

PINE GROVE AREA SD

103 School 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

Pine Grove Area School District

129546003

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Stephanie Pine Grove Area

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Heath Renninger

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Stephanie Ziegmont	Director of Curriculum	Administrator	Administration Personnel
Heath Renninger	Superintendent	Administrator	Administration Personnel
Mike Janicelli	High School Principal	Administrator	Administration Personnel
Rich Dunkelberger	Middle School Principal	Administrator	Administration Personnel
Sandra Burns	Elementary School Principal	Administrator	Administration Personnel
Bill Kimber	Director of Special Education	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Dan Blydenburgh	High School Teacher	High School Teacher	Teacher
Ron Stump	Middle School Teacher	Middle School Teacher	Teacher
Jolene Schneck	Elementary School Teacher	Elementary Teacher	Teacher
Gena Moyer	Community Member	Community Member	School Board of Directors
Dave Lukasewicz	Business Member	Local Business Representative	School Board of Directors
Amy Jo Brixius	Community Member	Community Member	School Board of Directors
Shandra Allar	Parent	Parent of Child Attending	School Board of Directors
Sue Kuchinsky	Title I Education Specialist	Education Specialist	Education Specialist

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 entire committee meets 1 time per year; however, professional development surveys are administered by both the District and the Schuylkill IU29 to gain an understanding of staff professional development needs. The administrative team meets monthly to share any professional development needs. The Curriculum Facilitators meet with their grade level/departments prior to in-service days to ask for suggestions for professional development. The Curriculum Facilitators also review the in-service agendas prior to those days.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

SAS MODULE TRAININGS

Action Step	Audience	Topics to be Included	Evidence of Learning
All staff (K-12) will complete the Structured Literacy, Ethics, and Common Ground SAS Modules	All Staff (K-12)	Structured Literacy	Screenshot of the SAS Portal for each staff member
Lead Person/Position	Anticipated Timeline		
Director of Curriculum	07/01/2025 - 05/31/2028		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	Every 3 years	3b: Using Questioning and Discussion Techniques 1d: Demonstrating Knowledge of Resources 2b: Establishing a Culture for Learning	Structured Literacy

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		4e: Growing and Developing Professionally 1e: Designing Coherent Instruction 3c: Engaging Students in Learning	
Independent study	Every 3 years	4f: Showing Professionalism 4e: Growing and Developing Professionally	Professional Ethics
Independent study	Every 3 years	4f: Showing Professionalism 1b: Demonstrating Knowledge of Students 4e: Growing and Developing Professionally 4c: Communicating with Families	Common Ground: Culturally Relevant Sustaining Education

DATA-DRIVEN DECISION MAKING

Action Step	Audience	Topics to be Included	Evidence of Learning
Staff will complete professional development training on data-driven decision making supported by IU29 and the administrative team	All Staff (K-12)	Data-Driven Decision Making	Sign-in sheets from trainings, minutes from meetings

Action Step	Audience	Topics to be Included	Evidence of Learning
Lead Person/Position		Anticipated Timeline	
Director of Curriculum, Administrative Team, Title I Team		08/01/2025 - 05/31/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	1 time - or as necessary	4b: Maintaining Accurate Records 3c: Engaging Students in Learning 1e: Designing Coherent Instruction 4c: Communicating with Families 3e: Demonstrating Flexibility and Responsiveness 4e: Growing and Developing Professionally 3d: Using Assessment in Instruction 4d: Participating in a Professional Community	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
4a: Reflecting on Teaching			

STUDENT-CENTERED PROFESSIONAL LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
Staff will complete student-centered professional learning specific to their grade levels/departments. This professional learning will focus on the current resources used in the classroom and any newly purchased resources.	All Staff (K--12)	Student-centered best practices based on grade level/department and current resources	Sign-in sheets, minutes from meetings
Lead Person/Position	Anticipated Timeline		
Director of Curriculum	08/01/2025 - 05/31/2027		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Monthly	3c: Engaging Students in Learning 1e: Designing Coherent Instruction 4d: Participating in a Professional Community 1f: Designing Student Assessments 4e: Growing and Developing Professionally 3b: Using Questioning and Discussion Techniques 1a: Demonstrating Knowledge of Content and Pedagogy 3d: Using Assessment in Instruction 1d: Demonstrating Knowledge of Resources 4a: Reflecting on Teaching	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

LANGUAGE AND LITERACY ACQUISITION

Audience	Topics to be Included	Evidence of Learning
English Language Arts Teachers	Structured Literacy topics, Spelling topics, Phonics topics, Comprehension topics, State Assessment and data analysis	Sign-in Sheets, Minutes from trainings
Lead Person/Position		Anticipated Timeline
Curriculum Facilitators and Title I Team		08/31/2025 - 05/31/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	2 times per year	4d: Participating in a Professional Community 1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students

TEACHING DIVERSE LEARNERS IN INCLUSIVE SETTING

Audience Topics to be Included		Evidence of Learning
All Staff (K-12)	Teaching best practices for diverse learners, adaptations and modifications to learning, flexible grouping, changes to content, process, and product	Sign-in sheets, minutes from trainings
Lead Person/Position		Anticipated Timeline
Special Education Director		08/01/2025 - 08/01/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1 time per year	1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources	Teaching Diverse Learners in Inclusive Settings

TRAUMA-INFORMED TRAINING

Audience	Topics to be Included	Evidence of Learning
All Staff (K-12)	Signs of trauma in students, trauma-informed approaches, signs of the impact of secondary trauma on students and staff	Sign-in sheets, training agendas, or Vector reports
Lead Person/Position		Anticipated Timeline
Director of Curriculum, School Counselors		08/01/2025 - 05/31/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1 time per year	2a: Creating an Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students	At Least 1-hour of Trauma-informed Care Training for All Staff

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 staff K-12 were required to complete the Structured Literacy Training on the SAS Portal during the virtual in-service day in the summer of 2023. Any new staff members will be required to complete this same training (if they have not previously) within the first two years of employment at Pine Grove Area.

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.

The Pine Grove Area School District meets periodically throughout the school year to address any professional development activities. Professional development activities are derived from needs assessments, student achievement, teacher surveys, and growth data. Some examples of the data are both quantitative and qualitative in academic performance, social/emotional issues, or PDE-driven initiatives. Our responses are dictated both by district-wide or building level specific data.

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.

Stephanie Ziegmont

01/29/2025

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.

Heath W Renninger

01/29/2025

Superintendent or Chief Administrative Officer:

Date