

WAYNE HIGHLANDS SD

474 Grove St

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:

- 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

Wayne Highlands School District
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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Gregory Frigoletto	Superintendent	Administrator	Administration Personnel
Gary Kopesky	Local Business Rep.	Local Business Representative	School Board of Directors
Jacqueline Kopesky	Parent	Parent of Child Attending	School Board of Directors
George Korb	Community Member	Community Member	School Board of Directors
Heather Kretschmer	Reading Specialist	Education Specialist	Education Specialist
Roslyn Burke	Community Member	Community Member	School Board of Directors

Name	Title	Committee Role	Appointed By
Timothy Morgan	Asst. Superintendent	Administrator	School Board of Directors
Erika Cavanaugh	Special Ed. Administrator	Administrator	Administration Personnel
Tanya Gibbs-Hinckly	Parent	Parent of Child Attending	School Board of Directors
Shawn Knash	HS Teacher	High School Teacher	Teacher
Laura Lockwood	HS Teacher	High School Teacher	Teacher
Stephanie Lukan	MS Teacher	Middle School Teacher	Teacher
Kim Modrovsky	Parent	Parent of Child Attending	School Board of Directors
Ben Monahan	MS Teacher	Middle School Teacher	Teacher
Lindsey Pender	Elem. Teacher	Elementary Teacher	Teacher
Chris Pietraszewski	Primary Principal	Administrator	Administration Personnel
Paige Pinto	HS Guidance	Other	Administration Personnel
Sally Watson	Staff Member	Other	Administration Personnel
Heather Stephens	Local Business Rep.	Local Business Representative	School Board of Directors
Carrie Politz	Primary Teacher	Elementary Teacher	Teacher
Kelley Roma	Reading Specialist	Education Specialist	Education Specialist

Name	Title	Committee Role	Appointed By
Nate Hugeboom	HS Student	Other	School Board of Directors
Alaina Neu	HS Student	Other	School Board of Directors

DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.

This committee met four (4) times over the calendar yer.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

STRUCTURE LITERACY K-12

Action Step	Audience	Topics to be Included	Evidence of Learning
Register Faculty Leaders in the IU Structured Literacy Train the Trainer PD. This will enable a peer coaching PD.	Grade Level Leaders (K-5) and Select Leaders (6-12)	Phonocological and Phonemic Awareness, Phonics and Word Recognition, Automatic/Fluent Reading of Text, Vocabulary, Listening and Reading Comprehension, Written Expression	Successful Completion of IU Course (Train the Trainer)
Lead Person/Position		Anticipated Timeline	
Assistant Superintendent		09/18/2023 - 05/30/2025	

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)	Leaders - 1X training & 1X Peer Coaching Faculty - 1X Peer Coaching Session	1a: Demonstrating Knowledge of Content and Pedagogy	Structured Literacy

GREAT MINDS WRITING AND FLUENCY PD

Action Step	Audience	Topics to be Included	Evidence of Learning
Train all K-2 faculty in Writing and Fluency (Great Minds)	K-2 Teachers	Pedagogy regarding both writing and fluency instruction/assessment	Successful completion of Writing and Fluency workshops provided by Great Minds with a focus on literacy and language acquisition.
Lead Person/Position		Anticipated Timeline	
Assistant Superintendent		01/02/2024 - 05/30/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	One workshop for both writing and fluency		Language and Literacy Acquisition for All Students

STEEL TRAINING/TRANSITION

Action Step	Audience	Topics to be Included	Evidence of Learning
Form Transition Team that will train through IU19 to assist in the conversion to the new science standards	Faculty Leaders - Science and Technology Education	STEELS (New Science Standards content and concept). Instructional pedagogy.	Completion of the Everest Experience (IU 19), STEELS Presentation at WHSD (IU19) and Standards Crosswalk/Mapping (K-12)
Lead Person/Position			Anticipated Timeline
Assistant Superintendent, Principals, Science & Tech. Ed. Leaders			09/25/2023 - 05/31/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Everest Experience - 1X STEELS presentation - 1X Crosswalk/Mapping - 2-3X		Teaching Diverse Learners in Inclusive Settings

