

KANE AREA SD

400 West Hemlock Avenue

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:

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

109422303

400 West Hemlock Avenue, Kane, PA 16735

Jeannine L. Kloss

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Mrs Jeannine L Kloss

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Steering Committee

1 Steering Committee

Name	Title	Committee Role	Appointed By
Jeannine Kloss	Superintendent	Administrator	School Board of Directors
Todd Stanko	HS Principal	Administrator	Administration Personnel
Todd Silfies	MS Principal	Administrator	Administration Personnel
Shannon Olson	ES Principal	Administrator	Administration Personnel
Jessica Gabriel	Business Manager	Administrator	Administration Personnel
Linda Lorenzo	Student Services Director	Administrator	Administration Personnel
Mary Tunall	Interventionist	Education Specialist	Education Specialist
Candice Saquin	Parent	Parent of Child Attending	School Board of Directors
Annalisa Ryding	School Counselor	Education Specialist	Education Specialist
Amber Hancharick	School Board Director	Community Member	School Board of Directors
Mike London	Teacher	High School Teacher	Teacher
Tyler Lehman	Teacher	Middle School Teacher	Teacher
Taylor Bauer	Teacher	Elementary Teacher	Teacher
Brandy Schimp	Mayor, Business Owner	Local Business Representative	School Board of Directors
Kathleen Gibson	Parent	Parent of Child Attending	Administration Personnel

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 whole committee met in October and November. The admin team meets monthly and professional development is discussed in each meeting and adjustments are made as needed. A survey is sent to faculty each spring for feedback and all information collected is used to develop a professional development plan for the upcoming year that includes mandated training and any other necessary/desired training.

Action Plans Steps from Comprehensive Plan

PBIS Training and Refreshers

2Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
- Implementation of Positive Behavior Interventions and Support Framework - Implementation of Positive Behavior Interventions and Support Framework	K-8 Teachers and Staff	Positive Behavior Interventions and Supports	PBIS framework visibly implemented in all areas of the school as evidenced by the signage and observations of personnel interactions with students. Academic achievement and discipline data will also support evidence of learning.

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

Lead Person/Position	Anticipated Timeline
Elementary Principal, Middle School Principal	07/01/2025 - 06/30/2028

Learning Format

4Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually	2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 3a: Communicating with Students	

Structured Literacy

5Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
Offer structured literacy training and coaching.	K-8 teachers, K-12 special education teachers, Reading Specialists	Evidence-based intervention practices on structured literacy. Explicit and systematic instruction in phonological and phonemic awareness. The alphabetic principle, decoding and encoding, fluency and vocabulary. Reading comprehension and building content knowledge.	Improvement in ELA achievement and growth for students

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

Lead Person/Position	Anticipated Timeline
Superintendent, Principals	10/14/2024 - 06/30/2028

Learning Format

7Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once every three years	1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction	Structured Literacy

Independent study	All new teachers in the district will be required to complete the SAS course	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 3d: Using Assessment in Instruction	Structured Literacy
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Trauma Informed Strategies

8Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
• Offer training in trauma informed strategies.	All teachers and admin	Trauma informed strategies to support students	Improvement in student behaviors and academic growth and achievement.

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

Lead Person/Position	Anticipated Timeline
Superintendent	07/01/2025 - 06/30/2028

Learning Format

10Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	Annually via GCN	• 1b: Demonstrating Knowledge of Students • 3a: Communicating with Students	At Least 1-hour of Trauma-informed Care Training for All Staff

Book study	Once every three years	• 1d: Demonstrating Knowledge of Resources • 1b: Demonstrating Knowledge of Students • 3a: Communicating with Students	At Least 1-hour of Trauma-informed Care Training for All Staff
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ELA Program Training

11 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
• Curriculum aligned to PA Core Standards and materials to support implementation.	ELA and Elementary Teachers	Best practices to use new materials to deliver curriculum. Activities that will improve language and literacy acquisition for all students.	Observations of teachers appropriately utilizing ELA materials and programming. Student improvement in ELA achievement and growth. Program implemented with fidelity.

