

MONITEAU SD

1810 W Sunbury Rd

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

Moniteau School District

104105353

1810 West Sunbury Rd., West Sunbury, Pennsylvania 16061

Lance Fox

lfox@moniteau.org

724-637-2091 X 1850

Aubrie Schnelle

aschnelle@moniteau.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Aubrie Schnelle	Superintendent	Administrator	School Board of Directors
Lance Fox	High School Principal	Administrator	Administration Personnel
Kevin Boariu	Elementary School Principal	Administrator	Administration Personnel
Dustin Thompson	Coordinator of Student Support Services	Education Specialist	Education Specialist
Linda Dillaman	School Board Member	Community Member	School Board of Directors
Janeen Beatty	School Board Member	Local Business Representative	School Board of Directors

Name	Title	Committee Role	Appointed By
Mark DeMatteis	School Board Member	Parent of Child Attending	School Board of Directors
Kim Stoughton	Teacher	Middle School Teacher	Teacher
Diane O'Donavan	Teacher	Elementary Teacher	Teacher
Melanie Olejar	Teacher	Middle School Teacher	Teacher
Kim McBryar	Assistant Principal	Administrator	Administration Personnel
Nicole Fox	Assistant Principal	Administrator	Administration Personnel
Chris King	Teacher	High School Teacher	Teacher
Dr. Michael Panza	Board President	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 ACT 48 Committee is held in conjunction with our Educational Planning Committee. The Committee is designed and scheduled through our School Board of Directors. The Committee meets five times a year to discuss the District's Professional Development Plan and to develop the school calendar of events.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

MATH DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Providing professional development time for math teachers, specifically those in grades 6-8, to develop an accelerated math for 6th grade students.	Math teachers	Scope and sequence Assessment creation	Development of an accelerated 6th grade math course
Lead Person/Position		Anticipated Timeline	
Building principals Math department chairs		08/21/2025 - 05/29/2026	

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	During in-service days throughout the school year (2-3)		
Inservice day	2 times per school year		

MATH DEVELOPMENT - GRADE 7

Action Step	Audience	Topics to be Included	Evidence of Learning
Providing professional development time for math teachers, specifically those in grades 6-8, to revise and update an accelerated math course (pre-algebra) for 7th grade students.	Math teachers	Scope and sequence Assessment creation	Development of a pre-algebra course for 7th grade students
Lead Person/Position	Anticipated Timeline		
Building principals Math department chairs	08/21/2025 - 05/29/2026		

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	Throughout the school year (2-3 days)		
Inservice day	2 times per school year		

ELA DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Providing professional development time during in-service days to working on the vertical and horizontal alignment of the vocabulary, grammar and writing curriculums.	ELA teachers Special education teachers	Phonics resources Grammar Vocabulary Writing	Implementation of a new phonics resource Increase in the number of students who attain proficiency or higher on standardized assessments
Lead Person/Position		Anticipated Timeline	
Building administrators ELA department chairs		08/21/2025 - 05/28/2027	

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 per school year		
Inservice day	2 times per school year		
Inservice day	2 times per school year		

MATH/BENCHMARK AND DIAGNOSTIC ASSESSMENTS

Action Step	Audience	Topics to be Included	Evidence of Learning
Create an assessment calendar for all math students in grade 3-8 and math students in Keystone Algebra 1 trigger courses. The calendar will set timelines and choose which benchmarks and diagnostic assessments that will be used in each grade level.	Math Teachers. grades 3-8, and Algebra 1	Diagnostic and Benchmark Assessment Reviews. Timeline and implementation discussion across varying grade levels.	Calendar creation.
Lead Person/Position		Anticipated Timeline	
Building Administration and Department Chairs		07/01/2025 - 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
Inservice day	2 days		

MATH/BENCHMARK AND DIAGNOSTIC ASSESSMENTS

Action Step	Audience	Topics to be Included	Evidence of Learning
Professional Development will be provided for all math teachers, grades 3-8 and Algebra 1 trigger course teachers to increase their ability to analyze diagnostic and benchmark assessment data to inform their instruction.	Math Teachers grades 3-8 and Algebra 1	Benchmark Assessment Data, Diagnostic "Drill Down" Data and how to apply this information in instructional planning for whole group and individual learning.	Individual student growth in targeted skills identified by assessments.
Lead Person/Position	Anticipated Timeline		
Building Administrators	07/03/2026 - 06/03/2028		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Multiple Meetings throughout the year.		

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

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)?

Career Teachers and Counselors at all levels, grades, K-12 will receive the Student Literacy Training in 2025-2027.

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.

At the end of every professional development day, district and building administrators create and assign ACT 48 surveys. These surveys will measure the following information: whether the objectives of the training are applicable to their work, level of understanding prior to and at the conclusion of the activity, whether the teacher feels they will use the knowledge and skills provided in the training, what next steps are needed in order to continue to grow professionally, and whether they need any additional support in order to implement the skills acquired through the training. The district administration and Educational Planning Committee review the feedback from the surveys in order to plan for future professional development 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.

Dan Lance Fox

02/03/2025

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.

Aubrie Schnelle

02/03/2025

Superintendent or Chief Administrative Officer:

Date