

NORTHEAST BRADFORD SD

526 Panther Lane

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

Northeast Bradford School District
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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Larry Otis	Health/Phys Ed	High School Teacher	Teacher
Michala Forrest	Agriculture	Middle School Teacher	Teacher
Sondra Morris	Chemistry	High School Teacher	Teacher
Cornelia Coolbaugh	Business Owner/Parent	Local Business Representative	Administration Personnel
Autumn Benjamin	Parent	Parent of Child Attending	Administration Personnel
Jeanette Davis	Music Teacher	Elementary Teacher	Teacher

Name	Title	Committee Role	Appointed By
MaKayla Lejidal	Life Skills	Elementary Teacher	Teacher
Amy Brown	High School Principal	Administrator	Administration Personnel
Michael Murphy	Assistant Principal	Administrator	Administration Personnel
Colleen Cobb	Elementary School Principal	Administrator	Administration Personnel
Lydia Werner	K-12 esl/Health	Elementary 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.

Currently the committee met 4 times during the comprehensive planning process. Moving forward, the district will seek to have the committee meet at minimum quarterly to continue the planning and evaluation process. Given the size of the participating committee, sub-groups have not been formed. If this becomes a desire of the committee then sub-groups will be formed by the members and then will continue to report to the committee as a whole.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

POLICY REVIEW

Action Step	Audience	Topics to be Included	Evidence of Learning
Policy review with all staff	All staff	Pertinent policies around attendance	Comply sign-off

Lead Person/Position

Matthew Holmes- Superintendent

Anticipated Timeline

01/30/2025 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	One time in April	2b: Establishing a Culture for Learning	Common Ground: Culturally Relevant Sustaining Education

MATH MAPPING

Action Step	Audience	Topics to be Included	Evidence of Learning
Finish mapping Math k-12 in edinsight PLC discussion: Vertical and horizontal alignment, data analysis for curriculum recommendations. Curriculum training/implementation	K-12 Math teachers	Edinsight Usage, Standards alignment training, new program/course materials training.	Evidence of learning will include: 1) Proper implementation of content maps in edinsight, 2) Effective PLC discussions and recommendations for Math curriculum and 3) Implementation of new curriculum with fidelity.
Lead Person/Position	Dr. Brown- High School Principal/ Dr. LaBarre- Elementary Principal		Anticipated Timeline
			08/01/2023 - 06/01/2026

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	Weekly		Common Ground: Culturally Relevant Sustaining Education

DIVERSE LEARNERS

Action Step	Audience	Topics to be Included	Evidence of Learning
Purchase/train on needed interventions for identified student.	K-12 teachers/Interventionists	Training on new or current intervention programs.	Use of intervention programs with fidelity.
Lead Person/Position			Anticipated Timeline
Colleen Cobb- Director of Student Services			09/01/2025 - 06/01/2026

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)	Weekly		Teaching Diverse Learners in Inclusive Settings

STEEL STANDARDS

Action Step	Audience	Topics to be Included	Evidence of Learning
Send staff to IU training.	All	Introduction to steel standards,	Knowledge of new standards, understanding where to
Provide professional development in house for all staff linked to standards.	science teachers.	crosswalks, curricular alignment.	find the standards, integration of standards into lessons.
Lead Person/Position			Anticipated Timeline
Dr. Brown- HS Principal/ Dr. Labarre- ES Principal			08/01/2023 - 06/01/2026

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	Weekly		

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

LANGUAGE AND LITERACY ACQUISITION

Audience	Topics to be Included	Evidence of Learning
k-12 teachers	Language Development, ELL Strategies	Strategies being put in place in the classroom/Comply Surveys

Lead Person/Position	Anticipated Timeline
Dr. Labarre- Elementary Principal/ Dr. Brown- High School Principal	08/01/2023 - 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
Inservice day	2x per year		Language and Literacy Acquisition for All Students

DIFFERENTIATION AND ACCOMMODATIONS

Audience	Topics to be Included	Evidence of Learning
All K-12 Teachers	IEP Reviews, Accomodation reviews, differentiation strategies in the classroom	Implementation of strategies in the classroom
Lead Person/Position	Anticipated Timeline	
Dr. Labarre- Elementary Principal/ Dr. Brown- High School Principal	08/01/2023 - 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
Inservice day	1-2x yearly		Teaching Diverse Learners in Inclusive Settings
Professional Learning Community (PLC)	2-3x per quarter		Teaching Diverse Learners in Inclusive Settings

TRAUMA INFORMED CARE/SCHOOL SAFETY

Audience	Topics to be Included	Evidence of Learning
All k-12 teachers	Trauma informed care, suicide awareness, school safety, lockdown procedures	Comply Survey/Discussion with staff

Lead Person/Position	Anticipated Timeline
Matthew Holmes- Superintendent	08/01/2023 - 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
Inservice day	3-4 Hours per week		At Least 1-hour of Trauma-informed Care Training for All Staff

ETHICS

Audience	Topics to be Included	Evidence of Learning
All k-12 teachers	Ethics, professional practice, yearly policy reviews	Comply sign off

Lead Person/Position	Anticipated Timeline
Matthew Holmes- Superintendent	08/01/2023 - 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
Inservice day	Start of each year		Professional Ethics
Independent study	Start of each year		Professional Ethics

STRUCTURED LITERACY

Audience	Topics to be Included	Evidence of Learning
All teachers with required certifications	language systems, reading, writing, evidence based practice, phonemic awareness	Change in professional practices, plc discussions
Lead Person/Position	Anticipated Timeline	
Dr. Labarre- Elementary Principal/ Dr. Brown- High School Principal	08/01/2023 - 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
Course(s)	Yearly		Structured Literacy

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)?

The five required will receive the training along with the administrators who oversee them.

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 on an annual basis and include the five parts identified. Student outcomes will be reviewed in data meetings as they occur and the aggregate data will be used to identify gaps in the plan. Teachers, as part of the professional development and PLC process will be evaluated formally with the Danielson framework and informally through administration discussion. These evaluations will help guide the plan review process. Participant learning and reaction will be evaluated through our COMPLY system after each professional development opportunity. The organization will use all of the data presented above to identify support for the programs and to identify areas in which change is needed.

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.

Matthew Holmes
Professional Education Committee Chairperson:

02/09/2024
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.

Matthew Holmes
Superintendent or Chief Administrative Officer:

02/09/2024
Date