

LAKE-LEHMAN SD

PO Box 38

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

118403903

PO Box 38, Lehman, PA 18627

Tracey Liparela

liparelat@llsd.org

5702552798 X na

Mr James E McGovern

mcgovernj@llsd.org

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Steering Committee

1 Steering Committee

Name	Title	Committee Role	Appointed By
Sarah Saylor Kashatus	parent	Parent of Child Attending	School Board of Directors
Richard Cronin	teacher	Elementary Teacher	Teacher
Tracey Liparela	admin	Administrator	Administration Personnel
Christine Napierkowski	school board	Community Member	School Board of Directors
Donna Richards	teacher	Elementary Teacher	Teacher
Christina Woronko	teacher	Middle School Teacher	Teacher
Carrie McDonald	teacher	Elementary Teacher	Teacher
Jane Kilduff-Molino	Guidance Counselor	Education Specialist	Education Specialist
Donald James	Admin	Administrator	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 committee meets annually to discuss professional development needs and survey results. These meetings are often held as sub committee meetings with members of the identified represented groups- i.e. a meeting with the members from the board of directors, a meeting held with admin. The purpose of the committee is to review the professional development survey results, which is the main form of feedback from professional staff on areas of need/interest and to discuss mandated professional development that will be implemented.

Action Plans Steps from Comprehensive Plan

Fundations Professional Development Grade 3

2 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Professional Development for Grade 3 ELA Teachers 	Grade 3 ELA Teachers	Use of Foundations as Whole Group Instruction for Structured Literacy	Student Performance on Reading Assessments

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

Lead Person/Position	Anticipated Timeline
ELA Department Chair Principals	07/01/2026 - 08/31/2026

Learning Format

4 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)	5 hours during in-service dates	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 4e: Growing and Developing Professionally 	Structured Literacy

Fundations Professional Development Grades 4 and 5

5 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Professional Development for Grades 4 and 5 ELA Teachers 	Grades 4 and 5 ELA Teachers	Use of Fundations as whole group instruction for Structured Literacy	Student Performance on Reading Assessments

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

Lead Person/Position	Anticipated Timeline
ELA Department Chair Principals	07/01/2027 - 08/31/2027

Learning Format

7 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)	5 hours during in-service dates	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 	Structured Literacy

		<ul style="list-style-type: none"> 4d: Participating in a Professional Community 	
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Universal Math Screener Professional Development

8 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Administer Universal Math Screener in Grades 7 and 8 	Math Teachers Grades 7 and 8	facilitation of Universal Screener Access to data How to use data to inform instruction	Student test performance in math grades 7 and 8

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

Lead Person/Position	Anticipated Timeline
Math Department Chair Principals	07/01/2026 - 08/31/2026

Learning Format

10 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
Inservice day	2 in-service dates prior to the opening of school 2026-2027	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 3d: Using Assessment in Instruction 4e: Growing and Developing Professionally 	

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Other Professional Development Activities

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Professional Development Plan Assurances

11 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
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)? Assistant to the Superintendent	
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.

1. Provide copy of plan to principals 2. Principals review with department chairs mid-year. 3. Feedback shared with Assistant to the Superintendent by Principals. 4. Staff survey conducted annually to solicit feedback on professional development activities completed. 5. Staff survey conducted annually to solicit feedback on future topics of interest. 6. Steering Committee granted access to survey feedback. 7. Plan is evaluated based on survey feedback and identified areas of need. 8. Student assessment data is reviewed relative to areas of focused professional development. Data drives decisions with respect to effectiveness, methods of program implementation, additional trainings that may be needed.

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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.

Tracey Liparela

Professional Education Committee Chairperson:

02/06/2026

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.

James E McGovern

Superintendent or Chief Administrative Officer:

02/06/2026

Date