WAYNESBORO AREA SD

210 Clayton Ave

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:

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

112289003

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Steering Committee

Name	Title	Committee Role	Appointed By
Dr. Diane McCallum	Assistant Superintendent	Administrator	School Board of Directors
Dr. Allison Kopco	Principal	Administrator	Administration Personnel
Mr. Eric DeAngelis	Principal	Administrator	Administration Personnel
Mrs. Megan McGuire	Principal	Administrator	Administration Personnel
Mrs. Dianne Eberhardt	Principal	Administrator	Administration Personnel
Mr. Jason Wetherald	Principal	Administrator	Administration Personnel
Dr. Allison Beaudry	Literacy Coach - Academic Pillar Leader	Education Specialist	Education Specialist
Dr. Donna Wynkoop	Math Coach	Education Specialist	Education Specialist
Mr. Clint Pentz	Pharmacist	Parent of Child Attending	School Board of Directors
Mr. Shane Harkins	Retired	Community Member	School Board of Directors
Mrs. Kim Miles	Retired	Community Member	School Board of Directors
Mrs. Linda Zimmerman	Retired	Community Member	School Board of Directors
Mrs. Stephanie George	Behavior Programs Specialist	Education Specialist	Education Specialist
Keith McCray	Admin - Innovative Learning Pillar Leader	Administrator	Administration Personnel
Stephanie States	Admin - Whole Child Pillar Leader	Administrator	Administration Personnel
Marcia Pyles	Counselor - Career Pillar Leader	Elementary Teacher	Education Specialist
Derek Null	Admin - Career Pillar Leader	Administrator	Administration Personnel
Stephanie Behnke	Teacher - Whole Child Pillar Leader	High School Teacher	Teacher
Katie Wolf	Teacher, GLC - Kindergarten	Elementary Teacher	Teacher
Angie Cales	Teacher, GLC - First Grade	Elementary Teacher	Teacher
Lauren Grove	Teacher, GLC - Second Grade	Elementary Teacher	Teacher
Joanna Alsbaugh	Teacher, GLC - Third Grade	Elementary Teacher	Teacher
Kyle McNew	Teacher, GLC - 4th/5th Math & Science	Elementary Teacher	Teacher
Michelle Jones	Teacher, GLC - 4th/5th ELA & Social Studies	Elementary Teacher	Teacher
Alicia Shemon	Teacher, GLC - Related Arts	Elementary Teacher	Teacher
Amy Staub	Teacher, GLC - Special Education	Education Specialist	Teacher

Joseph Minnich	Teacher, Team Leader	Middle School Teacher	Teacher
Hailey Hahn	Teacher, Team Leader	Middle School Teacher	Teacher
Nicole Embly	Teacher, Team Leader	Middle School Teacher	Teacher
Julie Baker	Teacher, Team Leader	Middle School Teacher	Teacher
Jamilyn Cox	Teacher, Team Leader	Middle School Teacher	Teacher
Tawney Finney	Teacher, Team Leader	Middle School Teacher	Teacher
Catherine Myers	Teacher, Team Leader	Middle School Teacher	Teacher
Sarah Hodge	Teacher, Team Leader	Middle School Teacher	Teacher
Brandy Spielman	Teacher, Team Leader	Middle School Teacher	Teacher
Holly Hess	Teacher, Team Leader	Middle School Teacher	Teacher
Stacy Simmers	Teacher, Team Leader	Middle School Teacher	Teacher
Emily Nystrom	HS Content Leader	High School Teacher	Teacher
Sarah Gorzelsky	HS Content Leader	High School Teacher	Teacher
Stacy Henderson	HS Content Leader	High School Teacher	Teacher
Tricia Fleming	HS Content Leader	High School Teacher	Teacher
Elizabeth Barnhart	HS Content Leader	High School Teacher	Teacher
Erin Ellis	HS Content Leader	High School Teacher	Teacher
Jordon Fisher	HS Content Leader	High School Teacher	Teacher

Steering Committee

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.

First Choice Team, including Academic, Career, Innovative Learning, and Whole Child Pillar Leaders meet quarterly. Their work drives the Mission and Vision of WASD. Elementary Grade Level Coordinators (GLC), Middle School Team Leaders, and High School Content Leaders meeting monthly with instructional coaches and building administration. Their meetings center around teacher needs, assessments, and curriculum. We will bring these groups together, along with building administration, once per year for a full Professional Learning Committee meeting where we will outline professional learning agends for the upcoming school year. The WASD Board of Directors as a 4-member Academic Committee that meets about once per month. These are public meetings and

representatives from buiding admin are also in attendance, along with the Superintendent, Assistant Superintendent, and Business administrator. These meetings provide updates to the Board as to progress on new initiatives and District goals and provide an opportunity to ask questions and discuss the educational programming in WASD schools.

