

WYOMING VALLEY WEST SD

450 N Maple Ave

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:

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
Wyoming Valley West School District
118409302

450 North Maple Ave, Kingston, PA 18704

David Novrocki

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Steering Committee

Steering Committee

Name	Title	Committee Role	Appointed By
David Novrocki	Director of Pupil Services	Administrator	Administration Personnel
Karen Sebolka	Elementary Head Teacher	Elementary Teacher	Teacher
Kristen Evans	High School Teacher	High School Teacher	Teacher
Russ Singer	Tech Coach	Education Specialist	Education Specialist
Marissa Sholtis	Middle School Teacher	Middle School Teacher	Teacher
Jeff Coslett	Mayor of Kingston	Community Member	School Board of Directors
Anthony Diction	Safety, Security and Career Development	Administrator	School Board of Directors
Cayla Davies	Parent	Parent of Child Attending	School Board of Directors
Faye Settes	Local Business Owner	Local Business Representative	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 will meet annually to discuss the previous and current professional development plan. Also, recommendations will be made for future professional development based on staff needs assessment.

Action Plans Steps from Comprehensive Plan

Trauma Informed Care

2 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Training in Trauma Informed Practices 	K-12 Faculty	An overview of Trauma Informed Care, Basic Skills, Supporting Caregivers	Completion of Training

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

Lead Person/Position	Anticipated Timeline
Principal	09/01/2025 - 06/30/2028

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		At Least 1-hour of Trauma-informed Care Training for All Staff

IXL Training for Staff

5 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Full implementation of IXL in K-12 mathematics classrooms. 	K-12 Faculty	Using IXL reports to drive instruction.	Follow up reports vis IXL program

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

Lead Person/Position	Anticipated Timeline
Classroom Teacher	09/01/2025 - 06/30/2028

Learning Format

7 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
Workshop(s)	Yearly/as needed		

Implementation of Firefly/CDT

8 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Full implementation of IXL/CDT and Firefly programs for progress monitoring. 	6-12 Faculty/Students	Using CDT/Firefly to predict readiness for state assessments (PSSA/Keystones)	Completion of training
9 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline			
Lead Person/Position	Anticipated Timeline		
Principal	09/01/2025 - 06/30/2028		

Learning Format

10 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
Workshop(s)	Yearly/as needed		

Introduction of new K-5 Reading Series

11Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Select a new reading series that incorporates Wilson Foundations for full compliance with structured literacy. 	K-5 Teachers/Staff	Overview and full implementation of series/blended with Wilson Foundations	Participation in in-service

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

Lead Person/Position	Anticipated Timeline
ELA District Department Chair	09/01/2025 - 06/30/2028

Learning Format

13Action 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	As needed	<ul style="list-style-type: none"> 1d: Demonstrating Knowledge of Resources 	Structured Literacy

Other Professional Development Activities

Ethics for Educators

14 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
k-12 Faculty	trust, appropriate treatment of students and colleagues and professional conduct, professional boundaries and communication through a variety of technologies	Completion of program

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

Lead Person/Position	Anticipated Timeline
Director of Curriculum	09/01/2025 - 06/30/2028

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	Annually as needed	<ul style="list-style-type: none"> 4f: Showing Professionalism 	Professional Ethics

Structured Literacy

17 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
K-5 Faculty	decoding, spelling, comprehension and written expression	Completion of program

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

Lead Person/Position	Anticipated Timeline
Director of Curriculum	09/01/2025 - 06/30/2028

Learning Format

19Action 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	Annually/As needed	<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 	Structured Literacy

Reading Strategies for English Learners

20Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
K-12 Faculty	Comprehension importance, unfamiliar vocabulary, vocabulary development	Completion of in-service activity

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

Lead Person/Position	Anticipated Timeline
Director of Curriculum	09/01/2025 - 06/30/2028

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
Inservice day	Annually, as needed	<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 	Language and Literacy Acquisition for All Students

Culturally responsive teaching

23Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
K-12 Faculty	Culturally responsive teaching practices and ways educators can include and create equitable learning environments.	Completion of in-service activities

24Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Director of Curriculum	09/01/2025 - 06/30/2028

Learning Format

25Action 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	Annually/as needed	<ul style="list-style-type: none"> 2a: Creating an Environment of Respect and Rapport 	Common Ground

Classroom Practices to Promote Student Engagement and Success

26Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
K-12 Faculty	Techniques and strategies that educators can use to establish a positive and productive inclusive learning environment	Completion of In-service activities

27Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Director of Curriculum	09/01/2025 - 06/30/2028

Learning Format

28Action 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	Annually/as needed	<ul style="list-style-type: none"> • 3e: Demonstrating Flexibility and Responsiveness 	Teaching Diverse Learners in Inclusive Settings

Professional Development Plan Assurances

29P 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)?	
Structured Literacy is provided to the required certifications. In addition, elementary specials teachers (Art, Music, PE, Library Science).	
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.

Annual surveys will be sent out to staff members to evaluate the professional development on all five levels. The data will be recorded and used to adjust any further professional development. A needs assessment will be done with members of the committee to plan for the next academic year. A new consideration will be building specific needs since some schools have individual plans.

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.

David Novrocki

Professional Education Committee Chairperson:

02/04/2025

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.

David Tosh

Superintendent or Chief Administrative Officer:

03/18/2025

Date