

BURRELL SD

1021 Puckety Church Rd

Professional Development Plan (Act 48) | 2026 - 2029

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

School District

107650703

1021 Puckety Church Rd, Lower Burrell, PA 15068

Autumn Turk

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(724)334-1406 X 2291

Dr Shannon L Wagner

swagner@burrell.k12.pa.us

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Appointed By
Autumn Turk	Director of Curriculum & Development, C&I Committee Co-Chair	Administrator	Administration Personnel
Courtney Barbiaux	Personalized Learning Coach, C&I Co-Chair	Education Specialist	Teacher
Anthony Facemyre	Teacher	High School Teacher	Teacher
Kyle Boswell	Teacher	Middle School Teacher	Teacher
Morgan McClafferty	Teacher	Elementary Teacher	Teacher
Jennifer Baxter Blubaugh	Teacher	K-12 Teacher	Teacher
John Boylan	Principal	Administrator	Administration Personnel
Travis Welch	Principal	Administrator	Administration Personnel
James Croushore	Principal	Administrator	Administration Personnel
LeeAnn Guido	Parent, School Board Member	Parent of Child Attending	School Board of Directors
Carley Baker	Parent	Parent of Child Attending	School Board of Directors
Joel Ceraso	Community Member & Local Business	Local Business Representative	School Board of Directors
Pam Key	Community Member, School Board Member	Community Member	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 C&I Committee meets each quarter (4 times total). The Act 48 Professional Development/Federal Programs Committee meets annually (1 time total).

Action Plans Steps from Comprehensive Plan

LETRS Training & Literacy Across Content Areas (Language & Literacy Acquisition for all Students, Structured Literacy Framework)

2 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
	LETRS Training - any newly hired educators for K-12 literacy, special education, reading support, ESL, library, literacy coaches, and principals who have not already been LETRS trained. To date, we have 87 educators and administrators who have been fully LETRS trained and certified.	LETRS Training - full, in-depth structured literacy / science of reading training. Online coursework will be provided through Lexia and in-person sessions will be provided through the WIU (LETRS certified trainers).	LETRS training certificates of mastery

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

Lead Person/Position	Anticipated Timeline
Autumn Turk	08/24/2026 - 06/08/2029

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
Workshop(s)	LETRS - 8 in-person full-day workshops (4 per year) + online work		Language and Literacy Acquisition for All Students
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing		Structured Literacy

Teaching Diverse Learners in Inclusive Settings & Special Education Professional Learning

5 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Continue to refine curriculum to align with standards, rigor/relevance, high-quality instructional resources, and identify/address any gaps. K-8 Math Curriculum Alignment with Instructional Resource Fidelity, Review, & Adoption Process K-12 STEELS Curriculum Alignment with Instructional Resource Fidelity, Review, & Adoption Process Integrate the CEW Standards (employability skills) across all K-12 Curriculum & Real-World Learning experiences Develop a Portrait of a Growing Learner Using Growth Data from District Data Sources/Local Assessments (ALEKS, Achieve, IXL, DIBELS/mClass, CDT) Including data-driven, research-based interventions & extension Update & Revise K-12 Building-Level MtSS Structures (including proactive strategies, professional development, and resources for emotional regulation and managing behaviors) 	All K-12 Educators and Principals/Academic Administrators, Para-Educators	Emotional regulation, behavior management, and de-escalation strategies Understanding students with autism, emotional disturbance, ADHD, learning disabilities, intellectual disabilities Common Ground Framework Trauma Informed Care Trainings & Coaching (2023-2026 - completed intensive trauma-informed training with Susan Tarasevich, 2024-2025-completed Act 55 Trauma-Informed PCCD-approved video) - will continue to coach, support, and provide workshops for this through our Pupil Services Team and Trauma Informed Leadership Team.	Act 48 form - attendance at any BSD provided sessions

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

Lead Person/Position	Anticipated Timeline
Autumn Turk Director of Curriculum & Development Greg Egnor, Director of Student Services	08/24/2006 - 06/08/2029

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)	Sessions will be offered on professional learning days, planning & collaboration days, and during morning meeting time		Teaching Diverse Learners in Inclusive Settings

Workshop(s)	Sessions will be offered on professional learning days, planning & collaboration days, and during morning meeting time		Common Ground
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing (our staff had had 3 years of intensive trauma informed PD and will receive strategy focused coaching from the Pupil Services team)		At Least 1-hour of Trauma-informed Care Training for All Staff
Professional Learning Community (PLC)	Ongoing - meet daily during common planning time & morning meeting time, monthly during planning & collaboration days		

