

# NORTHERN LEHIGH SCHOOL DISTRICT



## PROFESSIONAL DEVELOPMENT PLAN July 1, 2025 through June 30, 2028

*Revised February 2025*



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# NORTHERN LEHIGH SCHOOL DISTRICT

## MISSION STATEMENT

*The mission of the Northern Lehigh School District is to provide a safe school climate where everyone is valued, respected, and included. Our community promotes a collaborative and supportive learning culture that meets students at their level and challenges all to learn and grow. We prepare and motivate our students for their future endeavors by teaching them essential skills, civic responsibility, and an appreciation for life-long learning. We encourage pride in ourselves, schools, and community. We strive for excellence in all we do.*

## OUR SCHOOLS



**Peters Elementary School (K-2)**



**Slatington Elementary School (3-6)**



**Northern Leigh Middle School (7-8)**



**Northern Lehigh High School (9-12)**

## MOTTO

*Living, learning, and leading to make every story better.*

## **INTRODUCTION**

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.

## **PHILOSOPHY OF PROFESSIONAL DEVELOPMENT**

In the Northern Lehigh School District, we believe that all employees need opportunities to learn and grow as professionals as they continue to hone their craft and help students develop their stories. This Professional Development Plan describes a vision for adult learning that is collaborative, continuous, embedded in daily practice, consistent across the district, and focused on student achievement. It also promotes building capacity in our employees so that they can facilitate trainings for colleagues.

## **STANDARD AND GOALS**

In the Northern Lehigh School District, our goal is to ensure that we offer the highest quality professional development, connected to a district-wide purpose, and that we provide opportunities to assess the quality of those offerings through feedback so that we can continually improve. In doing so, we consider the standards set forth by the National Staff Development Council (NSDC):

### **Context Standards**

- **Learning Communities**  
Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.
- **Leadership**  
Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.
- **Resources**  
Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

### **Process Standards**

- **Data-Driven**  
Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

- **Evaluation**  
Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.
- **Research-Based**  
Staff development that improves the learning of all students prepares educators to apply research to decision making.
- **Design**  
Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.
- **Learning**  
Staff development that improves the learning of all students applies knowledge about human learning and change.
- **Collaboration**  
Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

#### Content Standards

- **Equity**  
Staff development that improves the learning of all students prepares educators to understand and appreciate all students; create safe, orderly and supportive learning environments; and hold high expectations for their academic achievement.
- **Quality Teaching**  
Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
- **Family Involvement**  
Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

### **OBJECTIVES**

The objectives of our professional development program are the following:

- Activities are aligned with the current and applicable Pennsylvania Core Standards and Pennsylvania Academic Standards. (22 Pa Code, Chapter 4) In the absence of or in addition to state standards, national or organizational standards will be used.
- Offerings are 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. (22 Pa Code, Chapter 19; Act 13 of 2020)

- Professional development activities are aligned to at least one component of one domain within the Danielson Framework for Teaching
- The professional education plan was approved by the professional education committee and the board of the school entity. (22 PA Code, 49.16)
- The professional development plan aligns with educator needs. (Act 48, Section 2)
- The implementation steps cover at least a three-year implementation horizon
- The plan will be reviewed annually and revised as needed, using the five levels of evaluation of professional development. These five levels include the following:
  - Student outcomes
  - Participants' use of new knowledge and skills;
  - Participants' learning;
  - Participant reaction;
  - Organization support and change

The review will include evaluation of the goals, activities, delivery system, and attainment of the competencies for each activity.

## **FACULTY PROFESSIONAL DEVELOPMENT**

The 2023-2027 Collective Bargaining Agreement (CBA) between the Northern Lehigh School District (NLSD) and the Northern Lehigh Education Association (NLEA) describes the length of the school term and school day. Appendix F also includes the mandatory days that are to be scheduled at the district's discretion. Those related to profession development are as follows:

### **In-Service Days (62 hours)**

Annually, there are 10 in-service days built into the Northern Lehigh School District calendar and are spread throughout the school year. These professional development days typically run from 8:00AM to 3:20PM with an hour for lunch. For the 2024-2025 school year, in-services were held on the following days:

2024	2025
Tuesday, August 20, 2024	Friday, December 13, 2025 (flex option)
Wednesday, August 21, 2024	Monday, January 20, 2025
Thursday, August 22, 2024	Friday, March 7, 2025
Monday, September 16, 2024	Friday, April 11, 2025 (flex option)
Monday, November 18, 2024	Friday, June 11 or 18, 2026 (flex/virtual option)

### **Act 80 Days ( hours)**

Annually, the Northern Lehigh School District calendar also includes 3 Act 80 Days, strategically scheduled throughout the school year. These professional development days typically run from 8:00AM to 3:20PM with an hour for lunch and include all employees. The focus of these days



includes data dives, mandated trainings, unified staff development sessions and parent-teacher conferences.