WHSD GRADUATION RATE STUDY GROUP

Action Step	Audience	Topics to be Included	Evidence of Learning
Study Group using Preventing Dropout in Secondary Schools as a primary resource	9-12 Faculty & Administration	Dropout prevention Equality of opportunity for all demographics Historically Disadvantaged Students and school retention	Successful completion of study group. Increase in graduation rate of 2% annually over a three year period.
Lead Person/Position		Anticipated Timeline	
HS Principal		08/26/2024 - 05/30/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Book study	1X in 24-25		Common Ground: Culturally Relevant Sustaining Education

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

TRAUMA INFORMED TRAINING

Audience	Topics to be Included	Evidence of Learning
All WHSD Faculty/Staff	Trauma Informed Professional Development	Certificates Upon Completion of Training
Lead Person/Position	Anticipated Timeline	
Assistant Superintendent	08/22/2023 - 09/29/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	1X annually	2a: Creating an Environment of Respect and Rapport 4c: Communicating with Families 3a: Communicating with Students 2d: Managing Student Behavior 3e: Demonstrating Flexibility and	At Least 1-hour of Trauma-informed Care Training for All Staff

**Type of
Activities**

Frequency

Danielson Framework Component Met in this Plan

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

Responsiveness

1b: Demonstrating Knowledge of Students

4f: Showing Professionalism

PROFESSIONAL ETHICS PROFESSIONAL DEVELOPMENT

Audience	Topics to be Included	Evidence of Learning
All faculty new to the district annually	PA Professional Code of Conduct, Mandated Reporting, Title IX, Act 126 - Child Abuse Recognition Training, Bullying, Actv 71 - Suicide Awareness and Prevention	Completion of New Teacher Orientation
Lead Person/Position	Anticipated Timeline	
Assistant Superintendent	08/16/2023 - 08/20/2026	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	2 Full days of In-Service 1X Annually	4d: Participating in a Professional Community 4f: Showing Professionalism 4e: Growing and Developing Professionally	Professional Ethics

TEACHING DIVERSE LEARNERS

Audience	Topics to be Included	Evidence of Learning
All teachers new to the District annually	Student Centered & Engaging Instruction, Success for ALL students, Lifelong Learning, Respect for Oneself and Society, NISL - Principles of Learning, Principles of Teaching, Principles of Curriculum, Essential Techniques for Assessing and Improving Teacher Instructional Skills, Act 13 - Educator Effectiveness	Completion of two day in-service
Lead Person/Position		Anticipated Timeline
Assistant Superintendent		08/16/2023 - 08/20/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1X Annually	3a: Communicating with Students 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 1f: Designing Student Assessments 4c: Communicating with Families 2b: Establishing a Culture for Learning	Teaching Diverse Learners in Inclusive Settings

**Type of
Activities**

Frequency

Danielson Framework Component Met in this Plan

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

2d: Managing Student Behavior

2a: Creating an Environment of Respect and
Rapport

4a: Reflecting on Teaching

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

Professional Education Plan Guidelines

Yes/No

Are the following professional development activities included in the Act 48 Professional Development Plan?

Language and Literacy Acquisition for All Students

Yes

Teaching Diverse Learners in Inclusive Settings

Yes

At least 1-hour of trauma-informed care training for all staff

Yes

Professional Ethics Program Framework Guidelines

Yes

Culturally Relevant and Sustaining Education Program Framework Guidelines

Yes

Structured Literacy Program Framework Guidelines

Yes

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

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)?

All Faculty K-12

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.

The professional education plan will be evaluated and reviewed 4X/year through and by the Professional Education Committee. This committee is comprised of diverse District stakeholders as required by the Pennsylvania Department of education. The Committee will review quality and progress of the professional development plan and take into consideration each action step proposed in the plan. Suggestions may be made in order to most effectively meet the need of all professional learners, and in turn, most effectively meeting the needs of students.

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.

Timothy Morgan

12/18/2023

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.

Gregory Frigoletto

12/21/2023

Superintendent or Chief Administrative Officer:

Date