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

Lead Person/Position	Anticipated Timeline
Principals	07/01/2026 - 06/30/2028

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
Workshop(s)	As needed to support fidelity	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students

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|--|--|--|--|
| | | <ul style="list-style-type: none">• 1e: Designing Coherent Instruction | |
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Other Professional Development Activities

Teaching Diverse Learners in Inclusive Settings

14Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Teachers	Training to ensure that teachers understand how students differ in their ability and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom.	Observation of practice and improvement in student achievement

15Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Student Services Director	07/01/2025 - 06/30/2028

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
Workshop(s)	Once every three years and all new teachers will complete as part of their induction.	• 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3e: Demonstrating Flexibility and Responsiveness	Teaching Diverse Learners in Inclusive Settings

Professional Ethics Program Framework Guidelines

17Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Teachers, Admin	Standards of behavior, values and principles detailed in the Pennsylvania Model Code of Ethics for Educators, as adopted by the Professional Standards and Practices Commission.	Observation of practice

18Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Superintendent	07/01/2025 - 06/30/2025

Learning Format

19Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	Once every three years and all new teachers will complete as part of their induction.	4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism	Professional Ethics

Culturally Relevant and Sustaining Education

20Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Teachers, Admin	Common Ground Framework contains three sets of professional development principles specific to educator training: 1. Cultural Awareness, 2. Trauma-Aware, Mental Health and Wellness, and 3. Technological and Virtual Engagement. These principles are intended to inform current and future teachers in their knowledge and ability to serve all students, including learners from varying socio-economic backgrounds and those with different abilities, in an effort to create an inclusive learning environment for all students.	Observation of practice, climate surveys

21Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Superintendent	07/01/2025 - 06/30/2028

Learning Format

22Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once every three years and all new teachers will complete as part of their induction.	1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3a: Communicating with Students 3c: Engaging Students in	Common Ground

		Learning 4a: Reflecting on Teaching	
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Safety

23Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All employees	Situational awareness, trauma-informed approaches, behavioral health awareness, suicide and bullying awareness, substance use awareness, emergency drills training	Observation of practice, drills

24Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Superintendent	07/01/2025 - 06/30/2028

Learning Format

25Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	2 hours online and 1 hour in person annually as required	4f: Showing Professionalism 4d: Participating in a Professional Community 2c: Managing Classroom Procedures 3e: Demonstrating Flexibility and Responsiveness	

School Safety Coordinator

26Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
School Safety Coordinator	Situational awareness, trauma-informed approaches, behavioral health awareness, suicide and bullying awareness, substance use awareness, emergency drills training	Observation of practice

27Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Superintendent	07/01/2025 - 06/30/2028

Learning Format

28Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	7 hours as required	• 4f: Showing Professionalism • 4e: Growing and Developing Professionally	

Mandated Reporter

29Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All employees	Required mandated reporting for child abuse	Observation of practice

30Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Superintendent	07/01/2025 - 06/30/2028

Learning Format**31Action Plans Steps - Learning Format**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	three hours, once every five years	4f: Showing Professionalism	

Threat Assessment**32Action Plans Steps from Comprehensive Plan**

Audience	Topics to be Included	Evidence of Learning
Threat Assessment Teams	Threat Assessment procedures	Observation of practice

33Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Superintendent	07/01/2025 - 06/30/2028

Learning Format**34Action Plans Steps - Learning Format**

Type of	Frequency	Danielson Framework Component Met in	This Step Meets the Requirements of State
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Activities		this Plan	Required Trainings
Workshop(s)	Initial training with annual refresher trainings	• 4f: Showing Professionalism • 2b: Establishing a Culture for Learning • 2d: Managing Student Behavior • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques	

Suicide Awareness

35Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All faculty grades 6-12	Prevention, risk and protective factors, warning signs, response, post-vention	Observation of practice

36Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Superintendent	07/01/2025 - 06/30/2028

Learning Format

37Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	4 hours every 5 years	• 1b: Demonstrating Knowledge of Students • 4f: Showing Professionalism • 4e: Growing and Developing	

		Professionally	
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FERPA

38Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All employees	Handling students' personally identifiable information and confidentiality	Observation of practice

39Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Superintendent	07/01/2025 - 06/30/2028

Learning Format

40Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	Once every 3 years	4f: Showing Professionalism	

Nondiscrimination and Title IX

41Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
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All employees	Nondiscrimination, character-based harassment, reporting procedures	Observation of practice
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42Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Superintendent	07/01/2025 - 06/30/2028

Learning Format

43Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	Once every three years with refreshers in between	4f: Showing Professionalism 4b: Maintaining Accurate Records	

Homelessness

44Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All employees	Homelessness and other educational instability, reporting procedures	Observation of practice

45Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Director of Student Services	07/01/2025 - 06/30/2028

Learning Format

46Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	Annually	• 4f: Showing Professionalism • 1d: Demonstrating Knowledge of Resources • 1b: Demonstrating Knowledge of Students	

IDEA Fiscal Training

47Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Business Manager, Director of Student Services	APSEM, Contingency, Act 16, Significant Disproportionality, IDEA-B	Accurate reporting

48Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Director of Student Services	07/01/2025 - 06/30/2028

Learning Format

49Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually		Annual Fiscal (APSEM, Contingency, Act 16, Significant Disproportionality, IDEA-B) Training

