

CONNELLSVILLE AREA SD

732 Rockridge Rd.

Professional Development Plan (Act 48) | 2023 - 2026

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:

1. 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.
2. 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.
3. 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.
4. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
5. 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.
6. 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.
7. 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

Public School District

101261302

732 Rockridge Road, Connellsville, Pennsylvania 15425

Traci Kuhns

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Richard Evans

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Steering Committee

1 Steering Committee

Name	Title	Committee Role	Appointed By
Richard Evans	Superintendent	Administrator	Administration Personnel
Traci Kuhns	Assistant to the Superintendent	Administrator	Administration Personnel
Julie Alesantrino	CAEA	Elementary Teacher	Teacher
Kevin Ghost	Director of Technology	Administrator	Administration Personnel
Nicholas Damico	Special Education Director	Administrator	Administration Personnel
Nicole Young	Parent	Parent of Child Attending	Administration Personnel
Ned Franks	Graft Oil	Local Business Representative	School Board of Directors
Torrie Sparks	School Counselor	Education Specialist	Education Specialist
Dom Grenaldo	Teacher	High School Teacher	Teacher
Jennie Becker	Teacher/Math Coach	High School Teacher	Teacher
Marci Kintigh	Speech Teacher	Education Specialist	Teacher
Bridget Camp	Teacher/ACT 48 Chair	Middle School Teacher	Teacher
Lora Snyder	Teacher	Elementary Teacher	Teacher
Tiffany Griffith	Teacher	Middle School Teacher	Teacher
Amy Coughenour	Human Resources	Administrator	Administration Personnel
Greg Lincoln	Mayor	Community Member	School Board of Directors
Leanne Lincoln	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.

The committee at large meets as needed and a subcommittee meets at least once per year.

Action Plans Steps from Comprehensive Plan

Check and Connect

2 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Graduation rates will increase each year of the Comprehensive Plan Attendance rates will increase each year of the Comprehensive Plan for grades 9-12. 	Building administration and staff	Continued implementation and support for the Check and Connect program	Graduation rates and/or attendance rates will increase each year of the Comprehensive Plan

3 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Director of Curriculum and High School Administrative Staff	03/30/2023 - 06/30/2026

Learning Format

4 Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Yearly (as needed)	<ul style="list-style-type: none"> 3c: Engaging Students in Learning 	

PBIS

5 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> PBIS will continue to be used at the elementary level to support attendance. 	All elementary staff	Best practices for PBIS to support all tiers of the program with fidelity and support a positive school climate.	There will be an increase in the attendance rate at the elementary level

6Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Building principals	03/30/2023 - 06/30/2026

Learning Format

7Action Plans Steps - 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)	Two times per year	<ul style="list-style-type: none"> 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2d: Managing Student Behavior 	

Instructional Coaching

8Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Provide Instructional Coaching to staff in the areas of Mathematics, Science and ELA Data team meetings 	Teaching staff K-12	Best practices to support teaching and learning	Increase in PSSA scores in ELA, mathematics and science

9Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
District and building Administration	03/30/2023 - 06/30/2026

Learning Format

10Action Plans Steps - 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)	At least 2 times per year	<ul style="list-style-type: none"> 3c: Engaging Students in Learning 3b: Using Questioning and Discussion Techniques 3d: Using Assessment in Instruction 4a: Reflecting on Teaching 	Language and Literacy Acquisition for All Students
Professional Learning Community (PLC)	At least 4 times per year	<ul style="list-style-type: none"> 1c: Setting Instructional Outcomes 2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of Students 	Teaching Diverse Learners in Inclusive Settings

Structured Literacy

11 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Teachers will be supported in learning structured literacy and how to implement reading supports in ELA courses and across the curriculum to support student learning and acquisition. Begin to implement the MTSS process 	All teaching staff and administrators	All aspects of structured literacy and supporting student at all levels with literacy in ELA and across the curriculum.	Surveys and test scores

12 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Administrative staff, PATTAN and IU#1	03/01/2023 - 06/30/2026

Learning Format

13 Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework	This Step Meets the Requirements
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		Component Met in this Plan	of State Required Trainings
Inservice day	At lease once every 3 years in its entirety and additional training yearly for areas that are needed to be supported	<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 1e: Designing Coherent Instruction • 2b: Establishing a Culture for Learning 	Structured Literacy
Professional Learning Community (PLC)	At least 1 time per year		Language and Literacy Acquisition for All Students

MTSS Training

14 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> • Graduation rates will increase each year of the Comprehensive Plan 	All staff	Childhood Trauma and Behavior	Survey, MTSS Data

15 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Student Services Director	08/28/2023 - 06/30/2026

Learning Format

16 Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Yearly		At Least 1-hour of Trauma-informed Care Training for All Staff

CR-SE

17 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> culturally relevant AND sustaining education pd 	All staff	Understanding one's cultural lens Understanding one's biases Provide Learners with Equitable and Differentiated Opportunities to Learn and Succeed in a culturally relevant world Perspectives and Differences Engaging with families through authentic practices Communication Establishing high expectations Microaggressions	Survey Results

18 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Administration/outside consultants	09/01/2023 - 06/22/2026

Learning Format

19 Action Plans Steps - 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)	one time per year	<ul style="list-style-type: none"> 4c: Communicating with Families 	Common Ground

Professional Ethics

20 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Educator Effectiveness Training for all staff 	All professional staff	Professional Ethics Competencies	Survey

21 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Administration/Outside Consultant	08/01/2023 - 06/30/2026

Learning Format

22Action Plans Steps - 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)	one time per year	<ul style="list-style-type: none">• 4f: Showing Professionalism	Professional Ethics

Other Professional Development Activities

Other Professional Development Activities are not included in this report

Professional Development Plan Assurances

23 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
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)? All staff will receive additional Structured Literacy training in addition to the Comprehensive Structured Literacy Training required by the five specific certifications.	
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.

Each year, a committee of administrators and teaching staff meet to discuss outcomes of the previous year's professional development and plan for the upcoming professional development to support the pertinent needs of the teachers to ensure they are able to support the students in the district. Following each professional development, attendees are asked to complete an evaluation form which provides this committee with valuable feedback on the delivery of the session and the teacher learning of the material. This is used to make sure adjustments are made to future trainings in topics and format. In addition current students needs are taken into consideration based on data and staff input.

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. Traci Kuhns

Professional Education Committee Chairperson:

04/13/2023

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.

Richard Evans

Superintendent or Chief Administrative Officer:

11/28/2023

Date