to Address Bias in the System; Promote Asset-based Perspectives about Differences; Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed; Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces; Collaborate with Families and Communities through Authentic Engagement Practices; Communicate in Linguistically and Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, and Families; Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success	Completion of training evaluation; Evidence observed during class visits, walkthroughs, and observations.

Lead Person/Position	Anticipated Timeline
Michael P. Kelly	08/20/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Once every three years	2a: Creating an Environment of Respect and Rapport	Common Ground: Culturally Relevant Sustaining Education

PERSONALIZED PROFESSIONAL DEVELOPMENT

Audience	Topics to be Included	Evidence of Learning
Teachers and Administrators	Differentiated by interest, but may include Curriculum, Assessment, Instruction, Special Education, Inclusion, Technology Integration, Social-Emotional Learning, and Leadership.	Completion of Course Summary or Flex Day Survey

Lead Person/Position	Anticipated Timeline
Assistant Superintendent	08/26/2024 - 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
Course(s)	Each Semester	4e: Growing and Developing Professionally	

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?

2024-
2025

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 educators who hold the five required certification areas will receive Structured Literacy Training. In addition, all elementary administrators will complete this training.

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.

Student outcomes: Will be measured using benchmark, diagnostic, and standardized assessment data. This includes Acadience and Lexia for Reading/ELA (Benchmark/Diagnostic), iReady for Math (Benchmark/Diagnostic), and PSSA/Keystone exams (Standardized Assessments)

Participants' use of new knowledge and skills: Will be measured via classroom visits, walkthroughs, and formal observations. Participants' learning: Will be measured using surveys administered at the end of professional learning sessions. Participant reaction: Will be measured using survey feedback on the effectiveness

Organization support and change: The Professional Development Committee should meet annually to evaluate data related to the effectiveness of the plan, and make recommendations for supports and changes.

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.

Michael P Kelly

02/15/2024

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.

Greg M. Miller

02/15/2024

Superintendent or Chief Administrative Officer:

Date