Transition Training

50Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Student Services	Indicator 13 Effective Practices in Transition	Providing appropriate transitioning for students

51Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Student Services Director	07/01/2025 - 06/03/2028

Learning Format

52Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually - in-person or online	1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 4b: Maintaining Accurate Records	Indicator 13 Effective Practices in Transition Training

Post School Outcomes Training

53Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Special Education	Indicator 14 Pennsylvania Post School Outcomes	Appropriate documentation of post school outcomes

54Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Student Services Director	07/01/2025 - 06/30/2028

Learning Format

55Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually - in-person or online	• 1d: Demonstrating Knowledge of Resources • 1b: Demonstrating Knowledge of Students • 4f: Showing Professionalism • 4b: Maintaining Accurate Records • 1d: Demonstrating Knowledge of Resources • 1b: Demonstrating Knowledge of Students • 4f: Showing Professionalism • 4b: Maintaining Accurate Records	Indicator 14 Pennsylvania Post School Outcomes Training
Workshop(s)	Annually - in-person or online	• 1d: Demonstrating Knowledge of Resources • 1b: Demonstrating Knowledge of Students • 4f: Showing Professionalism • 4b: Maintaining Accurate Records • 1d: Demonstrating Knowledge of Resources • 1b: Demonstrating Knowledge of Students • 4f: Showing Professionalism • 4b: Maintaining Accurate Records	Indicator 14 Pennsylvania Post School Outcomes Training

PASA Administration Training

56Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Special Education	PASA Administration	Appropriate administration of PASA

57Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Student Services Director, Teacher	07/01/2025 - 06/30/2028

Learning Format

58Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually - in-person and online	4f: Showing Professionalism	PASA Administration Training

Post School Outcomes Training

59Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Special Education	Indicator 14 Pennsylvania Post School Outcomes	Appropriate documentation of post school outcomes

60Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Student Services Director	07/01/2025 - 06/30/2028

Learning Format

61Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually - in-person or online	• 1d: Demonstrating Knowledge of Resources • 1b: Demonstrating Knowledge of Students • 4f: Showing Professionalism • 4b: Maintaining Accurate Records • 1d: Demonstrating Knowledge of Resources • 1b: Demonstrating Knowledge of Students • 4f: Showing Professionalism • 4b: Maintaining Accurate Records	Indicator 14 Pennsylvania Post School Outcomes Training
Workshop(s)	Annually - in-person or online	• 1d: Demonstrating Knowledge of Resources • 1b: Demonstrating Knowledge of Students • 4f: Showing Professionalism • 4b: Maintaining Accurate Records • 1d: Demonstrating Knowledge of Resources • 1b: Demonstrating Knowledge of Students • 4f: Showing Professionalism	Indicator 14 Pennsylvania Post School Outcomes Training

		• 4b: Maintaining Accurate Records	
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Special Education State Plan

62Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Special Education leadership	Special Education State Plan	Appropriately developed state plan

63Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Student Services Director	07/01/2027 - 06/30/2028

Learning Format

64Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Online - every three years	• 4b: Maintaining Accurate Records • 4f: Showing Professionalism • 1c: Setting Instructional Outcomes	Special Education State Plan Training

Inclusive Practices

65Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Faculty and Admin	Universal Design for Learning/Differentiated Instruction and Summer Book Study on Inclusive Practices	Observation of practice

66Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Student Services Director	07/01/2025 - 06/30/2028

Learning Format

67Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once every 3 years	• 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 2b: Establishing a Culture for Learning • 2d: Managing Student Behavior	Teaching Diverse Learners in Inclusive Settings

Professional Development Plan Assurances

68Professional 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?	2024-2025
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 will be provided to the five required certifications, all focus class teachers K-8, and all teachers new to the district via the KASD Induction Plan.	
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 presented at the initial faculty meetings/in-service of the first year of the plan and reviewed annually. A survey will be sent to faculty each spring for feedback and all information collected is used to map a professional development plan for the upcoming year that includes mandated training and any other necessary/desired training. The administrative team meets monthly and professional development is discussed in each meeting with adjustments being made as needed. The administrative team and departments will review student academic data consistently so that professional development responses to student progress can be implemented quickly. Participant learning will be shared in best practice discussions at monthly faculty meetings, department meetings, and team meetings. Educators' use of new knowledge and skills will be monitored through the observations and using PAETEP to document the continued use of methodologies and best practices.

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.

Jeannine L. Kloss

Professional Education Committee Chairperson:

03/14/2025

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.

Jeannine L. Kloss

Superintendent or Chief Administrative Officer:

03/14/2025

Date