2024	2025
Monday, October 14, 2024	Friday, February 7, 2025
	Wednesday, May 28, 2025

In-Service and Act 80 Days for the 2025-2026, 2026-2027, 2027-2028 school years will be published through approval of the annual school calendar.

### **Faculty Meetings (10 hours)**

Ten 1-hour faculty meetings will be scheduled by the building principal throughout the school year. These meeting times will be used for a variety of purposes including to update faculty on building matters, provide short trainings, curriculum development and to allow for department or grade level meetings.

## **TRACKING OF PROFESSIONAL DEVELOPMENT TIME**

### **CPE Tracker**

The Northern Lehigh School District uses CPE Tracker to register for professional development sessions. CPE Tracker is also used to track attendance and provide Act 48 credit to participants that required it for maintaining their certificates.

### **Comply**

Faculty requesting professional development activities outside of the school district are expected to register using a conference/professional development form in Comply. Building and district administration will review the request in that system for approval. Once the professional development session has been approved and completed, the faculty member is responsible for uploading evidence of completion to that system to receive credit.

Please contact the Administrative Assistant to the Assistant Superintendent if you need assistance with CPE Tracker or Comply.

## **ACT 48 REQUIREMENTS**

Act 48 of 1999 requires all Pennsylvania educators holding Pennsylvania public school certification (including Instructional I and II, Educational Specialist I and II, Administrative, Supervisory, Letters of Eligibility, and all vocational certificates) to participate in ongoing professional education.



Educators must earn six (6) semester credits of collegiate study; OR six CPE credits of PDE-approved continuing professional education courses; OR 180 hours of continuing professional education programs, activities or learning experiences through a PDE approved provider; OR any combination of these every five (5) years to maintain an active certification status.

The period begins as of the effective date upon issuance of the educator's initial Instructional certificate and is renewed after the end date if all requirements are met. If an educator's initial certificate was issued prior to the enactment of Act 48, the certificate's first Act 48 period began on July 1, 2000. Act 48 beginning and end dates can change depending on whether an extension was granted, if a five (5) year period was completed after the deadline, or if other factors apply. In this case, a new five (5) year period is assigned beginning the day after the previous five (5) year period was completed.

It is the responsibility of the educator to monitor their record of credits or hours in PERMS. It is also the educator's responsibility to contact the provider(s) to correct any discrepancies. To view your progress go to the [PERMS \(Professional Educator Record Management System\) webpage](#). Once there, enter your Professional Personnel Identification (PPID) number in the box provided. Your Act 48 information will be displayed.

This webpage will list your specific Act 48 period, a total of the hours recorded, and the number of hours still needed to complete requirements. If you do not have your PPID, you may retrieve your number by following the instructions provided under "Find your Professional Personnel ID (PPID)."

If a certificate holder does not complete the requirements of Act 48 within the prescribed period the certificate remains valid but becomes inactive. While inactive, the educator is disqualified from employment in Pennsylvania public school entities as a professional (tenured) or temporary professional (prior to gaining tenured status) until all Act 48 requirements have been met.

Once the remaining requirements are completed, certificates return to active status.

### **ANNUAL PROFESSIONAL DEVELOPMENT SURVEY**

Annually, professional staff will complete the *Annual Professional Development Survey* which serves two purposes. First, it provides an opportunity for faculty to reflect on professional development over the course of the school year and provide feedback as to the quality and effectiveness of sessions. Second, it serves as a needs assessment for future professional development by allowing educators to communicate trainings they feel they need or would like to have in subsequent years.

## **PROCEDURES FOR EVALUATING AND REVIEWING THIS PLAN**

The committee will meet at least once annually to review the Professional Development Plan. The review will include discussing and evaluating responses from individual sessions, as well as, the annual Professional Development Survey. The committee will use this feedback along with other quantitative, qualitative and anecdotal data to determine the effectiveness of

### **STEERING COMMITTEE**

The Northern Lehigh Professional Development Plan was created in collaboration with and using the feedback from a variety of stakeholders. The Professional Development Plan contains 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) The committee also includes 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) The steering committee associated with this plan is listed below.

Name	Committee Role	Chosen/Appointed By
Matthew Link	Superintendent	Administration
Tania Stoker	Assistant Superintendent	Administration
Michele Dotta	Special Education Director	Administration
James Schnyderite	Principal	Administration
Todd Breiner	Principal	Administration
David Hauser	Principal	Administration
Lori Bali	Principal	Administration
Daniel Williams	Assistant Principal	Administration
Robert Kern	Board Member	School Board
Monica Stoeckel	Parent	School Board
Scott Pyne	Director of Educational Technology, Curriculum & Instruction	Administration
Allison Chruscial	School Counselor	Specialists
Jamie Bigley	Teacher	Teachers
Susanne Hegedus	Teacher	Teachers

### **EDUCATIONAL OPTIONS**

In addition to the professional development offered through the Northern Lehigh School District during the school year, there are other training opportunities available. Some of those are listed below.

