

YORK CITY SD

31 N Pershing Avenue

Professional Development Plan (Act 48) | 2022 - 2025

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

District

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31 North Pershing Avenue, York, PA 17401

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STEERING COMMITTEE

Name

Title

Committee Role

Appointed By

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.

PROFESSIONAL EDUCATION PLAN (PEP) (22 PA CODE, 49.17)

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
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

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

EMPOWERING LEADERS TO EXCEL TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Engage building leaders in a process to develop common understanding of instructional leadership practices (and definitions) around instructional leadership practices.	All Building Leaders & Central Office Leadership Team	Instructional Leadership practices	Agendas, Slidedecks
Lead Person/Position		Anticipated Timeline	
Dr. LeTrecia Gloster, Assistant Superintendent & Dr. Danielle Miles, Project Director		11/01/2022 - 01/30/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Seminar(s)	Monthly	4e: Growing and Developing Professionally	

INSTRUCTIONAL LEADERSHIP PRACTICES SESSIONS

Action Step	Audience	Topics to be Included	Evidence of Learning
Engage building leaders in a process to develop common understanding of instructional leadership practices	Principals & Supervisors	Domains and components of the Danielson Framework for Leadership	Agenda Items, meeting invites
Lead Person/Position		Anticipated Timeline	
Dr. Danielle Miles, Project Director		09/01/2022 - 06/30/2023	

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)	Monthly	3c: Engaging Students in Learning	

INSTRUCTIONAL LEADERSHIP PD PLAN

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement Instructional Leadership PD Plan for Principals & Supervisors	Principals & Supervisors	Domains and components of the Danielson Framework for Leadership, UVA Trainings	Agenda Items, Meeting Invites

Lead Person/Position	Anticipated Timeline
Dr. Danielle Miles, Project Director	09/01/2023 - 06/30/2024

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)	Monthly	3c: Engaging Students in Learning	

NEW LEADER ACADEMY

Action Step	Audience	Topics to be Included	Evidence of Learning
Hold New Leader Academy Sessions	District administrators hired between 09/01/2023-08/30/2024	TBD in New Leader Onboarding & Playbook	Assignment/Task Completion, Agendas
Lead Person/Position		Anticipated Timeline	
Dr. LeTrecia Gloster, Assistant Superintendent		08/01/2023 - 08/30/2023	

LEARNING FORMAT

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

NEW LEADER ACADEMY

Action Step	Audience	Topics to be Included	Evidence of Learning
Hold New Leader Academy Sessions	District administrators hired between 09/01/2024-08/30/2025	TBD in New Leader Onboarding & Playbook	Assignment/Task Completion, Agendas
Lead Person/Position		Anticipated Timeline	
Dr. LeTrecia Gloster, Assistant Superintendent		08/01/2025 - 08/30/2025	

LEARNING FORMAT

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

FRONTLINE TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Use the District Demographic Diversity Profile to know your current talent pool- include certifications, diversity, years of service/experience	HR Department, FID Coach	Frontline Management System	Action Step completion: ability to run reports to balance openings district-wide and to post positions by district, not building
Lead Person/Position	Anticipated Timeline		
FIT Coach	09/01/2022 - 12/01/2022		

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	4e: Growing and Developing Professionally	

HR EQUITY, INCLUSION, & BELONGING PLAN

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement Year 1 of established HR Equity Plan with hiring committee	All HR team members & Hiring Committee	Culturally relevant and sustaining pedagogy, implicit bias, equitable leadership & hiring practices	Agendas, Evaluations
Lead Person/Position		Anticipated Timeline	
Dr. Danielle Miles, Project Director, & Alynne Hanson		01/01/2023 - 06/30/2023	

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)	TBD	4e: Growing and Developing Professionally	

HR EQUITY, INCLUSION, & BELONGING PLAN- YEAR 2

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement Year 2 of established HR Equity Plan with hiring committee	All HR team members & Hiring Committee	Culturally relevant and sustaining pedagogy, implicit bias, equitable leadership & hiring practices	Agendas, Evaluations
Lead Person/Position		Anticipated Timeline	
Dr. Danielle Miles, Project Director & Ms. Alynne Hanson		07/01/2023 - 06/30/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	TBD		

ONBOARDING HIRING COMMITTEE MEMBERS TO HR EIB PLAN

Action Step	Audience	Topics to be Included	Evidence of Learning
Onboard new HR and/or hiring committee members to the HR Equity Plan	New HR team members & New Hiring Committee members	Culturally relevant and sustaining pedagogy, implicit bias, equitable leadership & hiring practices	Agendas, Evaluations
Lead Person/Position		Anticipated Timeline	
Dr. Danielle Miles, Project Director, & Alynne Hanson		07/01/2023 - 09/30/2023	

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		

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

AIMS WEB TRAINING

Audience	Topics to be Included	Evidence of Learning
School Leaders & District Professional Staff	AIMS Web, Early Childhood Literacy, Science of Reading	Agendas, Attendance, Evaluations

Lead Person/Position	Anticipated Timeline
Angela Ashley, Supervisor of K-12 English Language Arts and Social Studies	08/15/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Monthly	4e: Growing and Developing Professionally	Language and Literacy Acquisition for All Students

POSITIVE ACTION TRAINING

Audience	Topics to be Included	Evidence of Learning
District Leaders and District Professional Staff	Trauma-informed practices, Social-Emotional Learning, MTSS	Agendas, Evaluations, Attendance
Lead Person/Position		Anticipated Timeline
Dr. George Fitch, Assistant Superintendent of Student Services		08/15/2022 - 06/30/2025

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	2a: Creating an Environment of Respect and Rapport	Trauma Informed Training (Act 18)

ARBINGER TRAINING

Audience	Topics to be Included	Evidence of Learning
District Leaders and District Professional Staff	Culturally relevant and sustaining education practices, outward mindset	Agendas, Evaluations, Attendance
Lead Person/Position	Anticipated Timeline	
Dr. Danielle Miles, Director of Schools	08/15/2022 - 06/30/2025	

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	4c: Communicating with Families 4d: Participating in a Professional Community 1b: Demonstrating Knowledge of Students 4f: Showing Professionalism 2a: Creating an Environment of Respect and Rapport	Teaching Diverse Learners in an Inclusive Setting

EVALUATION AND REVIEW

DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

Student Outcomes: As this plan is implemented, we will monitor data around student attendance, achievement, and growth as well as retention rates and discipline data. We will be looking for increased attendance, achievement and growth. We will look for a decrease in retention rates and discipline data, as well as fewer students leaving the district to attend outside cyber or charter schools. If these changes do not occur, we will re-evaluate our professional development plan to address new root causes. Participants' use of new knowledge and skills: This will be evidenced by independent school professional development plans, PLC structures, and learning walks. Accountability to using new knowledge and skills will be provided by required school leaders to present their professional development plans and to retain PLC meeting minutes and learning walk schedules. Participants' learning & reaction: This will be gathered by submission of participants' evaluation responses after professional development sessions. Learning and reaction questions are included in this evaluation. These steps will support our culture of continuous improvement and change for our district on behalf of our students and communities served. Additionally, Director of Schools, Dr. Danielle Miles will be meeting with each principal biweekly at minimum to monitor the success of the plan.

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.

Superintendent or Chief Administrative Officer:

Date