

BLUE MOUNTAIN SD

685 Red Dale Rd

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

Blue Mountain School District
129540803
685 Red Dale Road, Orwigsburg, Pennsylvania 17961

Gwendolyn Witmer-Belding
gjbelding@bmsd.org
5703660515 X 1028

Dr. David H. Hiesel
dhiesel@bmsd.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
James McGonigle	BMMS Principal	Administrator	Administration Personnel
Kristin Frederick	BMEW Principal	Administrator	Administration Personnel
C. Eric Schaeffer	BMHS Principal	Administrator	Administration Personnel
Tyler Herman	Director of Pupil Services	Administrator	Administration Personnel
Sean Palmar	Director of Technology	Administrator	Administration Personnel
Amanda Mundy	Parent	Parent of Child Attending	School Board of Directors

Name	Title	Committee Role	Appointed By
Regina Fanelli	Parent	Parent of Child Attending	School Board of Directors
Roy Heim	Parent/Community	Community Member	School Board of Directors
Rosanne Zelusky	Parent/Community	Community Member	School Board of Directors
Cindy Brooks	Intervention Specialist	Elementary Teacher	Teacher
Audrey Lantz	BMHS Guidance Counselor	Education Specialist	Education Specialist
Josie Carriglito	BMEE Special Education	Elementary Teacher	Teacher
Susan Shpakovsky	BMEW Grade 5 Teacher	Elementary Teacher	Teacher
Dana Mady	Parent	Parent of Child Attending	School Board of Directors
Amber Sinn	BMHS Teacher	High School Teacher	Teacher
Janelle Hooper	BMMS Teacher	Middle School Teacher	Teacher
Mark Cesari	BMEE Principal	Administrator	Administration Personnel
Michelle Vesay	Parent/Community	Community Member	School Board of Directors
Angela Urban	BMMS Teacher	Middle School Teacher	Teacher
Becky Hoover	Parent/Community	Community Member	School Board of Directors
Molly Zwiebel	BMEE Guidance Counselor	Education Specialist	Education Specialist

Name	Title	Committee Role	Appointed By
Sondra Steinruck	BMEW Grade 5 Teacher	Elementary Teacher	Teacher
Jill O'Toole	Social Worker	Education Specialist	Education Specialist
Krista Kantner	BMEE Kindergarten	Elementary Teacher	Teacher
David Helsel	Superintendent	Administrator	Administration Personnel
Gwen Witmer-Belding	Director of Elem. and Secondary Education	Administrator	Administration Personnel
Lisa Cook	BMHS Teacher	High School Teacher	Teacher
Kelly Long	BMHS Art Teacher	High School Teacher	Teacher
Corey Smith	BMMS 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.

The professional Development Committee meets annually to evaluate and plan professional development needs and services within Blue Mountain School District. The committee reviews the needs for professional development through analysis of assessment, results from the needs assessment survey, and discussions/suggestions at the building and district level. These needs are reviewed by the committee and suggestions are made to administration on the implementation of professional development services to meet these needs. Professional development planning is completed for the designated in-service hours within the school calendar. This planning includes scheduling professional development services both within the district and outside the district through IU services, state level resources, and other

professional development providers outside the district who host professional development resources. Plans are developed for district, building, and department level trainings. The committee also evaluates the professional development offerings from throughout the school year through a review of professional development evaluations, ongoing discussions, and needs surveys. Information from the committee is shared with the Blue Mountain School Board through Committee of the Whole meetings. School Board/Community representatives are placed onto the Professional Development Committee and approved by the board.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

TRAUMA-INFORMED PRACTICES AND SEL

Action Step	Audience	Topics to be Included	Evidence of Learning
Increase the amount of support from Trauma Informed practices, SEL strategies, and agency supports in all BMSD schools.	Classroom Teachers Principals/Assistant Principals Support Staff/Paras	There has been a ongoing initiative to train cohorts of educators on implementing Trauma-Informed practices (comfort corners). This initiative will continue to be offered to train more educators and support personnel on these strategies and supporting the implementation of these strategies. More strategies will be identified to address SEL needs in the district.	Surveys will be given each year to determine the type and amount of services offered in BMSD to address SEL and mental health needs. Over the years of these surveys, increases in the amount of services and the students who participate in these services will be expected.
Lead Person/Position	Anticipated Timeline		
Tyler Herman, Director of Student Support Services	06/01/2023 - 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
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Workshop(s) Training on Trauma Informed practices and/or other SEL practices will be offered at least 2 times each school year.

At Least 1-hour of Trauma-informed Care Training for All Staff

ANALYSIS OF ACADEMIC DATA FOR INSTRUCTIONAL CHANGE

Action Step	Audience	Topics to be Included	Evidence of Learning
Complete an analysis of assessment data on at least an annual basis to identify areas of academic need in mathematics. These areas will be targeted for instructional training, resource development and scheduling.	All teachers of mathematics Principals/Assistant Principals Director of Elementary and Secondary Education	Upon the receipt of assessment data from PSSA, Keystone Exams, and other mathematics assessments, teachers will analyze the data to identify specific areas of need. These areas will be targeted for curriculum improvement through resource development, assessment planning and instructional professional development.	The topics identified by each grade/course from the data analysis will be included in revised classroom lessons as evidenced through classroom walkthroughs, lesson plans, and professional development discussions.

