

PALISADES SD

39 Thomas Free Dr

Professional Development Plan (Act 48) | 2026 - 2029

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

122098003

39 Thomas Free Dr, Kintnersville, PA 18930

Dr. Michael Donnelly

mdonnelly@palisadessd.org

6108475131 X 4002

Dr Bridget O'Connell

boconnell@palisadessd.org

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Appointed By
Dr. Michael Donnelly	Assistant to the Superintendent for Educational Services	Administrator	Administration Personnel
Amber Schlosser	Principal	Administrator	Administration Personnel
Megan O'Boyle	Teacher	Elementary Teacher	Teacher
Laura Heilig-Trexler	Teacher	Middle School Teacher	Teacher
Rose Lipton	Teacher	High School Teacher	Teacher
Christina Crews	Librarian	Education Specialist	Education Specialist
Alison Dorward	School Counselor	Education Specialist	Education Specialist
Marisa Moyer	Math Interventionist	Education Specialist	Education Specialist
Kriss Dengler	Special Education	Education Specialist	Education Specialist
Amy Kapp	Parent (High School)	Parent of Child Attending	School Board of Directors
Kim Barbaro	Parent (Middle School)	Parent of Child Attending	School Board of Directors
Jessica Tarby	Parent (Elementary School)	Parent of Child Attending	School Board of Directors
Kenny Restrepo	Business Owner/Parent	Local Business Representative	School Board of Directors
Joanne Allen	Community Member	Community Member	School Board of Directors
Lisa Weikel	Community Member	Community Member	School Board of Directors
Rick Balukas	Community Member	Community Member	School Board of Directors
Rory McMullen	Engineering Teacher	Education Specialist	Education Specialist
Bridget Snively	Teacher	Elementary Teacher	Teacher
Lori Tirjan	School Counselor	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 committee meets in person at least one time per year, with additional virtual/electronic communications and updates throughout the year. The committee uses the comprehensive plan to guide the decisions in how the professional learning days are designated for the subsequent year, as well as review the progress being made towards each of the goals listed.

Action Plans Steps from Comprehensive Plan

Inclusion of Technology and Artificial Intelligence

2Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
• Instruct all students the responsible, appropriate, and ethical use of technology to participate in society (digital citizenship). • Training staff on digital citizenship, cyber security, and the ethical use of technology. • Instruct all students on the ability to find, evaluate, create, and communicate information using digital technology effectively (digital literacy) • Training staff on digital literacy and the innovative use of Artificial Intelligence to support their profession. • Set parameters and standards for the age level appropriate use/interest of AI following the District's AI Policy and the ISTE and ASCD readiness guidelines: Learner: Students utilize AI for setting goals, creating learning plans, overcoming challenges, and obtaining specific feedback to improve performance. Researcher: Students use AI to systematically investigate topics, evaluate claims, compare sources, and	Students Faculty/Staff Parents/Community	Ethics and appropriate use of Artificial Intelligence in educational settings	Students will produce products that demonstrate their understanding of the use of AI in their educational setting. Faculty/staff will participate in modules, both face-to-face and asynchronous. Parents/community may participate in modules, both face-to-face and/or asynchronous.

identify patterns. Synthesizer: Students combine information from various sources and use AI to refine content into suitable formats and complexity levels for understanding or audience needs. Ideator: Students use AI as a partner for brainstorming, overcoming creative blocks, exploring perspectives, and generating new ideas. Connector: Students leverage AI to improve human connections and collaboration, such as using translation for language barriers or algorithms to find common ground. Storyteller: Students use AI to customize messages and communicate effectively through various media like text, pictures, audio, and video, choosing the best medium for the message.			
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3Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Assistant to the Superintendent for Educational Services Director of Technology	07/01/2026 - 06/30/2029

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
Other	Multiple times per year	4e: Growing and Developing Professionally 4c: Communicating with Families 4d: Participating in a Professional Community	Common Ground

Project-based learning

5Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
- Investigate what grade levels currently have a capstone or project based learning opportunities. - Allow teachers the opportunity to explore which subjects lend themselves best to projects relative to their grade level content. - Establish which grades would lend themselves best to incorporating a capstone type of project (ie 5th/8th).	Teachers, K - 12	Review of Career Education and Work standards Best practices in design of rubrics Inter-rater reliability training Project design	Teachers will have developed project-based learning activities that are accompanied with rubrics

