

## FOREST CITY REGIONAL SD

100 Susquehanna Street

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:

- 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

School District

119583003

100 Susquehanna Street, Forest City, PA 18421

Daniel Gilroy

[dgilroy@fcrsd.org](mailto:dgilroy@fcrsd.org)

5707852403 X na

Mr Daniel L Gilroy

[dgilroy@fcrsd.org](mailto:dgilroy@fcrsd.org)

## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Daniel Gilroy	Superintendent	Administrator	School Board of Directors
Cynthia Weiss	High School Principal	Administrator	Administration Personnel
Michael Zack	Elementary School Principal	Administrator	Administration Personnel
Michelle Lesjack	Special Education Director	Administrator	Administration Personnel
Heather Monahan	Teacher	Elementary Teacher	Teacher
Kelly Shelp	Teacher	Elementary Teacher	Teacher

Name	Title	Committee Role	Appointed By
Sara McGraw	Teacher	Elementary Teacher	Teacher
Bobbi Jo Goben	Teacher	Elementary Teacher	Teacher
Robert Pryal	Teacher	Elementary Teacher	Teacher
Carrie Kemmerer	Teacher	High School Teacher	Teacher
Leah Zawisky	Teacher	Elementary Teacher	Teacher
Daniel Nebzydoski	Teacher	High School Teacher	Teacher
Ann Stefanov	Teacher	Middle School Teacher	Teacher
Kelly Galinsky	Teacher	High School Teacher	Teacher
Lisette Kozar	Teacher	High School Teacher	Teacher
Kelsey Bryer	School Counselor	Education Specialist	Administration Personnel
Eileen Lynch	Bank Manager - Business Representative	Local Business Representative	School Board of Directors
Nicole Botjer	Parent	Parent of Child Attending	School Board of Directors
Steven Touje	community 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.**

Committee meets twice per year to determine the professional needs of staff in addition to mandated trainings.

# ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

## OGAP COACHING

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers will receive professional development and coaching sessions on OGAP.	Grade level teachers PK-3 and mathematics teachers in grades 4, 5, 6	Curriculum, pacing, instructional topics and instructional strategies	Teachers will implement strategies such as math hands, number lines, ten frames, number paths, base 5 and 10, rote counting, counting collections, and other tools to enhance student understanding of mathematics.
Lead Person/Position			Anticipated Timeline
Michael Zack/Principal, classroom teachers			08/25/2025 - 06/30/2028

## 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	Three to five coaching sessions per school year. Monitoring trimester growth each	3b: Using Questioning and Discussion	Indicator 13 Effective Practices in Transition

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
models)	school year.	Techniques  3c: Engaging Students in Learning  3d: Using Assessment in Instruction  1a: Demonstrating Knowledge of Content and Pedagogy  1d: Demonstrating Knowledge of Resources	Training

## EFFECTIVE AND ENGAGING INSTRUCTION

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers will receive professional development and coaching sessions related to Effective	The main audience will be 7th—12th grade math, STEM, and science teachers. All other content teachers in the district will also be	Visual learning, metacognitive thinking skills, problem-solving, collaboration, building/sustaining a supporting classroom culture	Teachers will implement strategies that will develop more academic independence and agency. Students will be visibly showing their thinking process while lessons, discussions, and activities are developed around higher depth of

Action Step	Audience	Topics to be Included	Evidence of Learning
Engagement and Instruction.	exposed to this training.	based on inquiry and deeper learning	knowledge activities.
Lead Person/Position		Anticipated Timeline	
Cynthia Weiss/Principal, classroom teachers		08/01/2025 - 06/30/2028	

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)	One coaching session per month	3c: Engaging Students in Learning  1c: Setting Instructional Outcomes  2b: Establishing a Culture for Learning  1e: Designing Coherent Instruction  3b: Using Questioning and Discussion Techniques	

**Type of Activities**

**Frequency**

**Danielson Framework  
Component Met in this Plan**

**This Step Meets the Requirements of  
State Required Trainings**

3d: Using Assessment in  
Instruction

# OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

## TRAUMA INFORMED CARE

Audience	Topics to be Included	Evidence of Learning
pk-12 Teachers & Staff	Recognition of the signs of trauma in students. Best practices for schools and classrooms regarding trauma-informed approaches, including utilization of multitiered systems of support. Recognition of the signs of the impact of secondary trauma on school employees and appropriate resources for school employees who are experiencing secondary trauma. The school entity's policies regarding trauma-informed approaches. The school entity's policies regarding connecting students with appropriate services. Pedagogy that recognizes the signs and symptoms of trauma and integrates knowledge about trauma for the purpose of promoting resiliency among students.	A pre/post-training self-assessment on knowledge and confidence in trauma-informed practices. A reflection or summary of key takeaways from the training, including how they plan to apply trauma-informed strategies in their roles. Responses to case studies or scenarios demonstrating how they would recognize and respond to student trauma using best practices.
Lead Person/Position		Anticipated Timeline
Michael Zack /ES Principal Cynthia Weiss/HS Principal		09/01/2025 - 06/01/2028

