

YOUNG SCHOLARS OF CENTRAL PA CS

1530 Westerly Parkway

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

Baris Yiilmaz

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Steering Committee

Name	Title	Committee Role	Appointed By
Baris Yilmaz	Assistant Principal	Administrator	Administration Personnel
Crystal Confer	Assistant Principal	Administrator	Administration Personnel
Jessica Price	Kdg Teacher	Elementary Teacher	Teacher
Rachel Paulhamus	2nd Grade Teacher	Elementary Teacher	Teacher
Tandi Patton	Special Education Teacher	Elementary Teacher	Teacher
Katelyn Cline	Middle School Math Teacher	Middle School Teacher	Teacher
Jennifer Kauffman	Parent	Parent of Child Attending	Administration Personnel
Yingyu Wang	Chinese Teacher	K-12 Teacher	Teacher
James Nevins	Art Teacher	K-12 Teacher	Teacher

1 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.

The committee meets 3-4 times annually to assess professional learning needs, develop resources, and reflect upon our professional development plan.

Action Plans Steps from Comprehensive Plan

Professional Development Activity Name *

Teacher Structured Literacy Professional Development



Teacher Structured Literacy Professional Development

Action Step

Choose an Action Step



+ Add

Schedule professional development sessions for teachers and/or administrators.



Audience *

Teachers

Topics to be Included *

Structured Literacy

Evidence of Learning *

Structured literacy components will be implemented in the classroom.

Lead Person/Position *

Crystal Confer/Assistant Principal

Anticipated Start *

10/01/2026



Anticipated Completion *

05/31/2029



Learning Format

Type of Activities *

Inservice day ▼

Frequency *

At least 1 time per year

Observation and Practice Framework Met in this Plan

Choose Observation and Practice Framework ▼

+ Add

This Step Meets the Requirements of State Required Trainings

Structured Literacy ▼

Other Professional Development Activities



Suicide Awareness/Prevention Education

Audience *

Middle School Level Teachers

Topics to be Included *

This course covers the scope of the problem with youth suicide, common risk factors related to youth suicide, successful strategies for youth suicide prevention, the immediate steps a staff member should take if they encounter a student who is threatening suicide, and best practices for intervention after a suicide

Evidence of Learning *

Certificate of Completion

Lead Person/Position *

Rae Gallaher/Business Manager

Anticipated Start *

08/01/2026



Anticipated Completion *

06/08/2029



Learning Format

Type of Activities *

Course(s)



Frequency *

Any new staff member that works with middle school students will be required to complete the training upon hire. After that, they will complete a

Observation and Practice Framework Component Met in this Plan

Choose Observation and Practice Framework



 Add

4e: Growing and Developing Professionally



This Step Meets the Requirements of State Required Trainings

Suicide Awareness/ Prevention Education



Professional Development Activity Name *

Professional Ethics for Educators



Professional Ethics for Educators

Audience

All Staff

Topics to be Included

This course outlines the legal and ethical framework that educators in Pennsylvania must observe as part of their practice. Here, educator responsibilities are delineated between those outlined by the Pennsylvania Code of Professional Practice and Conduct for Educators and those in the Model Code of Ethics for

Evidence of Learning

Certificate of Completion

Lead Person/Position

Rae Gallaher/Business Manager

Anticipated Start

08/01/2026



Anticipated Completion

05/31/2029



Learning Format

Type of Activities *

Course(s)

Frequency *

Any new staff member will be required to complete the training upon hire.
After that, they will complete a training every 3 years.

Observation and Practice Framework Component Met in this Plan

Choose Observation and Practice Framework

+ Add

4d: Participating in a Professional Community



4e: Growing and Developing Professionally



4f: Showing Professionalism



This Step Meets the Requirements of State Required Trainings

Professional Ethics

Professional Development Activity Name *

Restorative Practices



Restorative Practices

Audience *

All Staff

Topics to be Included *

Inform staff on trauma and how it affects behavior; Talk about whole school changes that can help create a more restorative school; Develop restorative practices for in the classrooms.

Evidence of Learning *

Restorative practices will be implemented into the classrooms.

Lead Person/Position *

Baris Yilmaz/Assistant Principal

Anticipated Start *

08/17/2026



Anticipated Completion *

08/21/2026



Learning Format



Type of Activities *

Inservice day



Frequency *

Once

Observation and Practice Framework Component Met in this Plan

Choose Observation and Practice Framework



+ Add

2d: Managing Student Behavior



2a: Creating an Environment of Respect and Rapport



This Step Meets the Requirements of State Required Trainings

At Least 1-hour of Trauma-informed Care Training for All Staff



Professional Development Activity Name *

Teaching Diverse Learners



Teaching Diverse Learners

Audience *

All teaching and support staff

Topics to be Included *

How to implicitly and explicitly teach and include the following topics in curriculum throughout all subjects: self-management, self awareness, and self regulation, relationship skills, and decision making skills, empathy and impulse control.

Evidence of Learning *

Implementation in the classroom.

Lead Person/Position *

Gina MacFalls/Director of Student Services

Anticipated Start *

08/01/2026



Anticipated Completion *

05/31/2029



Learning Format

Type of Activities *

Inservice day



Frequency *

Yearly

Observation and Practice Framework Component Met in this Plan

Choose Observation and Practice Framework



Add

2a: Creating an Environment of Respect and Rapport



2d: Managing Student Behavior



1e: Designing Coherent Instruction



This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings



Professional Development Activity Name *

Diversity and Inclusion



Diversity and Inclusion

Audience *

All Staff

Topics to be Included *

Implementing systemic approaches to welcome and accept people of all backgrounds.

Evidence of Learning *

Implementation in the classroom

Lead Person/Position *

Baris Yilmaz/Assistant Principal

Anticipated Start *

08/01/2026



Anticipated Completion *

05/31/2029



Learning Format

Type of Activities *

Inservice day



Frequency *

At least once in the 3 year period.

Observation and Practice Framework Component Met in this Plan

Choose Observation and Practice Framework



+ Add

2a: Creating an Environment of Respect and Rapport



1b: Demonstrating Knowledge of Students



This Step Meets the Requirements of State Required Trainings

Common Ground



Professional Development Activity Name *

Vertical Alignment of Curriculum



Vertical Alignment of Curriculum

Audience *

Teaching Staff

Topics to be Included *

Professional Learning Communities across the grade levels to discuss core subjects; Review standards and curriculum to make sure all topics are covered across K-8 grades; Discuss writing process during Language Arts training; Discuss vocabulary terms to be used throughout the years.

Evidence of Learning *

Vertical alignment document completed.

Lead Person/Position *

Crystal Confer/Assistant Principal

Anticipated Start *

08/01/2026



Anticipated Completion *

05/31/2029



Learning Format *

Type of Activities *

Professional Learning Community (PLC)



Frequency *

Yearly

Observation and Practice Framework Component Met in this Plan

Choose Observation and Practice Framework



+ Add

1a: Demonstrating Knowledge of Content and Pedagogy



1e: Designing Coherent Instruction



This Step Meets the Requirements of State Required Trainings

Select State Required Training Option



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?	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 of our teaching staff receives Structured Literacy training.	
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.

During each Professional Development Committee meeting, the plan is reviewed and items that have been completed are checked off. Any trainings that still need to happen are planned for. A survey will be created for each PD day to get feedback from staff. Within the 3-year plan, we will reassess annually to determine if any changes need to be made.

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