

AMBRIDGE AREA SD

901 Duss Avenue

Professional Development Plan (Act 48) | 2024 - 2027

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

Public

127040703

901 Duss Avenue, Ambridge , PA 15003

Barry King

bking@ambridge.k12.pa.us

7242662833 X 2269

Dr. Joseph Pasquerilla

jpasquerilla@ambridge.k12.pa.us

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Dr. Joseph Pasquerilla	Superintendent	Administrator	School Board of Directors
Barry King	Assistant to the Superintendent	Administrator	Administration Personnel
Dr. Janice Zupsic	High School Principal	Administrator	Administration Personnel
Ronnell Heard	Middle School Principal	Administrator	Administration Personnel
Aphrodite Galitsis	Economy Elementary Principal	Administrator	Administration Personnel
Jo Ann Hoover	State Street Elementary Principall	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Stephanie Hull	Highland Elementary Principal	Administrator	Administration Personnel
Dr. Amy Filipowski	Director of Special Education	Administrator	Administration Personnel
Michelle Amadio	Director of Business and Operations	Administrator	Administration Personnel
Kent Withrow	High School Teacher	High School Teacher	Teacher
Chelsea Benedict	Guidance Counselor	Education Specialist	Education Specialist
Tim Kovach	Business Owner	Local Business Representative	Administration Personnel
Miranda Swartz	Educational Specialist	Education Specialist	Education Specialist
Brandie Johnson	Middle School Teacher	Middle School Teacher	Teacher
Krista Novak	Middle School Teacher	Middle School Teacher	Teacher
Bonnie DeAngelis	High School Teacher	High School Teacher	Teacher
Tammy Kennedy	Economy Elementary Teacher	Elementary Teacher	Teacher
Greta Bible	Highland Elementary Teacher	Elementary Teacher	Teacher
Lauren Tierney	State Street Elementary Teacher	Elementary Teacher	Teacher
Cathy Jo Samarco	Parent	Parent of Child Attending	Administration Personnel
Melinda Arlof	Parent	Parent of Child Attending	Administration Personnel

Name	Title	Committee Role	Appointed By
Laura Shakespeare	Parent	Parent of Child Attending	Administration Personnel
John Carpenter	School Board President	Parent of Child Attending	School Board of Directors
Cathy Fischer	School Board Member	Parent of Child Attending	School Board of Directors
Garrett Kovacevic	School Board Member	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.

Going forward in the comprehensive plan for years 2024 to 2027 the Professional Development Committe will work two times per year to review progress. Sub-committees which will consist of available professional staff will meet several times during the summer months to make sure we are in compliance with state mandates.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

BVIU ATSI SUPPORT

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement Common Assessments at least two times a year for all students and the ELA benchmark three times a year for students with disabilities to collect real-time data on student skills and knowledge.	Ambridge Area High School Staff	Data review and development of action steps to improve students achievement and/or growth.	Quarterly meeting sign-in sheets. Data Review and Action Plan/Report
Lead Person/Position		Anticipated Timeline	
Dr. Janice Zupsic/Ambridge Area High School		08/01/2024 - 06/30/2027	

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)	Each Semester	1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 4a: Reflecting on Teaching	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

ORTON GILLINGHAM LITERACY TRAINING

Audience	Topics to be Included	Evidence of Learning
Reading Teachers	Teacher will be trained in Orton Gillingham methods to instruct students in phonics, fluency, and morphology. The following are goals for teachers: Gain knowledge of the Science of Reading and Structured Literacy Gain knowledge about students with reading difficulties such as dyslexia Understand how EL students can best learn English Identify and administer various types of assessments Implement and create structured literacy lessons	Certification of training completion and teacher evaluation
Lead Person/Position		Anticipated Timeline
Dr. Amy Filipowski/ Director of Special Education		08/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	42 Hours	3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students

STRUCTURED LITERACY

Audience	Topics to be Included	Evidence of Learning
All Teachers and Paraprofessionals and any other professional with Reading, Special Education, and or Reading Specialist Certificates	Teachers will learn the Science of Reading and effective teaching strategies	Certificate of completion and teacher observation.evaluation
Lead Person/Position	Anticipated Timeline	
Dr. Amy Filipowski/ Director of Special Education	08/01/2024 - 06/30/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	6 hours	1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning	Structured Literacy

