

HUNTINGDON AREA SD

2400 Cassady Ave

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:

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

111312503

2400 Cassady Ave Suite 2, Huntingdon, PA 16652

Travis R. Lee

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Mrs Jennifer Mitchell

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Steering Committee

1 Steering Committee

Name	Title	Committee Role	Appointed By
Jennifer Mitchell	Superintendent	Administrator	Administration Personnel
Travis Lee	Director of Curriculum and Instruction	Administrator	Administration Personnel
Sean Cummins	Principal, HAHS	Administrator	Administration Personnel
Nicholas Payne	Principal, HAMS	Administrator	Administration Personnel
Johnny Miller	Principal, Standing Stone Elem.	Administrator	Administration Personnel
Gregory Shingle	Principal, Southside Elem.	Administrator	Administration Personnel
Anita Young	Director of BILD	Administrator	Administration Personnel
Tim Snare	Director of Student Services	Administrator	Administration Personnel
Anne Millar	School Board Director	Parent of Child Attending	School Board of Directors
Tarrea Potter	Teacher	High School Teacher	Teacher
Suzanne Mitchell	Teacher	Elementary Teacher	Teacher
Jennie Barnett	Teacher	Middle School Teacher	Teacher
Mary Ann Buckley	Teacher	High School Teacher	Teacher
Toby Mitchell	Teacher	Middle School Teacher	Teacher
Emma Mathers	Teacher	Elementary Teacher	Teacher
Melanie Snare	School Counselor	Education Specialist	Education Specialist
Amy Hiquet	School Nurse	Education Specialist	Education Specialist
Robin Binder-Heath	Community Member	Community Member	School Board of Directors
Miranda Peruso	Community Member	Local Business Representative	School Board of Directors
Trista Mitchell	Parent	Parent of Child Attending	School Board of Directors
Dawn Lynn	Parent	Parent of Child Attending	School Board of Directors
Susan Graine	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 approximately three times per year, during the fall, winter, and spring. The committee of teachers is comprised of two representatives from each school building. In addition to the Professional Development committee members, school and district-level department chairs participate in the meetings. Community members, parent representatives, and local business representatives are invited to attend. These stakeholder groups are also represented at Advisory Days, scheduled twice annually. At the meetings, the committee reviews data from professional development surveys, gathered from In-Service, Staff Development, and Act 80 Day activities. The Director of Curriculum and Instruction chairs the meetings to keep the committee abreast of professional development mandates and trends. The committee gathers feedback from the buildings to report out any specific building, grade-level, or department needs so that professional learning can be planned both during the year and for future years. The committee collaboratively plans the annual "Wellness" activities, utilizing community resources and held on an Act 80 day.

Action Plans Steps from Comprehensive Plan

MTSS Interventions

2 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> MTSS Interventions 	Teachers and Para Professionals	Identification of best instructional practices, evidenced based tools, and tiers of intervention.	Observation of staff implementing new practices and tools to improve instructional outcomes based on data

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

Lead Person/Position	Anticipated Timeline
Principals Student Services Director Curriculum Director	07/01/2024 - 05/31/2028

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
Inservice day	Yearly 4-5 days set aside for learning		Structured Literacy
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Daily as scheduled by staff with the coach		Language and Literacy Acquisition for All Students

Other Professional Development Activities

Mandated Reporter

5 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All employees	Mandated reporter	Certificate of Completion

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

Lead Person/Position	Anticipated Timeline
Travis Lee, Director of Curriculum and Instruction	07/01/2024 - 06/30/2027

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
Course(s)	Once		At Least 1-hour of Trauma-informed Care Training for All Staff

English Learners and Instructional Strategies

8 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Teachers and Paraeducators	Vector course to increase awareness about and instructional for strategies to promote culturally responsive instruction.	Vector Certificate

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

Lead Person/Position	Anticipated Timeline
Travis Lee/Director of Curriculum and Instruction	08/20/2024 - 05/27/2025

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
Course(s)	Once		Teaching Diverse Learners in Inclusive Settings

Developing Culturally Responsive Instruction

11 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Teachers and paraeducators	Vector course that provides awareness and strategies about instruction that is culturally responsive to students from diverse backgrounds and their needs.	Vector certificate of completion.

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

Lead Person/Position	Anticipated Timeline
Travis Lee/Director of Curriculum and Instruction	08/20/2024 - 05/27/2025

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
Course(s)	Once		Common Ground: Culturally Relevant Sustaining Education

Professional Ethics(2)

14 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All school staff	Professional ethical guidelines for school staff - Vector course	Vector certificate of completion

[15Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline](#)

Lead Person/Position	Anticipated Timeline
Travis Lee/Director of Curriculum and Instruction	08/18/2025 - 05/28/2026

[Learning Format](#)

[16Action 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)	Once		Professional Ethics

Professional Development Plan Assurances

17 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?	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 in the required certification areas will receive Structured Literacy training. The first phase of training began with elementary staff during the summer of the 2023-24 school year. Elementary teachers participated in PaTTAN's PA Science of Reading: Knowledge Course. The learning from this course has consequently been supplemented with a suite of ECRI training, Classwide Reading Intervention (Partner Reading/Paragraph Shrinking), and training for a new core literacy series, Wonders, that aligns to structured literacy practices. At the elementary level, training is ongoing with the support of PaTTAN/IU11's Systemic Supports. The next phase of training will begin during the 2024-25 school year. Any new elementary staff and all K-12 special education staff will continue with the training provided during the previous year. Additional training will focus on structured literacy practices at the secondary level. The use of PaTTAN's PA Science of Reading: Knowledge Course will be utilized as necessary, though training will be tailored to job duties and content areas. The district will continue to utilize PaTTAN/IU11's Systemic Supports to collaboratively provide professional learning.	
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.

Evaluating and reviewing the Professional Education Plan is ongoing, and utilizes the five levels of evaluation of professional development. Formally, there are three meetings of the Professional Development Committee each year. Each meeting reviews the participants' learning, and their reactions to this learning, through staff evaluations and anecdotal feedback by the committee. These meetings are also used to determine what new knowledge and skills are needed. Staff surveys are used to gather additional information about needs as needed. The draft professional learning plan for the upcoming year will be reviewed at the spring Professional Development Committee meeting. Input from the committee is used to guide the planning that is finalized over the summer months. Professional development needs are also influenced by administrative oversight. Staff are evaluated yearly by the building supervisor or principal to determine if they are applying new learning skills. Targeted walkthroughs are also used to view application of skills. Administrators may review collective learning needs by Educator Effectiveness domains and components, utilizing the PA-ESEP reporting system. In addition, the district continues to implement an integrated Multi-Tiered System of Support (MTSS) for literacy, mathematics, behavior, and Social/Emotional learning (SEL). This systems-level work is a continuous improvement effort, closely aligned with the district's Mission and Vision. This is the process that provides organizational support and change at HASD. Grade level, building level, and district teams, composed of teaching and administrative staff, review student outcome data at various checkpoints, to determine both the health of the Tier I system (all students) and those at advanced tiers (Tier II/III). Student achievement and growth data, using state assessments (PSSAs and Keystones), PVAAS, and local data through universal screeners (Acadience Reading, PASS SEL) are analyzed. When needs are identified to support student learning, the MTSS and Professional Development teams will consider the best approaches, including Act 80 Day seminars, job-embedded coaching, professional conferences or workshops, faculty meetings, and mentoring, to provide learning to staff in order to support students. Student and staff needs are dynamic, so the MTSS and Professional Development teams must be flexible in their professional learning options and timing of delivery. Differentiation of learning opportunities will be provided to support all learning 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.

Travis R. Lee

Professional Education Committee Chairperson:

02/13/2024

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.

Jennifer Mitchell

Superintendent or Chief Administrative Officer:

03/26/2024

Date