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
--------------------	-----------	--	--

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	yearly	2d: Managing Student Behavior  1b: Demonstrating Knowledge of Students  2b: Establishing a Culture for Learning	At Least 1-hour of Trauma-informed Care Training for All Staff

### LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
Classroom teachers PK-8, support teachers, administrators	Literature Lab implementation, emphasizing assessments, pacing, and materials for the 100 Book Challenge folders, ensuring teachers send home logs, skill cards, and practice materials. Reviewing the importance of conferencing with students using the IRLA tool to monitor progress and guide instruction, as well as targeting and practicing specific literacy skills identified through IRLA to help students advance in their reading levels.	Evidence of learning will be found by reviewing SchoolPace and determining if 80% of all students showed 1 year of growth or better in the Individual Reading Level Analysis (IRLA) tool which requires teacher conferencing based on the learning topics included above along with accurate data entry.
Lead Person/Position	Anticipated Timeline	
Building Principals/ARC Coach	09/01/2025 - 06/15/2028	

### 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)	3-5 days per school year	1a: Demonstrating Knowledge of Content and Pedagogy  3a: Communicating with Students  3d: Using Assessment in Instruction	

## STRUCTURED LITERACY TRAINING

Audience	Topics to be Included	Evidence of Learning
PK - 12 Teachers & Staff		Responses to ethical scenarios from multiple perspectives: students, parents, teachers, and administrators. Discussions that highlight insights and best practices on handling ethical issues.
Lead Person/Position		Anticipated Timeline
Mike Zack, ES Principal Cynthia Weiss, HS Principal		09/01/2024 - 12/30/2025

## LEARNING FORMAT

[illegible]

[illegible]

[illegible]

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	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		3c: Engaging Students in Learning	
		4d: Participating in a Professional Community	
		4c: Communicating with Families	
		4d: Participating in a Professional Community	
		4c: Communicating with Families	
		4d: Participating in a Professional Community	
		4c: Communicating with Families	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		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
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		1a: Demonstrating Knowledge of Content and Pedagogy	
		4e: Growing and Developing Professionally	
		4f: Showing Professionalism	
		4e: Growing and Developing Professionally	
		4f: Showing Professionalism	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		1f: Designing Student Assessments	
		4e: Growing and Developing Professionally	
		4f: Showing Professionalism	
		4e: Growing and Developing Professionally	
		4f: Showing Professionalism	
		4e: Growing and Developing Professionally	
		4f: Showing Professionalism	
		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
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
Inservice day		3d: Using Assessment in Instruction	Professional Ethics
		4f: Showing Professionalism	
		4e: Growing and Developing Professionally	
		4f: Showing Professionalism	
		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**

- 4f: Showing Professionalism
- 4e: Growing and Developing Professionally
- 4e: Growing and Developing Professionally
- 4d: Participating in a Professional Community
- 4d: Participating in a Professional Community
- 4d: Participating in a Professional Community
- 4d: Participating in a Professional Community
- 4d: Participating in a Professional Community
- 4d: Participating in a Professional Community
- 4d: Participating in a Professional Community
- 4d: Participating in a Professional Community
- 4d: Participating in a Professional Community
- 4d: Participating in a Professional Community
- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4c: Communicating with Families
- 4d: Participating in a Professional Community

Type of  
Activities

Frequency

Danielson Framework Component Met in this Plan

This Step Meets the Requirements of State Required  
Trainings

4c: Communicating with Families

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

1e: Designing Coherent Instruction

4d: Participating in a Professional Community

4c: Communicating with Families

4d: Participating in a Professional Community

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		4c: Communicating with Families	
		4d: Participating in a Professional Community	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		3c: Engaging Students in Learning	
		4d: Participating in a Professional Community	

**Type of  
Activities**

**Frequency**

**Danielson Framework Component Met in this Plan**

**This Step Meets the Requirements of State Required  
Trainings**

4c: Communicating with Families

4d: Participating in a Professional Community

4c: Communicating with Families

4d: Participating in a Professional Community

4c: Communicating with Families

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

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
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	

PROFESSIONAL ETHICS PROGRAM FRAMEWORK GUIDELINES

Audience	Topics to be Included	Evidence of Learning
PK - 12 Teachers & Staff		Responses to ethical scenarios from multiple perspectives: students, parents, teachers, and administrators. Discussions that highlight insights and best practices on handling ethical issues.
Lead Person/Position		Anticipated Timeline
Mike Zack, ES Principal Cynthia Weiss, HS Principal		09/01/2024 - 12/30/2025