[Professional Ethics Program Framework Guidelines, Code of Conduct, Non-Discrimination, & Title IX Sexual Harassment Training](#)

[8 Action Plans Steps from Comprehensive Plan](#)

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> -Evaluate systems and structures for effectiveness & efficiency -Keep student learning and well-being at the core of our decision-making - Provide professional development and collaboration about schoolwide expectations, PBIS & MtSS Implementation, emotional regulation/de-escalation/behavior management, and "Portrait of a Growing Learner" -Align staff directives, procedures, and expectations to enable staff to focus on and promote student learning and well-being by applying and connecting learning from professional development and collaboration about schoolwide expectations, PBIS & MtSS Implementation, emotional regulation/de-escalation/behavior management, and "Portrait of a Growing Learner." 	All faculty, staff, and administration	Professional Ethics Program Framework Guidelines, Code of Conduct, Non-Discrimination, & Title IX Sexual Harassment	Act 48 form (professional staff) & support staff sign-in sheet - attendance at any BSD provided sessions

[9 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline](#)

Lead Person/Position	Anticipated Timeline
Autumn Turk, Director of Curriculum & Development Greg Egnor, Director of Student Services Shannon Wagner, Superintendent	08/24/2026 - 06/08/2029

[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)	Sessions will be offered on professional learning days, planning & collaboration days, and during morning meeting time		Professional Ethics

Content Focused Professional Development, Curriculum Work, & High Quality Instructional Resource Review/Alignment/Adoption

11 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Continue to refine curriculum to align with standards, rigor/relevance, high-quality instructional resources, and identify/address any gaps. K-8 Math Curriculum Alignment with Instructional Resource Fidelity, Review, & Adoption Process K-12 STEELS Curriculum Alignment with Instructional Resource Fidelity, Review, & Adoption Process Integrate the CEW Standards (employability skills) across all K-12 Curriculum & Real-World Learning experiences Develop a Portrait of a Growing Learner Using Growth Data from District Data Sources/Local Assessments (ALEKS, Achieve, IXL, DIBELS/mClass, CDT) Including data-driven, research-based interventions & extension Update & Revise K-12 Building-Level MtSS Structures (including proactive strategies, professional development, and resources for emotional regulation and managing behaviors) 	All K-12 faculty and academic administration	Build capacity in PLC teams through Content Focused Professional Development, Curriculum Work, & High Quality Instructional Resource Review/Alignment/Adoption	Act 48 form (professional staff) & support staff sign-in sheet - attendance at any BSD provided sessions

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

Lead Person/Position	Anticipated Timeline
Autumn Turk, Director of Curriculum & Development	08/24/2026 - 06/08/2029

Learning Format

13 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)	Sessions will be offered online and in-person on professional learning days, planning & collaboration days, and during morning meeting time		Teaching Diverse Learners in Inclusive Settings
Professional Learning Community (PLC)	Ongoing - during common planning time, morning meetings, planning & collaboration days, and professional learning days		Teaching Diverse Learners in Inclusive Settings

Increasing Staff & Student Wellbeing

14 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> -Evaluate systems and structures for effectiveness & efficiency - Keep student learning and well-being at the core of our decision-making -Provide professional development and collaboration about schoolwide expectations, PBIS & MtSS Implementation, emotional regulation/de-escalation/behavior management, and "Portrait of a Growing Learner" -Align staff directives, procedures, and expectations to enable staff to focus on and promote student learning and well-being by applying and connecting learning from professional development and collaboration about schoolwide expectations, PBIS & MtSS Implementation, emotional regulation/de-escalation/behavior management, and "Portrait of a Growing Learner." 	All district faculty, staff, and administration	Schoolwide expectations, PBIS & MtSS Implementation, emotional regulation/de-escalation/behavior management, and "Portrait of a Growing Learner"	Act 48 form (professional staff) & support staff sign-in sheet - attendance at any BSD provided sessions

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

Lead Person/Position	Anticipated Timeline
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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
Workshop(s)	Sessions will be offered online and in-person on professional learning days, planning & collaboration days, and during morning meeting time		At Least 1-hour of Trauma-informed Care Training for All Staff

Leadership Training

17 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> -Evaluate systems and structures for effectiveness & efficiency - Keep student learning and well-being at the core of our decision-making -Provide professional development and collaboration about schoolwide expectations, PBIS & MtSS Implementation, emotional regulation/de-escalation/behavior management, and "Portrait of a Growing Learner" -Align staff directives, procedures, and expectations to enable staff to focus on and promote student learning and well-being by applying and connecting learning from professional development and collaboration about schoolwide expectations, PBIS & MtSS Implementation, emotional regulation/de-escalation/behavior management, and "Portrait of a Growing Learner." 	District academic and administrative staff	The Open System (systems leadership), Dare to Lead (cultural/authentic leadership), AASA Future Driven Schools Regional Cohort, National Cohort, and national conferences	Administrative Team Meeting Notes Reflection Journals

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

Lead Person/Position	Anticipated Timeline
Director of Curriculum & Development	08/24/2026 - 06/08/2029

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
Book study	Monthly	<ul style="list-style-type: none"> • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 4f: Showing Professionalism • 4a: Reflecting on Teaching 	
Professional Learning Community (PLC)	Monthly	<ul style="list-style-type: none"> • 4a: Reflecting on Teaching • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 4f: Showing Professionalism 	

Other Professional Development Activities

Language and Literacy Acquisition for All Students: LETRS Training & Literacy Across Content Areas Training

20Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
LETRS Training - any newly hired educators for K-12 literacy, special education, reading support, ESL, library, literacy coaches, and principals who have not already been LETRS trained. To date, we have 87 educators and administrators who have been fully LETRS trained and certified. Literacy across content areas - offered for anyone who has not received LETRS training (all content areas K-12)	LETRS Training - full, in-depth structured literacy / science of reading training. Online coursework will be provided through Lexia and in-person sessions will be provided through the WIU (LETRS certified trainers). Literacy across content areas - share brain research about how students learn to read, easy ways to incorporate and promote literacy, strategies for teaching students to read and write like a ... ex. mathematician, historian, scientists, etc (apply reading/writing skills across content areas).	LETRS training certificates of mastery Act 48 form - attendance at any BSD provided sessions Act 48 form - attendance at any BSD provided sessions

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

Lead Person/Position	Anticipated Timeline
Autumn Turk, Director of Curriculum & Development	08/24/2026 - 06/08/2029

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
Workshop(s)	LETRS - 8 in-person full-day workshops (4 per year) + online work Literacy Across Content Areas - will be offered during our BSD PD Days, additional sessions may be offered at WIU	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 	Structured Literacy

		<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 4a: Reflecting on Teaching • 4e: Growing and Developing Professionally • 4d: Participating in a Professional Community 	
<p>Coaching (peer-to-peer; school leader-to-teacher; other coaching models)</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 3d: Using Assessment in Instruction • 3c: Engaging Students in Learning • 3e: Demonstrating Flexibility and Responsiveness • 4a: Reflecting on Teaching • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction 	<p>Language and Literacy Acquisition for All Students</p>

		<ul style="list-style-type: none"> 1f: Designing Student Assessments 	
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Teaching Diverse Learners in Inclusive Settings & Special Education Professional Learning

23 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All K-12 Educators and Principals/Academic Administrators, Para-Educators	Emotional regulation, behavior management, and de-escalation strategies Understanding students with autism, emotional disturbance, ADHD, learning disabilities, intellectual disabilities Common Ground Framework Trauma Informed Care Trainings & Coaching (2023-2026 - completed intensive trauma-informed training with Susan Tarasevich, 2024-2025-completed Act 55 Trauma-Informed PCCD-approved video) - will continue to coach, support, and provide workshops for this through our Pupil Services Team and Trauma Informed Leadership Team.	Act 48 form - attendance at any BSD provided sessions

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

Lead Person/Position	Anticipated Timeline
Autumn Turk, Director of Curriculum & Development Gregory Egnor, Director of Student Services Shannon Wagner, Superintendent	08/24/2026 - 06/08/2029

Learning Format

25 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)	Sessions will be offered on professional learning days, planning & collaboration days, and during morning meeting time	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 	Teaching Diverse Learners in Inclusive Settings

		<ul style="list-style-type: none"> • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior • 2e: Organizing Physical Space • 3a: Communicating with Students • 3c: Engaging Students in Learning • 1e: Designing Coherent Instruction • 3e: Demonstrating Flexibility and Responsiveness • 3d: Using Assessment in Instruction • 4a: Reflecting on Teaching • 4b: Maintaining Accurate Records • 4c: Communicating with Families • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 4f: Showing Professionalism 	
<p>Coaching (peer-to-peer; school leader-to-teacher; other coaching models)</p>	<p>Ongoing (provided by Pupil Services team)</p>	<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures 	<p>Special Education State Plan Training</p>

