

POCONO MOUNTAIN SD

PO Box 200

Professional Development Plan (Act 48) | 2024 - 2027

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

Pocono Mountain SD
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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Courtney Burrus	Human Resources	Administrator	School Board of Directors
Stacy Kulics	Director of Federal Programs	Administrator	Administration Personnel
Amy Catalano	Director of Curriculum	Administrator	Administration Personnel
Beth DeLay	Director of Curriculum	Administrator	Administration Personnel
Amy Buffington	Director of Curriculum	Administrator	Administration Personnel
Steve Spengler	Director of Instructional Technology	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Bethann McCain	Director of Curriculum	Administrator	Administration Personnel
Catherine Sweeney	Asst. Superintendent	Administrator	School Board of Directors
Mark Wade	Asst. Superintendent	Administrator	School Board of Directors
Marsha Kloss	Special Education Supervisor	Administrator	Administration Personnel
Ashely Dickinsons	Special Education Supervisor	Administrator	Administration Personnel
Krislin Ofalt	Principal	Administrator	Administration Personnel
Jessica Loverdi	Principal	Administrator	Administration Personnel
Jessica Grebb	Asst. Principal	Administrator	Administration Personnel
Daniel Higgins	Asst. Principal	Administrator	Administration Personnel
Angela Morrison	Asst. Principal	Administrator	Administration Personnel
Eric Vogt	Principal	Administrator	Administration Personnel
Walter Pawlowski	Asst. Principal	Parent of Child Attending	School Board of Directors
John Richards	Asst. Principal	Administrator	Administration Personnel
Michele Connors	Asst. Principal	Administrator	Administration Personnel
Juanita Taylor	Teacher	Elementary Teacher	Teacher

Name	Title	Committee Role	Appointed By
Melissa Pinkerton	Teacher	Elementary Teacher	Teacher
Patricia Lattanzio	Teacher	Elementary Teacher	Teacher
Arelene Fette	Teacher	Elementary Teacher	Teacher
Ellen Wilson	Teacher	Elementary Teacher	Teacher
Michelynn Myers	Teacher	Elementary Teacher	Teacher
Daphne Cortes	Teacher	Elementary Teacher	Teacher
Lori Dalton	Teacher	Elementary Teacher	Teacher
Lisa Martin	IST	Education Specialist	Education Specialist
Jennyrose Johnson	Teacher	Elementary Teacher	Teacher
Kelley Taylor	Teacher	Elementary Teacher	Teacher
Jason Smith	Teacher	Elementary Teacher	Teacher
Jacqueline Albrecht	Teacher	Middle School Teacher	Teacher
Tammy Yukna	Teacher	Middle School Teacher	Teacher
Brittini Borgella	Teacher	Middle School Teacher	Teacher
Elizabeth Romig	Teacher	Middle School Teacher	Teacher

Name	Title	Committee Role	Appointed By
Amie Baumer	Teacher	Middle School Teacher	Teacher
Michele Kulikowski	Teacher	High School Teacher	Teacher
Jamie Hewitt	Teacher	High School Teacher	Teacher
Teri Miles	Teacher	High School Teacher	Teacher
Annya Surace	Teacher	High School Teacher	Teacher
Nancylee Garafola	Teacher	High School Teacher	Teacher
Jeff Stoner	Local Business Owner	Local Business Representative	School Board of Directors
Megan Dunlap	Parent	Parent of Child Attending	School Board of Directors
Andrea Stoner	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.

The committee meets monthly from September until May. Each meeting is structured to focus on one or more goals noted in the Comprehensive Plan. Sub-committees are formed based on grade level spans to address one or more goals noted in the Comprehensive Plan. Each respective sub-committee determines specific professional development training sessions provided from analysis of a needs assessment survey provided to all professional staff near the end of the previous school year.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

CHECK AND CONNECT TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Buildings district-wide will implement Check and Connect with students grades K-12 as a Tier 2 and/or Tier 3 intervention.	Check and Connect Mentors	Attendance / Truancy laws and regulations Building a rapport with students Check and Connect Protocol and Procedures Trauma Based Informed Practices	Student attendance data SWPBIS data Mentor completion of C and C training Mentor completion of assigned Trauma Informed Practices trainings Local Assessment data
Lead Person/Position	Anticipated Timeline		
Check and Connect Trainers	08/14/2024 - 06/14/2027		

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)	Check and Connect training sessions will occur on a quarterly basis.	2a: Creating an Environment of Respect and Rapport	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
		4d: Participating in a Professional Community	
		3a: Communicating with Students	
		1b: Demonstrating Knowledge of Students	
		3e: Demonstrating Flexibility and Responsiveness	
		2d: Managing Student Behavior	
		1d: Demonstrating Knowledge of Resources	
		4c: Communicating with Families	
		2b: Establishing a Culture for Learning	
		4f: Showing Professionalism	

CREATE MTSS GRADE SPAN MATRICES

Action Step	Audience	Topics to be Included	Evidence of Learning
Create student continuum of services matrices.	Professional staff, building and district level administration	Truancy School Behavioral Supports SEL support SWPBIS MTSS Framework Home and School Visitor Community Service Providers Framework for Access and Belonging Restorative Practices	Completed matrices that reflect appropriate services and supports based on students' needs. Attendance, behavioral and academic data showing growth/improvement.
Lead Person/Position			Anticipated Timeline
District administrators Building administrators			08/14/2024 - 06/14/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Training sessions on the identified topics will occur on a quarterly basis.	2e: Organizing Physical Space 4a: Reflecting on Teaching 2d: Managing Student Behavior	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3e: Demonstrating Flexibility and Responsiveness	
		1d: Demonstrating Knowledge of Resources	
		3b: Using Questioning and Discussion Techniques	
		4c: Communicating with Families	
		1b: Demonstrating Knowledge of Students	
		3a: Communicating with Students	
		4b: Maintaining Accurate Records	
		2a: Creating an Environment of Respect and Rapport	
		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**

2b: Establishing a Culture for Learning

3d: Using Assessment in Instruction

4f: Showing Professionalism

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Other Professional Development Activities are not included in this report

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 professional staff received Structured Literacy Training during the 2023-2024 school year.

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.

The professional education plan will be reviewed at the beginning, mid and end of each school year to monitor for progress; review student data for student achievement and growth outcomes on local benchmark and diagnostic assessments as well as standardized testing outcomes and the Future Ready PA Index. Teacher observations will take place throughout each year of the plan to observe participants' use of new knowledge and skills. Surveys will be conducted to measure participants' learning and ongoing needs assessment. Data on progress of the Comprehensive Planning goals and the evidence of learning based on the professional development plan will be reviewed quarterly.

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.

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.

Superintendent or Chief Administrative Officer:

Date