

## DALLAS SD

2010 Conyngham Ave

Professional Development Plan (Act 48) | 2025 - 2028

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### 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

School District  
118401603  
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## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Thomas Duffy	Superintendent	Administrator	Administration Personnel
Thomas Traver	Principal	Administrator	Administration Personnel
Greg Riley	Principal	Administrator	Administration Personnel
Tania Barr	Teacher	Elementary Teacher	Teacher
Kristy Taylor	Teacher	Elementary Teacher	Teacher
Joanna Cunningham	Business Owner	Local Business Representative	School Board of Directors

Name	Title	Committee Role	Appointed By
Kelley Kavangh-Watkins	Parent	Parent of Child Attending	School Board of Directors
Jackie Lowe Paupst	Teacher	Middle School Teacher	Teacher
Jeff Brown	Teacher	High School Teacher	Teacher
Nick Forrester	Community Member	Community Member	School Board of Directors
Sarah Saylor	Teacher	High School Teacher	Teacher
Barb Wesneski	Teacher	Middle School Teacher	Teacher
Tina Doughton	School Psychologist	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.**

Annually and as needed. The administrative team serves as a subcommittee and plans and evaluates professional development / in service monthly. Faculty and staff have opportunity for input regarding professional development. With school code required training scheduled we find there is little additional in service time for additional training.

## ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

### CURRICULUM/PDE SAS/UBD

Action Step	Audience	Topics to be included	Evidence of Learning
Review and revise curriculum templates to align with standards in a manner that is responsive to student performance and updated programming.	Faculty	Assessment data, PDE SAS, Backward Design, content/program specific information	Checks for understanding, exit slip, application to practice, completed revised templates.

#### Lead Person/Position

#### Anticipated Timeline

Thomas Duffy/Superintendent

07/01/2025 - 06/30/2028

## 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 as needed		Structured Literacy

# LRE/INCLUSIVE PRACTICES/STUDENT ACHIEVEMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Analyze current placement options for students and explore additional options that are in the LRE.	Faculty	LRE, specially designed instruction, student performance data	Checks for understanding, exit slip, application, increased number of students in LRE, student performance data
<b>Lead Person/Position</b>			
Andrea Dennis, Director of Special Education			
<b>Anticipated Timeline</b>			
07/01/2025 - 06/30/2028			

# 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, as needed		Common Ground: Culturally Relevant Sustaining Education

## WELLNESS/RESTORATIVE PRACTICES

Action Step	Audience	Topics to be Included	Evidence of Learning
To increase programming related to overall wellness.	Faculty and staff	Wellness, strategies, restorative practices, well-being	Checks for understanding, exit slip, application, increased emphasis on stakeholder's wellness and the use of restorative practices.
<b>Lead Person/Position</b>			
Thomas Duffy, Superintendent			
<b>Anticipated Timeline</b>			
07/01/2025 - 06/30/2028			

## 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, as needed		At Least 1-hour of Trauma-informed Care Training for All Staff

# TECHNOLOGY/ORGANIZATIONAL HEALTH

Action Step	Audience	Topics to be Included	Evidence of Learning
Evaluate current applications of technology and implement updates to organization systems related to safety, curriculum and instruction, and human capital resources.	Administration, faculty, staff	Safety related technology, curriculum and instruction related technology, organizational systems - over a series of sessions.	Improved indexes of technology applications and updated and improved systems.

**Lead Person/Position**  
 Orell Gaynor, Director of Technology

**Anticipated Timeline**  
 07/01/2025 - 06/30/2028

# 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, as needed	Professional Ethics	



# OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

## BENCHMARK ASSESSMENT DATA REVIEW

Audience	Topics to be Included	Evidence of Learning
Faculty	Benchmark Assessment Data Review and Response	Benchmark data will be organized in ways for teacher utilization.
<b>Lead Person/Position</b>		<b>Anticipated Timeline</b>
Principals		07/01/2025 - 06/30/2028

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	3-5 times per year		Language and Literacy Acquisition for All Students

# LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS

<b>Audience</b>	<b>Topics to be Included</b>	<b>Evidence of Learning</b>
All faculty	Professional development activities that will improve language and literacy acquisition for all students.	Implementation of strategies Classroom observation Student success
<b>Lead Person/Position</b>	<b>Anticipated Timeline</b>	
Thomas Traver/Principal	07/01/2025 - 06/30/2028	

## LEARNING FORMAT

<b>Type of Activities</b>	<b>Frequency</b>	<b>This Step Meets the Requirements of State Required Trainings</b>
Inservice day	Once per year and as needed	Language and Literacy Acquisition for All Students

# 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?

2022-  
2023

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)?  
Administrators

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.**

Student outcomes - Did student performance data indicate positive student outcomes? Participants' use of new knowledge and skills - Did classroom observation result in application of new knowledge of skills? Participants' learning - Did participants demonstrate understanding following the activity? Participant reaction - Did participants provide reflection following the activity? Organization support and change - Did application of the new approach or initiate continue beyond the period following the training?

## **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.

Thomas Duffy

Professional Education Committee Chairperson:

01/19/2025

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.

Thomas Duffy

Superintendent or Chief Administrative Officer:

01/19/2025

Date