		<ul style="list-style-type: none"> • 2d: Managing Student Behavior • 2e: Organizing Physical Space • 3a: Communicating with Students • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness • 4a: Reflecting on Teaching • 4c: Communicating with Families • 4e: Growing and Developing Professionally • 4f: Showing Professionalism 	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing (provided by Pupil Services team & Trauma-Informed Leadership team)	<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2d: Managing Student Behavior • 3a: Communicating with Students • 4c: Communicating with Families • 4a: Reflecting on Teaching • 4f: Showing Professionalism 	At Least 1-hour of Trauma-informed Care Training for All Staff
Workshop(s)	Sessions will be offered on professional learning days, planning & collaboration days, and during morning meeting time	<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning 	Common Ground

		<ul style="list-style-type: none"> • 2d: Managing Student Behavior • 3a: Communicating with Students • 3e: Demonstrating Flexibility and Responsiveness • 4c: Communicating with Families • 4f: Showing Professionalism 	
Professional Learning Community (PLC)	Ongoing - meet daily during common planning time & morning meeting time, monthly during planning & collaboration days	<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3c: Engaging Students in Learning • 4a: Reflecting on Teaching • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 4f: Showing Professionalism 	

Suicide Awareness/ Prevention Education Professional Learning

26Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All K-12 Faculty & Academic Administrators	Suicide awareness & prevention (Jason Foundation Online Courses)	Certificate of Completion Act 48 form - attendance at any BSD provided sessions

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

Lead Person/Position	Anticipated Timeline
Autumn Turk, Director of Curriculum & Development	08/24/2026 - 06/11/2027

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
Course(s)	4 hrs of online course completion during 2026-2027 school year	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2d: Managing Student Behavior 3a: Communicating with Students 3e: Demonstrating Flexibility and Responsiveness 4c: Communicating with Families 4f: Showing Professionalism 	

Professional Ethics Program Framework Guidelines, Code of Conduct, Non-Discrimination, & Title IX Sexual Harassment Training

29Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All faculty, staff, and administration	Professional Ethics Program Framework Guidelines, Code of Conduct, Non-Discrimination, & Title IX Sexual Harassment	Act 48 form (professional staff) & support staff sign-in sheet - attendance at any BSD provided sessions

30Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Autumn Turk, Director of Curriculum & Development Greg Egnor, Director of Student Services, Title IX Coordinator Shannon Wagner, Superintendent	08/24/2026 - 06/08/2029

Learning Format

31 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)	Sessions will be offered on professional learning days, planning & collaboration days, and during morning meeting time	<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2d: Managing Student Behavior • 3a: Communicating with Students • 4c: Communicating with Families • 4d: Participating in a Professional Community • 4f: Showing Professionalism 	Professional Ethics

Other PDE Required Trainings (Act 55 Safety, Health Office Trainings, Act 126, etc)

32 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All district faculty, support staff, and administration	Act 55 Annual Safety Trainings & Drills (using PCCD training resources - recognizing concerning behaviors, situational awareness, trauma-informed, bullying & suicide awareness, behavioral health awareness, substance use, emergency drills/ALICE training) Health Office Trainings	Act 48 form (professional staff) & support staff sign-in sheet -

	(diabetes, allergy/epi-pen, asthma, first aid/stop the bleed, cpr/defib basics) & CPR training (for required staff) Act 126 Mandated Reporter & Educator Discipline Training (trainings are done as a condition of employment upon hiring and repeated every 5 years)	attendance at any BSD provided sessions
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33Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Autumn Turk, Director of Curriculum & Development	08/24/2026 - 06/08/2029

Learning Format

34Action 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)	Sessions will be offered online and in-person on professional learning days, planning & collaboration days, and during morning meeting time	<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 2b: Establishing a Culture for Learning • 2a: Creating an Environment of Respect and Rapport • 2e: Organizing Physical Space • 3a: Communicating with Students • 4b: Maintaining Accurate Records • 4c: Communicating with Families • 4f: Showing Professionalism 	

Content Focused Professional Development, Curriculum Work, & High Quality Instructional Resource Review/Alignment/Adoption

35Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All K-12 faculty and academic administration	Build capacity in PLC teams through Content Focused Professional Development, Curriculum Work, & High Quality Instructional Resource Review/Alignment/Adoption -K-12 STEELS curriculum alignment, instructional practices, & resource review/adoption (relevant staff already completed all levels of PennSEL STEELS training with WIU and SCRIPT training with ABC Create) -K-8 Math professional learning (WIU Math-Science Collab & Building Thinking Classrooms as resource), curriculum alignment, instructional practices, & resource review/adoption (2-12 math teachers already completed Concrete, Representational, Abstract - CRA - training with WIU/PaTTAN) - Continued MTSS training & coaching to ensure all students are learning (data-driven decision making, benchmark assessments & interventions K-12, extension opportunities) -Continued K-12 ELA curricular alignment to structured literacy/science of reading instructional practices & resources -CEW standards integration into curriculum & future readiness work -Continued to refine and update all K-12 curriculum sheets to align with the 4 questions of the PLC process (DuFour Model) with PLC Teams -AI and technology integration -Qmulative Student Information System Training	Act 48 form (professional staff) & support staff sign-in sheet - attendance at any BSD provided sessions

36Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Autumn Turk, Director of Curriculum & Development	08/24/2026 - 06/08/2029

Learning Format

37Action 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)	Sessions will be offered online and in-person on professional learning days, planning & collaboration days, and during morning meeting time	<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 1d: Demonstrating Knowledge of Resources • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments 	Teaching Diverse Learners in Inclusive Settings

		<ul style="list-style-type: none"> • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness • 4a: Reflecting on Teaching • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally 	
Professional Learning Community (PLC)	Ongoing - during common planning time, morning meetings, planning & collaboration days, and professional learning days	<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness • 4a: Reflecting on Teaching • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally 	Teaching Diverse Learners in Inclusive Settings

		• 4f: Showing Professionalism	
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Increasing Staff & Student Wellbeing

38 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All district faculty, staff, and administration	Schoolwide expectations, PBIS & MtSS Implementation, emotional regulation/de-escalation/behavior management, and "Portrait of a Growing Learner"	Act 48 form (professional staff) & support staff sign-in sheet - attendance at any BSD provided sessions

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

Lead Person/Position	Anticipated Timeline
Autumn Turk, Director of Curriculum & Development	08/24/2026 - 06/08/2029

Learning Format

40 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)	Sessions will be offered online and in-person on professional learning days, planning & collaboration days, and during morning meeting time	<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior • 2e: Organizing Physical Space 	At Least 1-hour of Trauma-informed Care Training for All Staff

		<ul style="list-style-type: none">• 3a: Communicating with Students• 4c: Communicating with Families• 4f: Showing Professionalism• 4d: Participating in a Professional Community• 4e: Growing and Developing Professionally	
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Professional Development Plan Assurances

41 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 K-12 ELA, Reading Specialists, Special Education, ESL Teacher, Library Teachers, and Principals/Academic Administration has either completed the 2 year complete LETRS Training and Certification Process or are currently in a cohort completing the LETRS and training certification. Additional staff who have requested LETRS training have been given the opportunity to complete it. Any new educators hired in the required certification areas will be required to complete the full 2-years LETRS training as a condition of their employment within their first three years of work in the district. All K-8 ELA, Reading Specialists, Special Education, ESL Teacher, Library Teachers, and Principals/Academic Administration have been trained in Amplify CKLA (K-5)/ELA (6-8), DIBELS (K-5), mClass Intervention (K-5) during 2024-2025 and 2025-2026 school year. All K-12 educators who did not complete LETRS Training were provided with a Literacy Across Content Areas training during the 2025-2026 school year. Additional literacy trainings will be provided for all staff from 2026-2029.	
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.

Participants' use of new knowledge & skills, Participants' learning, Participant reaction, & Organizational support & change: Midyear Reflection & Coaching Needs Survey sent to all educators - used to evaluate and refine professional learning and identify coaching needs, reviewed with C&I & Act 48 Committees and shared with building-level administration and coaches End of Year Staff Needs Survey sent to all educators - used to evaluate and plan professional learning and identify coaching needs, reviewed with C&I & Act 48 Committees and shared with building-level administration and coaches Student Outcomes: Team review of district/local and state data at BOY, MOY, and EOY

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.

Autumn Turk

Professional Education Committee Chairperson:

02/27/2026

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.

Shannon Wagner

Superintendent or Chief Administrative Officer:

02/27/2026

Date