

MIFFLIN COUNTY ACADEMY OF SCIENCE AND TECHNOLOGY

700 Pitt Street

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

Career and Technical Center

111444307

700 Pitt Street, Lewistown, PA 17044

Laura Hicks

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Mrs Laura D Hicks

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Steering Committee

1Steering Committee

| Name | Title | Committee Role | Appointed By |
|---------------------------------------|-------------------|-------------------------------|---------------------------|
| Mark Crosson | Principal | Administrator | Administration Personnel |
| Tyler Snyder | Instructor | High School Teacher | Teacher |
| Vance Varner | Superintendent | Education Specialist | Education Specialist |
| Program Parent (designated Each Year) | Parent | Parent of Child Attending | School Board of Directors |
| Lauren Kylor | HR Representative | Local Business Representative | School Board of Directors |
| Laura Hicks | Director | 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 with the Stakeholders group twice a year. There are no subcommittees.

Action Plans Steps from Comprehensive Plan

Building a Family Engagement Framework Aligned to MTSS

2Action Plans Steps from Comprehensive Plan

| Action Step | Audience | Topics to be Included | Evidence of Learning |
|---|---------------------------------------|--|---|
| <ul style="list-style-type: none">• Develop and adopt a written family engagement framework aligned to academic expectations, MTSS processes, and sending district practices. | Admin, School counselors, Instructors | Evidence-based family engagement practices Aligning family engagement to academic expectations and MTSS Roles and responsibilities of staff in family engagement Aligning communication practices with sending districts | Development and adoption of a written Family Engagement Framework |

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

| Lead Person/Position | Anticipated Timeline |
|-------------------------|-------------------------|
| Administrative Director | 09/30/2026 - 06/30/2027 |

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 |
|--------------------|------------------|--|--|
| Inservice day | One Day Training | | |

Effective Two-Way Communication with Families

5Action Plans Steps from Comprehensive Plan

| Action Step | Audience | Topics to be Included | Evidence of Learning |
|---|---------------------|--|---|
| <ul style="list-style-type: none"> Implement standardized communication methods to ensure families receive timely, understandable information about academic expectations, student progress, and available supports. | Instructors & Admin | Strategies for meaningful two-way communication Communicating academic expectations clearly to families | Consistent use of standardized communication templates Documented two-way family communication |

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

| Lead Person/Position | Anticipated Timeline |
|-------------------------|-------------------------|
| Administrative Director | 11/02/2026 - 06/30/2027 |

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 |
|--------------------|------------------|--|--|
| Inservice day | One Day Training | | |

Other Professional Development Activities

Professional Development Plan Assurances

8Professional 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? | 2025-2026 |
| 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)? N/A | |
| Is the LEA using or planning to implement Structured Literacy (Select One)? No, not using Structured Literacy model. | |
| Describe your reading curriculum and include grade levels. No Academic Courses. Occupational CTC. | |

Evaluation and Review

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

The Professional Education Plan is reviewed annually by stakeholders during the fall or spring stakeholder meetings. Based on this analysis, the plan is revised as needed to ensure continuous improvement and alignment with identified needs.

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.

Laura Hicks

Professional Education Committee Chairperson:

12/17/2025

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.

Laura Hicks

Superintendent or Chief Administrative Officer:

12/17/2025

Date