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

Lead Person/Position	Anticipated Timeline
Assistant to the Superintendent for Educational Services	07/01/2026 - 06/30/2029

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
Collaborative curriculum	Multiple opportunities throughout each school year during professional learning	1a: Demonstrating Knowledge of Content and	Teaching Diverse Learners in Inclusive Settings

development	time	Pedagogy • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments	
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Trauma-Informed Training

8Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
• Develop a systematic review of student/staff needs relative to positive relationship building and provide professional development to support the need.	All staff	Trauma-informed training Restorative Practices	All new teachers will participate in a workshop on restorative practices, which will be reviewed throughout their 2-year induction process. All staff will complete a module for the state required trauma-informed training that is of at least one hour in length.

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

Lead Person/Position	Anticipated Timeline
Assistant to the Superintendent for Educational Services	07/01/2026 - 06/30/2029

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
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Course(s)	Annually	• 4f: Showing Professionalism • 2a: Creating an Environment of Respect and Rapport	At Least 1-hour of Trauma-informed Care Training for All Staff
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Multi-Tiered Systems of Support

11Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
• Create a focus group to review and discuss qualitative and quantitative data relative to class size, staff needs, and the needs of students. • Review and strengthen the MTSS program and implement a districtwide MTSS Team.	Principals, Teachers	Best practices in Multi-Tiered Systems of Support Inclusive Practices	Student outcomes for all, as well as progress towards goals for students with individualized education plans and/or identified as an English language learner

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

Lead Person/Position	Anticipated Timeline
Assistant to the Superintendent for Educational Services Director of Student Services Principals	07/01/2026 - 06/30/2029

Learning Format

13Action 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)	Multiple opportunities throughout each school year of this plan	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of	Language and Literacy Acquisition for All Students

		Students • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 2b: Establishing a Culture for Learning • 4a: Reflecting on Teaching	
Inservice day	Multiple opportunities throughout each school year of this plan	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources	Teaching Diverse Learners in Inclusive Settings

Other Professional Development Activities

Structured Literacy

14Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Elementary Teachers, Reading/Literacy Teachers, Reading Specialists, Special Education teachers, English Language Development Teachers, and Administrators in grades K-12, as well as all teachers with the relevant and required certifications	Phonological and Phonemic Awareness, Phonics and Word Recognition, Fluent Reading of Text, Vocabulary, Listening and Reading Comprehension, and Written Expression.	Walkthroughs and drop-in observations, feedback surveys, student outcomes

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

Lead Person/Position	Anticipated Timeline
Assistant to the Superintendent for Educational Services Principals	07/01/2026 - 06/30/2029

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)	Ongoing throughout each school year of this plan	1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction	Structured Literacy

Standards and Ethics

17Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Faculty and staff	Pennsylvania Department of Education required framework for ethics and standards in education	Successful completion of online modules

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

Lead Person/Position	Anticipated Timeline
Assistant to the Superintendent for Educational Services	07/01/2026 - 06/30/2029

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
Course(s)	Annually	4e: Growing and Developing Professionally 4f: Showing Professionalism	Professional Ethics

Suicide Awareness and Prevention

20Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All teachers in grades 6 - 12	Youth suicide awareness and prevention	Certificate of completion

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

Lead Person/Position	Anticipated Timeline
Assistant to the Superintendent for Educational Services Director of Student Services	07/01/2026 - 06/30/2029

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)	At least one time, for four hours, during the course of this plan.	• 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 3a: Communicating with Students • 4c: Communicating with Families	

Professional Development Plan Assurances

23Professional 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?	2020-2021
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)? In addition to the five required certification areas, principals will participate in Structured Literacy Training.	
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.

Each year's Professional Education Plan is reviewed by a committee of stakeholders at a face-to-face planning meeting. It is during that meeting that a review of the work that was completed throughout the current school year takes place. Feedback is shared and considered when recommending revisions. From there, the committee reviews the progress towards goals that are listed within the Comprehensive Plan. In that discussion, a forecast of both state-mandated requirements, as well as local decisions (comprehensive plan goals) will be reviewed so as to ensure work continues to address each aspect of the Comprehensive Plan. Throughout the school year, at various points, feedback surveys are collected to gauge the efficacy of training opportunities, both regarding delivery model, as well as content. Before the school year concludes, a communication is shared with the faculty from the Assistant to the Superintendent for Educational Services regarding the professional learning calendar for the subsequent school year.

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