EVERGREEN COMMUNITY CS

PO Box 523

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

Charter School

120450003

PO Box 523, Mountainhome, PA 18342

Steven Richard

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570-595-6355 X none

Ms Jill Shoesmith

evergrn@ptd.net

Steering Committee

1Steering Committee

Name	Title	Committee Role	Appointed By
Jill Shoesmith	Director	Administrator	School Board of Directors
Steven Richard	Principal	Administrator	School Board of Directors
Kathryn Yerkes	Special Education Representative	Education Specialist	Administration Personnel
Natasha Keelen	School Nurse	Other	Administration Personnel
Nancy Price	Foreign Language Teacher	K-12 Teacher	Administration Personnel
Darryl Speicher	Teacher	High School Teacher	Administration Personnel
Jamie Reeger	Teacher	Middle School Teacher	Administration Personnel
Eric Noone	Community Representative	Local Business Representative	School Board of Directors
Jessica Fuehrer	Parent	Parent of Child Attending	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 at minimum 2 times per year to discuss professional development needs. All staff members are welcome to give candid feedback to identify needs, provide professional development suggestions, and scheduling ideas. The professional development committee is working well as it provides open dialogue to work collaboratively to support our teachers -and ultimately our students' - growth and achievement.

Action Plans Steps from Comprehensive Plan

MTSS

2Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
• For students in grades 6-12, Evergreen will implement an MTSS framework by gathering, reviewing and analyzing data to determine student needs.	All teachers and administrators	Math 6-12, ELA 6-12, Science 6-12, and Social Studies/History 6-12. Applying effective teaching strategies, Understanding Data, Classroom Management. Consistent implementation of inclusive and equitable practices.	Observable actions in the classroom, increased student achievement and/or growth, attendance at sessions. Diversity and Inclusion strategies, and practices in place schoolwide. Building and maintaining relationships between adults and students.

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

Lead Person/Position	Anticipated Timeline
Principal	09/08/2026 - 06/05/2029

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
Professional Learning Community (PLC)	Quarterly		Teaching Diverse Learners in Inclusive Settings

Other Professional Development Activities

Required Professional Development

5Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All staff	Trauma-informed practices, building relationships, de-escalation strategies and supporting mental health needs.	Classrooms and school spaces will reflect the indictors of trauma-informed practices, building relationships an d supporting mental health needs.

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

Lead Person/Position	Anticipated Timeline
Steven Richard	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
Professional Learning Community (PLC)	Will occur during scheduled professional development meetings and personal professional learning time.	• 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 2e: Organizing Physical Space • 4a: Reflecting on Teaching • 3a: Communicating with Students	At Least 1-hour of Trauma-informed Care Training for All Staff

PDE identified educators

8Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
PDE identified educators	Structured Literacy Framework components	Completion of course.

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

Lead Person/Position	Anticipated Timeline
Steven Richard/Principal	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
Professional Learning Community (PLC)	Offered in various formats. May occur during scheduled professional development days, or faculty meetings.	• 1e: Designing Coherent Instruction • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources	Structured Literacy

Culturally Relevant

11Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All staff	Culturally Relevant and Sustaining Education Framework Components	Application of behaviors associated within the framework

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

Lead Person/Position	Anticipated Timeline
Steven Richard/Principal	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)	During scheduled professional development and faculty meetings.	• 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 3a: Communicating with Students • 3e: Demonstrating Flexibility and Responsiveness • 4e: Growing and Developing Professionally • 1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in Inclusive Settings

14Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All staff	Professional ethics Framework Components	Participation in training and real-life application of framework behaviors

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

Lead Person/Position	Anticipated Timeline
Steven Richard/Principal	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
Course(s)	Personal professional learning time	• 4e: Growing and Developing Professionally • 4f: Showing Professionalism	Professional Ethics

Best Practices

17Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All staff	PA standards, curriculum, locally developed assessments, collected data, and research-based interventions	Intervention plans

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

Lead Person/Position	Anticipated Timeline
Steven Richard/Principal	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
Professional Learning Community (PLC)	Monthly	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction	Teaching Diverse Learners in Inclusive Settings

Professional Development Plan Assurances

20Professional 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?	2023-2024
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 teachers employed.	
Is the LEA using or planning to implement Structured Literacy (Select One)? Hybrid, Structured Literacy components integrated into reading program.	

Evaluation and Review

Describe in the box below the procedures for evaluating and reviewing the Professional Education Plan.

Professional Development sessions will be evaluated quarterly by the PD Committee using the following criteria: 1. Is content focused. It should be implemented to focus on teaching strategies associated with specific curriculum content supporting teacher development. 2. Incorporates active learning - will be evaluated on active learning which provides teachers with opportunities to get hands-on experience designing and practicing new strategies. 3. Uses models and modeling of effective practices - Provides teachers with a clear vision of what best practices look like. 4. Provides coaching and expert support - Teachers can receive feedback that is both supportive and constructive oral and/or written feedback on their teaching facilitating the implementation of desired instructional practices. 5. Offers opportunities for feedback and reflection - when appropriate PD provides teachers with opportunities for reflection about what might be refined or retained and reinforced.

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.

Steven Richard
Professional Education Committee Chairperson:
03/12/2026
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.

Jill Shoesmith
Superintendent or Chief Administrative Officer:
03/10/2026
Date