

CORNWALL-LEBANON SD

105 E Evergreen Rd

Professional Development Plan (Act 48) | 2025 - 2028

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

Cornwall-Lebanon School District

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105 East Evergreen Road, Lebanon, Pennsylvania 17042

Dr. Mariah L. Rackley

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Dr. Philip L. Domencic

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Dr. Philip Domencic	Superintendent	Administrator	School Board of Directors
Dr. Mariah Rackley	Director of Curriculum and Instruction	Administrator	School Board of Directors
Dr. Dean Bozman	Director of Personnel and Operations	Administrator	Administration Personnel
Dr. Amanda Davis-Buie	Community Member	Local Business Representative	Administration Personnel
Dr. Jason Murray	Director of Technology	Administrator	Administration Personnel
Maria Bickel	Teacher	Elementary Teacher	Teacher

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.

This committee has met nine times during the 2024-2025 school year to consider the role of professional development in the comprehensive plan and map out the next three-year cycle of professional development.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

FALCON FLEX

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Provide training and professional development for staff in effective strategies for teaching English Learners to meet their specific and unique needs.</p> <p>Provide differentiated professional learning for all staff in research-based best instructional practices. These areas may include but are not limited to the science of reading, structured literacy, student engagement, instructional strategies, classroom management, positive behavior intervention and supports, trauma-informed practices, and technology integration.</p>	All professional staff grades K-12	Science of reading, structured literacy, technology integration, instructional strategies, student engagement, PBIS, classroom management, trauma-informed practices	Classroom implementation of learning
Lead Person/Position		Anticipated Timeline	
Dr. Mariah Rackley/Director of Curriculum and Instruction Building Administrators		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	At least three times per year	3b: Using Questioning and Discussion Techniques 2d: Managing Student Behavior 2c: Managing Classroom Procedures 3a: Communicating with Students 3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness 2b: Establishing a Culture for Learning	Structured Literacy
Inservice day	At least three times per year	3c: Engaging Students in Learning 2d: Managing Student Behavior 3b: Using Questioning and Discussion Techniques 2c: Managing Classroom Procedures 2b: Establishing a Culture for Learning 3e: Demonstrating Flexibility and Responsiveness 3a: Communicating with Students	Teaching Diverse Learners in Inclusive Settings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	At least three times per year	3a: Communicating with Students 2b: Establishing a Culture for Learning 3e: Demonstrating Flexibility and Responsiveness 2c: Managing Classroom Procedures 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 2d: Managing Student Behavior	Language and Literacy Acquisition for All Students

DATA REVIEW

Action Step	Audience	Topics to be Included	Evidence of Learning
Create and consistently implement data protocols to be used in each of our elementary buildings (Grades K-5) for quarterly data meetings.	All professional staff grades K-12	Data interpretation and analysis, data review and protocols, expectations for data meetings, understanding student data metrics (i.e., benchmark, diagnostic, PVAAS, PSSA, Keystone	Data-informed decisions regarding classroom instruction, curriculum revisions, and student

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Create and consistently implement data protocols at Cedar Crest Middle School for Grades 6-8 to be used at team meetings and department meetings.</p> <p>Create and consistently implement data protocols at Cedar Crest High School for Grades 9-12 to be used at department meetings.</p>		Exams, etc.)	placements
Lead Person/Position			Anticipated Timeline
Dr. Mariah Rackley/Director of Curriculum and Instruction Building Administrators			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	At least three times per year	<p>1b: Demonstrating Knowledge of Students</p> <p>1f: Designing Student Assessments</p> <p>3e: Demonstrating Flexibility and Responsiveness</p>	Teaching Diverse Learners in Inclusive Settings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		4e: Growing and Developing Professionally	
		1e: Designing Coherent Instruction	
		3d: Using Assessment in Instruction	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

FALCON FLEX

Audience	Topics to be Included	Evidence of Learning
All professional staff, grades K-12	Our Falcon Flex professional development model offers a variety of topics within five strands or themes. These strands are aligned to our comprehensive plan and focus on priorities areas that we identify to improve our student outcomes. Instructional Strategies Curriculum Assessment Technology Integration Professional Practice	All Falcon Flex sessions require completion of a session evaluation. Additionally, all district priorities appear in the comprehensive plan and are a focus of professional development projects and classroom observations.
Lead Person/Position		Anticipated Timeline
Mariah Rackley/Director of Curriculum and Instruction		06/11/2025 - 05/31/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Falcon Flex is offered beginning the day after the last day of school and continuing through the last in-service day of the upcoming school year for completion of professional development requirements.	1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in Inclusive Settings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		2c: Managing Classroom Procedures	
		1d: Demonstrating Knowledge of Resources	
		4a: Reflecting on Teaching	
		1a: Demonstrating Knowledge of Content and Pedagogy	
		2b: Establishing a Culture for Learning	
		1e: Designing Coherent Instruction	
		4e: Growing and Developing Professionally	
		3c: Engaging	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Students in Learning	
		1f: Designing Student Assessments	
		3e: Demonstrating Flexibility and Responsiveness	
		1c: Setting Instructional Outcomes	
		2d: Managing Student Behavior	

PROFESSIONAL LEARNING DAYS

Audience	Topics to be Included	Evidence of Learning
All professional staff, grades K-12	Trauma-informed practices	Inclusion of trauma-sensitive practices in classrooms, classroom observations, professional learning communities

Lead Person/Position	Anticipated Timeline
Mariah Rackley/Director of Curriculum and Instruction Kate Long/Director of Pupil Services	08/01/2025 - 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	One time per school year	2b: Establishing a Culture for Learning 4c: Communicating with Families 1b: Demonstrating Knowledge of Students 4d: Participating in a Professional Community 1d: Demonstrating Knowledge of Resources 4e: Growing and Developing Professionally 4a: Reflecting on Teaching	At Least 1-hour of Trauma-informed Care Training for All Staff

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?

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)?

All English, Language Arts, World Language, and ESL teachers in grades 6-12 received Structured Literacy training in August 2024.

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.

Professional learning in the Cornwall-Lebanon School District is reviewed annually and shared with the Board of Directors. Student data is always a consideration when planning and evaluating professional development. Student outcomes drive our instruction, and we make data-informed decisions to identify strengths and needs in our programming and professional development. Each year, our Falcon Flex is presented publicly to the school board for their review. Our catalog, areas of focus, and themes for the year are shared and available for board review. Our Falcon Flex is aligned to five main areas: curriculum, instructional strategies, assessment, technology integration, and professional practice. We use these categories to ensure that our professional learning is connected to what we expect from our teachers. In addition, we provide focus areas and concentrated professional learning on in-service days to allow participants to hone the skills they have learned during our professional learning time. Our administrators also work with staff members on these focus areas during professional learning time, faculty meetings, in-service days, professional development projects, and classroom observations. Participant learning and reaction is evaluated through survey data. At the end of every professional development session, participants must complete a survey of the session to receive credit for their time. In addition, the district works collaboratively with the Cornwall-Lebanon Education Association to create surveys for each in-service program and session to personalize the learning opportunities provided to the professional staff. Curriculum leaders are asked to collect information on professional learning wants and needs and share it with the Director of Curriculum and Instruction for the process of planning and implementing additional professional development sessions for the current and upcoming school years. The data provided by curriculum leaders is essential for our planning and evaluation process. The Cornwall-Lebanon School District utilizes teacher agency and voice to ensure that our staff is receiving the professional learning they require to provide quality instruction to our students. Our Falcon Flex model is fluid and provides the district with the opportunity to respond to teachers' strengths and needs throughout the year as they become apparent. Collaboration with the curriculum leaders, teachers association, and administrative team are paramount to providing relevant and meaningful professional development for all of our staff members.

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.

Dr. Mariah L. Rackley

Professional Education Committee Chairperson:

01/07/2025

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.

Superintendent or Chief Administrative Officer:

Date