CULTURALLY RELEVANT PEDAGOGY AND INCLUSIVE PRACTICES

Audience	Topics to be Included	Evidence of Learning
All Staff	Topics may include, but are not limited to the following competencies: Reflect on One's Cultural Lens, Identify, Deepen Understanding of, and Take Steps to Address Bias in the System, Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces, Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed, Promote Asset-based Perspectives about Differences, Collaborate with Families and Communities through Authentic Engagement Practices, Communicate in Linguistically and Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, and Families, Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success, and Educate Oneself About Microaggressions and their Impact on Diverse Learners, Educators, and Families, and Actively Disrupt the Practice by Naming and Challenging its Use.	Completion of training/ certificate
Lead Person/Position		Anticipated Timeline
Dr. Amy Filipowski/ Director of Special Education		08/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	5 Hours	1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 3e: Demonstrating Flexibility and Responsiveness	Common Ground: Culturally Relevant Sustaining Education

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		2a: Creating an Environment of Respect and Rapport	
Inservice day	2 hours	1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3e: Demonstrating Flexibility and Responsiveness	Teaching Diverse Learners in Inclusive Settings

TRAUMA INFORMED PRACTICES

Audience	Topics to be Included	Evidence of Learning
All Staff	Topics may include, but are not limited to: How Trauma Effects Student Learning and best practices when using Trauma Informed Approach techniques.	Teacher sign in sheets
Lead Person/Position		Anticipated Timeline
Dr. Amy Filipowski/ Director of Special Education		08/01/2024 - 06/30/2027

Lead Person/Position

Anticipated Timeline

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 hour per year minimum	3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students 4a: Reflecting on Teaching 2a: Creating an Environment of Respect and Rapport 4e: Growing and Developing Professionally	At Least 1-hour of Trauma-informed Care Training for All Staff

PROFESSIONAL ETHICS FOR EDUCATORS

Audience Topics to be Included		Evidence of Learning
All Staff	Topics may include but are not limited to: Responsibility to the Profession, Responsibility for Professional Competence, Responsibility to Students, Responsibility to the School Community, and Responsible and Ethical Use of Technology.	Act 48 Sign-in Sheets
Lead Person/Position		Anticipated Timeline
Dr. Amy Filipowski/Director of Special Education		08/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	5 hours	4e: Growing and Developing Professionally 4f: Showing Professionalism	

CO-TEACHING MODEL

Audience	Topics to be Included	Evidence of Learning
Special Education and General Education Teachers	How to implement co-teaching effectively	Act 48 Sign-in Sheets
Lead Person/Position	Anticipated Timeline	
Dr. Amy Filipowski/ Director of Special Education	08/01/2024 - 06/30/2027	

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)	3 hours (1 hour per year)	4e: Growing and Developing Professionally 3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in Inclusive Settings

ANNUAL PASA TRAINING

Audience		Topics to be Included	Evidence of Learning
Director of Special Education and Teachers who administer the PASA		PASA Modules	Quizzes in the portal
Lead Person/Position		Anticipated Timeline	
Dr. Amy Filipowski / Director of Special Education		08/01/2024 - 06/01/2027	

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		PASA Administration Training

ENGLISH LANGUAGE LEARNER TRAINING

Audience	Topics to be Included	Evidence of Learning
All Teachers and support staff at the three schools with EL Students	EL and cultural immersion; effective teaching strategies	Act 48 Sign-in Sheets
Lead Person/Position	Anticipated Timeline	
Dr. Amy Filipowski/Director of Special Education	08/01/2024 - 06/30/2027	

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)	Annually	1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 4d: Participating in a Professional Community 4e: Growing and Developing Professionally	Common Ground: Culturally Relevant Sustaining Education

GIFTED EDUCATION TRAINING

Audience Topics to be Included		Evidence of Learning
All Teachers	Characteristics of Giftedness, Effective Teaching Strategies for Students who are Gifted, Project Based-Learning, Gifted Matrix and Screening Tools	Act 48 Sheets
Lead Person/Position		Anticipated Timeline
Dr. Amy Filipowski/ Director of Special Education		08/01/2024 - 06/30/2027

LEARNING FORMAT

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

SCHOOL SAFETY TRAINING

Audience	Topics to be Included	Evidence of Learning
All Staff	Active Shooter Training, Safe Schools	Act 48 Sheets, Action Plans
Lead Person/Position	Anticipated Timeline	
Barry King/ Assistant to the Superintendent	08/01/2024 - 06/30/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	annual	4e: Growing and Developing Professionally	

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)?
paraprofessional and all teachers regardless of certification

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 District will have regular data review meeting to assess student progress and end of year outcomes. Based on the data, the District will adjust programming to meet student needs. Teachers will be evaluated using the Danielson Rubric. The rubric encompasses best practices for teaching which will encompass all trainings provided through the district and outside contractors. The outcome on the observations will allow us to identify participant's learning use of knowledge and skills gleaned from the professional development. The District will collect feedback from trainings through a variety of ways including polls, exit slips, etc. The District will meet annually to review the progress of the district as a whole and determine next steps of the action plan based on progress on annual goals.

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.

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.

Dr. Joseph Pasquerilla

Date

Superintendent or Chief Administrative Officer: