

SHIPPENSBURG AREA SD

317 N Morris St

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

115218003

317 N Morris St, Shippensburg, PA 17257

Dr. Susan Donat

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717-530-2700 X 1003

Mr Bill August

bill.august@ship.k12.pa.us

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
William August	Superintendent	Administrator	School Board of Directors
Leslee DeLong	Assistant Superintendent	Administrator	School Board of Directors
Susan Donat	Director of Curriculum, Instruction, Assessment	Administrator	Administration Personnel
Debrah Luffy	HS Principal	Administrator	Administration Personnel
Jeremy Barnes	MS Principal	Administrator	Administration Personnel
Teri Mowery	IS Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Nicole Avery	NG Principal	Administrator	Administration Personnel
Andrea Pyles	JB Principal	Administrator	Administration Personnel
Jeremy Eastman	Director of Student Services	Administrator	Administration Personnel
Greg Herb	Reading Specialist	Education Specialist	Education Specialist
Sharon Lawrence	Parent	Parent of Child Attending	School Board of Directors
Jeannie Hackl	Elementary Teacher	Elementary Teacher	Teacher
Kelly Bier	Business Owner	Local Business Representative	School Board of Directors
Miranda Shipp	Community Member	Community Member	School Board of Directors
Christie Johnson	PE Teacher	K-12 Teacher	Teacher
Chris Martin	Art Teacher	High School Teacher	Teacher
Carrie Krebs	ELA Teacher	Middle School Teacher	Teacher

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 is a newly formed committee here at SASD. We will meet in the spring as a full group and again over the summer with just the

Administrative Leadership Team to plan the upcoming year's Professional Learning calendar. Individual buildings also have individual sub-committees which meet throughout the academic year to provide input to the administrative team who brings the information to the full group.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

PROFESSIONAL LEARNING AND TRAINING ON THE STEEL STANDARDS

Action Step	Audience	Topics to be Included	Evidence of Learning
Science teachers and the Director of CIA will review new science STEEL Standards and update district curriculum and resources	K-12 Science and Technology teachers	STEEL Standards, curriculum development	Teachers will implement STEEL standards in lessons and will use science kits.
Lead Person/Position	Anticipated Timeline		
Director of CIA	08/25/2025 - 06/30/2026		

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	Monthly	1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes 1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy	

LETRS TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
All elementary teachers K - 5 will be trained in the science of reading via LETRS.	All elementary teachers K - 5	The Science of Reading, Structured Literacy	All teachers will successfully complete the training and the project
Lead Person/Position		Anticipated Timeline	
Director of CIA		08/26/2024 - 06/04/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Monthly trainings	1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction	Structured Literacy

PROFESSIONAL DEVELOPMENT ON CREATING ACTIVITIES TO INCREASE STUDENT ENGAGEMENT AND ALIGNED TO THE PROFILE OF A GRADUATE.

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers will participate in professional development designed to increase student engagement	All teachers	Project-based learning, differentiation and student choice, student engagement and motivation	All teachers will create activities that align to the Profile of a Graduate and produce artifacts as evidence
Lead Person/Position		Anticipated Timeline	
Director of CIA		08/13/2025 - 08/23/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	quarterly	3c: Engaging Students in Learning 1f: Designing Student Assessments 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1d: Demonstrating Knowledge of Resources	

TRAINING ON DATA WAREHOUSE PLATFORM

Action Step	Audience	Topics to be Included	Evidence of Learning
The district will select, purchase, and implement a data warehouse system to monitor student data and create intervention groups.	All teachers and classroom assistants and building administration	Training on the effective use of the data warehouse, implementation of intervention groups, progress monitoring	Principals and teachers will use data warehouse to identify students at risk and provide appropriate interventions
Lead Person/Position		Anticipated Timeline	
Assistant Superintendent		08/25/2025 - 06/04/2027	

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 times upon initial	3d: Using Assessment in	Teaching Diverse Learners in Inclusive

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
	implementation	Instruction	Settings
Professional Learning Community (PLC)	monthly, ongoing	3d: Using Assessment in Instruction 1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in Inclusive Settings

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

PROFESSIONAL ETHICS

Audience	Topics to be Included	Evidence of Learning
All staff	The standards of behavior, values, and principles that inform and guide professional decision-making.	All staff display expected behaviors, values and principals

Lead Person/Position	Anticipated Timeline
Assistant Superintendent	08/22/2025 - 08/31/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Once annually		Professional Ethics

MCKINNEY-VENTO TRAINING

Audience	Topics to be Included	Evidence of Learning
All Staff	Homelessness, food insecurity, military-connected students and their families, students who have experienced trauma, students with disabilities or special needs, children of migratory seasonal farm workers, and more.	Staff appropriately refer students to the Student Services department or building administrator when experiencing homelessness, food insecurity , trauma or other needs
Lead Person/Position		Anticipated Timeline
Director of Student Services		08/22/2025 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	at least one time annually	1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources	Common Ground: Culturally Relevant Sustaining Education

TRAUMA INFORMED PRACTICES

Audience	Topics to be Included	Evidence of Learning
All staff	Suicide, Depression, Anxiety, Mental Health, signs and symptoms of trauma	All staff will appropriately refer students of concern to building administrator or Director of Student Services. Staff will use appropriate responses within classroom settings

Lead Person/Position	Anticipated Timeline
Director of Student Services	08/22/2025 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	at least one hour annually	1b: Demonstrating Knowledge of Students	At Least 1-hour of Trauma-informed Care Training for All Staff

TRAUMA INFORMED PRACTICES

Audience	Topics to be Included	Evidence of Learning
All staff	Suicide, Depression, Anxiety, Mental Health, signs and symptoms of trauma	All staff will appropriately refer students of concern to building administrator or Director of Student Services. Staff will use appropriate responses within classroom settings
Lead Person/Position		Anticipated Timeline
Director of Student Services		08/22/2025 - 06/30/2027

LEARNING FORMAT

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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

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 teachers K-8

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.

Administrative team and department chairs reflect after all in-service trainings to determine effectiveness and next appropriate training needs. Administrators adjust PLCs and staff meetings to incorporate additional information as needed. Additionally, our committee will meet to discuss areas of strength in the plan and identify areas of additional need to be included in upcoming plans.

PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Susan Donat

01/08/2025

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.

William August

01/08/2025

Superintendent or Chief Administrative Officer:

Date