Lead Person/Position

Math Curriculum Lead Teachers Principals/Assistant Principals Director of Elementary and Secondary Education 06/03/2024 - 08/31/2026

Anticipated Timeline

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)	Analysis of PSSA/Keystone data at least annually when it becomes available.		

RESEARCH BASED INSTRUCTIONAL PRACTICES IN MATHEMATICS

Action Step	Audience	Topics to be Included	Evidence of Learning
Train and implement the Building a Thinking Classroom in Mathematics strategies.	All mathematics Teachers Principals/Assistant Principals	14 Strategies from Building a Thinking Classroom in Mathematics	Evidence that the strategies are implemented in all math classrooms through classroom observations.
Lead Person/Position			Anticipated Timeline
Principals/Assistant Principals	Superintendent	Director of Elementary and Secondary Education	10/09/2023 - 05/12/2025

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)	Training on strategies form Building a Thinking Classroom in Mathematics at least 3 times per year.		

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

LANGUAGE AND LITERACY ACQUISITION

Audience	Topics to be Included	Evidence of Learning
K-2 Educators	Phonemic Awareness Phonics Comprehension, Fluency and Vocabulary	Teachers will fully implement the Literacy practices aligned with research based literacy development as written in the planned course for each grade (curriculum). These teaching practices will be measured through observations, walk throughs, and analysis of benchmark assessments.

Lead Person/Position

Anticipated Timeline

Director of Elementary and Secondary Education and/or Assistant Superintendent and Elementary Principals.

01/15/2024 - 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	Included in in-service and induction on a yearly basis with follow-up at grade level planning meetings and CPT		Language and Literacy Acquisition for All Students

PROFESSIONAL ETHICS

Audience	Topics to be Included	Evidence of Learning
All K-12 educators	All educators will be informed of the ethics and professional expectations associated with being a professional educator. Further training will include identifying educators who are not meeting ethical standards for educators and reporting of non-ethical behaviors.	All educators will complete online training as evidenced by certificates from the online training program (Safe Schools). Additional follow-up will be provided through faculty meetings and in-service trainings as needed.
Lead Person/Position		
Superintendent Assistant Superintendent		
Anticipated Timeline		
01/01/2024 - 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
Other	Ongoing completion of online training through Safe Schools as needed so everyone has up-to-date training at least once every three years.		Professional Ethics
Workshop(s) Offered each year as required part of induction			
Professional Ethics			

CULTURALLY RELEVANT AND SUSTAINING EDUCATION

Audience	Topics to be Included	Evidence of Learning	
All BMSD educators	All required topics on CRST as mandated through PDE	Completion of SAS Professional Educator workshop on Culturally Relevant and Sustaining Education	
Lead Person/Position Superintendent Assistant Superintendent		Anticipated Timeline 07/01/2024 - 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)	Every educator completes SAS course on CRST by June 30, 2026		Common Ground: Culturally Relevant Sustaining Education

STRUCTURED LITERACY

Audience		Topics to be Included	Evidence of Learning
Educators who have teaching duties in literacy and associated areas and/or have certification in Elementary, Special Education, ESL or Reading Specialist (as per Act 55)		Required Competencies of Structured Literacy for appropriate teaching/certification area	Completion of SAS developed course for Structured Literacy in the appropriate area
Lead Person/Position	Anticipated Timeline		
Building Principal and Assistant Superintendent	06/03/2024 - 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)	Completion of 10-hour SAS course - Summer 2024 and offered on an ongoing basis for new hires.		Structured Literacy

TEACHING DIVERSE LEARNERS

Audience	Topics to be Included	Evidence of Learning
K-12 Educators	Meeting the instructional needs of all learners, with emphasis on English Learners and learners with special needs (IEP)	Educators will demonstrate practices during observations and walk-throughs.
Lead Person/Position		Anticipated Timeline
Building Principals	Director of Pupil Services	06/03/2024 - 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
Workshop(s)	Multiple workshops will be offered during in-service days to meet instructional needs at each building.		Teaching Diverse Learners in Inclusive Settings

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)?

Structured Literacy Training will be required for all educators who are certified in elementary, mid-level, special education, ESL, and reading specialist areas in addition to all administrators who carry certification in any of those areas. Structured Literacy Training will be offered optionally to all educators who carry certification outside of these areas, such as secondary content area certification.

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.

On an annual basis, the Professional Development Committee will review the activities completed throughout the year to meet professional development goals, review needs assessment survey results, analyze assessment data, and plan goals for the following year. The review of activities will include an analysis of participant surveys from activities as well as analysis of measurements associated with the goals the activities were designed to impact. For example, if the professional development goal was to increase academic scores in mathematics, the committee would discuss analysis of the math scores (prior year and current assessments) in the area of math achievement to see if the professional development had an impact on the goal area. The IU29 completes a professional development needs analysis every-other-year of all educators in Schuykill County. This needs survey is developed by the countywide professional development committee with input from representatives at all from all county school districts. Results from this needs survey are shared with the districts and used by the district professional development committee to set goals and plan activities. An data team led by administrators and lead teachers completes analysis of district developed assessments and standardized assessments (PSSA, Keystone, AP, etc). Analysis of these data results is also discussed by the professional development planning Committee and used in setting professional development goals and activities.

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.

Gwendolyn Witmer-Belding

Professional Education Committee Chairperson:

10/30/2023

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.

David Helsel

Superintendent or Chief Administrative Officer:

02/01/2024

Date