Action Plans Steps from Comprehensive Plan

K–12 Mastery Expectations & Standards-Based Grading Calibration

Action Step	Audience	Topics to be Included	Evidence of Learning
• Convene K–12 and grade-band teams to review priority standards and define common grade-level/course mastery expectations, including proficiency descriptors and rubric language where appropriate. • Develop or refine common formative assessment expectations, templates, and team protocols for use across grade levels and courses aligned to priority standards and agreed-upon mastery expectations. • Use professional learning days, grade-band collaboration, and PLC cycles to calibrate mastery expectations across classrooms, buildings, and transition grades through review of student work and common assessment evidence.	All K–12 instructional staff (teachers, instructional coaches, administrators)	Defining grade-level mastery expectations Priority standards identification Proficiency descriptors and rubric calibration Alignment of report card standards to instructional practice Vertical alignment (5?6, 8?9 transition focus)	Drafted and refined mastery rubrics Calibrated scoring samples across teachers Revised unit plans aligned to PA Academic Standards Submission of common formative assessments aligned to priority standards Improved consistency in instructional practices across classrooms Increased percentage of students meeting grade-level mastery expectations on common assessments Effectiveness measured through common formative assessment data, local diagnostic data, and walkthrough/observation data aligned to instructional practices

• Provide mathematics-focused professional learning and implementation support to strengthen use of iReady, mathematical practices, and instructional response to student diagnostic and formative assessment data.			

Action Plans Steps from Comprehensive Plan

Lead Person/Position	Anticipated Timeline
Assistant Superintendent, Building Principals, Instructional Coaches	08/01/2026 - 06/30/2027

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

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 full-day inservices + ongoing PLC calibration sessions	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1f: Designing Student Assessments • 3d: Using Assessment in Instruction • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally	Language and Literacy Acquisition for All Students

Action Plans Steps - Learning Format

Phase 2 Literacy: Fluency, Vocabulary, and Comprehension Development

Action Step	Audience	Topics to be Included	Evidence of Learning
• Provide content-specific professional learning and collaborative planning in ELA focused on fluency, vocabulary, and comprehension to	K–8 ELA teachers, Special Education teachers, Reading Specialists	Fluency benchmarks and routines Vocabulary and knowledge-building strategies Text complexity calibration Writing	Implementation of fluency routines Updated lesson plans reflecting vocabulary and comprehension strategies Common assessment adjustments aligned to grade-level rigor

strengthen Phase 2 implementation of structured literacy practices.		integration aligned to reading standards Structured literacy beyond phonics	Increased use of research-based literacy strategies in daily instruction Improved student performance in reading comprehension, vocabulary, and fluency as measured by local assessments and diagnostic tools Effectiveness measured through Acadience data, CDT results, classroom observations, and student work samples

Action Plans Steps from Comprehensive Plan

Lead Person/Position	Anticipated Timeline
District Literacy Coach, External Literacy Consultant (if applicable)	11/01/2026 - 06/30/2028

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

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1-2 district PD days	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 3b: Using Questioning and Discussion Techniques	Structured Literacy
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	as needed/requested	• 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 1a: Demonstrating Knowledge of Content and Pedagogy • 3b: Using Questioning and Discussion Techniques • 3c: Engaging	Structured Literacy

		Students in Learning • 3d: Using Assessment in Instruction	
Professional Learning Community (PLC)	monthly	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction	Language and Literacy Acquisition for All Students

Action Plans Steps - Learning Format

STEELS Standards Implementation & Inquiry-Based Instruction

Action Step	Audience	Topics to be Included	Evidence of Learning
• Provide STEELS/STEM-focused professional learning and collaborative alignment time to strengthen standards implementation, resource use, inquiry-based instruction, and vertical coherence across grade bands.	K–12 Science Teachers, Instructional Coaches, Building Administrators	Unpacking STEELS banded standards Inquiry-based lesson design Vertical concept mapping Alignment of Mystery Science to STEELS Preparation for return of science accountability	Vertical concept maps Revised science unit plans aligned to STEELS standards Documentation of STEELS alignment across grade spans Implementation of inquiry-based instructional practices in science classrooms Improved alignment of curriculum and instruction to PA Academic Standards for Science, Environment, Ecology, Technology, and Engineering Increased student engagement and performance in science as measured by local assessments and future state accountability measures Effectiveness measured through unit

			plan reviews, classroom observations, and student assessment data

Action Plans Steps from Comprehensive Plan

Lead Person/Position	Anticipated Timeline
Science Department Leads, Secondary Science Teachers, Assistant Superintendent	11/01/2026 - 06/30/2028