LEARNING FORMAT

[illegible]

[illegible]

[illegible]

[illegible]

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		3c: Engaging Students in Learning	
		4d: Participating in a Professional Community	
		4c: Communicating with Families	
		4d: Participating in a Professional Community	
		4c: Communicating with Families	
		4d: Participating in a Professional Community	
		4c: Communicating with Families	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		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
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		1f: Designing Student Assessments	
		4e: Growing and Developing Professionally	
		4f: Showing Professionalism	
		4e: Growing and Developing Professionally	
		4f: Showing Professionalism	
		4e: Growing and Developing Professionally	
		4f: Showing Professionalism	
		4e: Growing and Developing Professionally	
		4d: Participating in a Professional Community	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
Inservice day		3d: Using Assessment in Instruction	Professional Ethics
		4f: Showing Professionalism	
		4e: Growing and Developing Professionally	
		4f: Showing Professionalism	
		4e: Growing and Developing Professionally	
		4f: Showing Professionalism	

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	
		4e: Growing and Developing Professionally	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4c: Communicating with Families	
		4d: Participating in a Professional Community	
		4c: Communicating with Families	
		4d: Participating in a Professional Community	
		4c: Communicating with Families	

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	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		1e: Designing Coherent Instruction	
		4d: Participating in a Professional Community	
		4c: Communicating with Families	
		4d: Participating in a Professional Community	
		4c: Communicating with Families	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		4d: Participating in a Professional Community	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		1a: Demonstrating Knowledge of Content and Pedagogy	
		4e: Growing and Developing Professionally	
		4f: Showing Professionalism	

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	
		4f: Showing Professionalism	
		4e: Growing and Developing Professionally	
		4e: Growing and Developing Professionally	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		4d: Participating in a Professional Community	
		3c: Engaging Students in Learning	
		4d: Participating in a Professional Community	

Type of  
Activities

Frequency

Danielson Framework Component Met in this Plan

This Step Meets the Requirements of State Required  
Trainings

4c: Communicating with Families

4d: Participating in a Professional Community

4c: Communicating with Families

4d: Participating in a Professional Community

4c: Communicating with Families

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

4e: Growing and Developing Professionally

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

4e: Growing and Developing Professionally

1f: Designing Student Assessments

4e: Growing and Developing Professionally

4f: Showing Professionalism

4e: Growing and Developing Professionally

4f: Showing Professionalism

4e: Growing and Developing Professionally

4f: Showing Professionalism

4e: Growing and Developing Professionally

4d: Participating in a Professional Community

4d: Participating in a Professional Community

4d: Participating in a Professional Community

4d: Participating in a Professional Community

4d: Participating in a Professional Community

4d: Participating in a Professional Community

4d: Participating in a Professional Community

4d: Participating in a Professional Community

**Type of  
Activities**

**Frequency**

**Danielson Framework Component Met in this Plan**

**This Step Meets the Requirements of State Required  
Trainings**

4d: Participating in a Professional Community

4d: Participating in a Professional Community

4d: Participating in a Professional Community

# PROFESSIONAL ETHICS PROGRAM FRAMEWORK GUIDELINES

Audience	Topics to be Included	Evidence of Learning
PK - 12 Teachers & Staff	Professional Ethics Program Framework and the Pennsylvania Model Code of Ethics for Educators (PMCEE)	Responses to ethical scenarios from multiple perspectives: students, parents, teachers, and administrators. Learning experiences that highlight insights and best practices on handling ethical issues. Analyze trends and address recurring issues during ongoing faculty meetings.
Lead Person/Position		Anticipated Timeline
Mike Zack, ES Principal Cynthia Weiss, HS Principal		08/15/2025 - 06/01/2028

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
	One per year		

# PROFESSIONAL ETHICS PROGRAM FRAMEWORK GUIDELINES

Audience	Topics to be Included	Evidence of Learning
Lead Person/Position	Anticipated Timeline	
	Invalid Date - Invalid Date	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings

## 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? ( <a href="#">22 Pa Code, Chapter 4</a> )	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 ( <a href="#">22 Pa Code, 19</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? ( <a href="#">22 pa Code, 49.16</a> )	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**

---

When is the first year the LEA will offer Structured Literacy Training to the staff?

2023-  
2024

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)?  
just the required teachers at this time

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.**

Committee members will review student achievement data, mental health support use, and professional development feedback to determine needs.

**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.

Daniel Gilroy02/26/2025

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.

Daniel Gilroy02/26/2025

Superintendent or Chief Administrative Officer:Date