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

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1 day + follow-up sessions as needed/requested	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 4e: Growing and Developing Professionally	Language and Literacy Acquisition for All Students
Collaborative curriculum development	at least 2x per school year	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 4d: Participating in a Professional Community	Language and Literacy Acquisition for All Students

Action Plans Steps - Learning Format

MTSS Alignment

Action Step	Audience	Topics to be Included	Evidence of Learning
• Align Tier 2/3 interventions to core	K–12 Teachers, Special Education	Tier 2/3 alignment to core standards	Completed MTSS Handbook that is

standards/curriculum. • Finalize MTSS Handbook to support consistent decision making rules and response protocols.	Staff, Interventionists, Administrators	Progress monitoring systems Intervention entry/exit criteria Inclusive practices Acceleration for ED and SWD learners	consistently utilized to support consistent decision making rules and response protocols

Action Plans Steps from Comprehensive Plan

Lead Person/Position	Anticipated Timeline
Assistant Superintendent, MTSS Coordinators, Director of Student Services	01/01/2027 - 06/30/2029

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

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 2 sessions per school year	• 1b: Demonstrating Knowledge of Students • 1f: Designing Student Assessments • 3e: Demonstrating Flexibility and Responsiveness	
Professional Learning Community (PLC)	monthly	• 1b: Demonstrating Knowledge of Students • 1f: Designing Student Assessments • 3e: Demonstrating Flexibility and Responsiveness • 4d: Participating in a Professional Community	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	as needed/requested	• 1b: Demonstrating Knowledge of Students • 1f: Designing Student Assessments • 3e: Demonstrating Flexibility and Responsiveness	Teaching Diverse Learners in Inclusive Settings

Action Plans Steps - Learning Format

Whole Child Engagement & Trauma-Informed Practices

Action Step	Audience	Topics to be Included	Evidence of Learning
• Continue to provide professional learning opportunities regarding trauma-informed classroom practices and supports for students.	all staff	Trauma-informed classroom practices Attendance engagement strategies Family engagement practices	Implementation of attendance intervention protocols Classroom practice adjustments

Action Plans Steps from Comprehensive Plan

Lead Person/Position	Anticipated Timeline
Assistant Superintendent, Student Services Director, Building Principals	08/01/2026 - 06/30/2029

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

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1 session per school year	• 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 3e: Demonstrating Flexibility and Responsiveness • 4f: Showing Professionalism	Teaching Diverse Learners in Inclusive Settings

Action Plans Steps - Learning Format

State Required Trainings

Action Step	Audience	Topics to be Included	Evidence of Learning
• Annual professional development sessions on the following topics: Act 71 Suicide Awareness, Common Ground, Professional Ethics	All staff	Suicide awareness Cultural responsiveness/Common Ground Professional Ethics	Staff completion of required modules/ sessions

Action Plans Steps from Comprehensive Plan

Lead Person/Position	Anticipated Timeline
Assistant Superintendent, Student Services Director, Director of Human Resources, Building Principals	08/01/2026 - 06/30/2029

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

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	in-person sessions as required	• 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect	Professional Ethics

		and Rapport • 2d: Managing Student Behavior • 3e: Demonstrating Flexibility and Responsiveness • 4e: Growing and Developing Professionally • 4f: Showing Professionalism	
Course(s)	self-paced modules as required	• 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 2d: Managing Student Behavior • 3e: Demonstrating Flexibility and Responsiveness • 4e: Growing and Developing Professionally • 4f: Showing Professionalism	Common Ground

Action Plans Steps - Learning Format

Other Professional Development Activities

Audience	Topics to be Included	Evidence of Learning
WASD Professional Staff	Professional Ethics Program Framework	Successful completion of post-training questionaire.

Action Plans Steps from Comprehensive Plan

Lead Person/Position	Anticipated Timeline
Assistant Superintendent	08/01/2026 - 06/30/2029

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

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	Annually	• 4f: Showing Professionalism	Professional Ethics

Action Plans Steps - Learning Format

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?	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)? administration, paraeducators	
Is the LEA using or planning to implement Structured Literacy (Select One)? Yes, full implementation.	

Professional Development Plan Assurances

Evaluation and Review

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

As a result of planned professional development, faculty will deepen their understanding of standards, collaborate with colleagues, and refine protocols Effectiveness of professional development will be measured through post-professional learning feedback, PLC discussions, student performance on a variety of assessments, and the number of students meeting mastery expectations at Tier 1.

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