### District Offered Professional Development

Outside of the school in-services and faculty meetings, there are other offerings available for professional development through the district which include summer sessions, afterschool trainings, and asynchronous modules.

### CLIU21, PaTTAN or Other Providers

[The Carbon Lehigh Intermediate Unit #21](#), [Pennsylvania Training and Technical Assistance Network](#), PDE SAS, and other providers host in-person, online and asynchronous trainings, networking sessions, and other professional development opportunities in which faculty can request to participate.

### Conferences or Workshops

Conferences or workshops offered by outside providers offer a variety of options for faculty to grow professionally. Educators wishing to participate in these experiences should complete a *Conference Request Form* to receive pre-approval from administration to participate. (Those requiring overnight stays or reimbursement to the employee of more than \$200 must also receive board approval.)

### Graduate Credit

As per the 2023-2027 CBA, full-time bargaining unit employees employed by the Northern Lehigh School District shall receive the full costs of tuition for up to nine (9) graduate credits per teacher per school year, not to exceed the per credit tuition rate at Kutztown State University, provided that: (1) the courses taken are a part of an approved graduate program leading to an advanced degree, or (2) the degree or programs are in or related to the teacher's discipline, or (3) the courses and program receive approval from the Superintendent. Part-time bargaining unit members shall receive the full costs of tuition for no more than three (3) graduate credits per school year otherwise upon the same terms and conditions as full-time employees. (More detail on graduate credit can be found on page 8/9 of the CBA.)

## **FLEX TIME**

Flex time allows faculty another way to personalize their professional learning. Teachers can accrue time for participating in approved professional development outside of the contracted 190 school days. A staff member who has accumulated 3.25 hours of time may flex out of half of an in-service day and a staff member who has accumulated 6.5 hours may flex out of a full in-service day. Eligible in-service days are designated as "flex" each school year through approval of the school calendar. (NLSD's Flex Plan can be found in the appendix of this document.)

## **APPENDIX**

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Curriculum - Understanding by Design	Conduct curriculum review and revision meetings for content areas on a cycle
Assessment - Universal Design for Learning	Evaluate assessments for validity.
Evaluation of Outcomes - Data-Driven Decision Making	Utilize protocols and tools for analyzing assessment data. Determine if outcomes are equitable.
Achievement - Data-Driven Decision Making	Provide targeted professional development for teachers on utilizing existing and new district data platforms (e.g., accessing reports, identifying trends, and applying findings) to ensure data-informed instructional practices.
Achievement - Data-Driven Decision Making	Utilize the district's data warehousing platform to streamline data analysis and leverage AI tools, including AI bots, to facilitate conversations with teachers about their data to identify trends and instructional priorities more efficiently.
MTSS - Implementation Science Framework	Form an MTSS leadership team, conduct a needs assessment to evaluate current MTSS practices, and create a comprehensive implementation plan for all tiers (I, II, III) with clear timelines and benchmarks.
MTSS - Implementation Science Framework	Build a centralized repository of resources, interventions, protocols, and progress-monitoring tools for Tier I, II, and III supports, ensuring all resources are aligned with evidence-based practices.
MTSS - Implementation Science Framework	Evaluate the effectiveness of the MTSS framework using student outcome data, and refine interventions and processes across all tiers to ensure that they are meeting the academic, behavioral, and social-emotional needs of all students.

### Maximizing the Impact of Data: Effective Use of District Data Platforms

Action Step
<ul style="list-style-type: none"> <li>Provide targeted professional development for teachers on utilizing existing and new district data platforms (e.g., accessing reports, identifying trends, and applying findings) to ensure data-informed instructional practices.</li> </ul>
Audience
Teachers, Building Principals, Department Leaders
Topics to be Included
Navigating the district's data platforms. Generating meaningful reports for grade, cohort, and individual student data. Identifying trends and key performance indicators (KPIs). Using data to inform instructional decisions and interventions. Aligning data findings to instructional goals and state benchmarks.
Evidence of Learning

Teachers will generate data reports relevant to their content area or grade level. Teachers will identify and present key trends from their reports during PLCs. Application of data insights to instructional planning, as evidenced by submitted lesson plans or instructional goals.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Director of Educational Technology, Curriculum and Instruction Technology Integration Specialist Principals	2025-08-05	2026-06-05

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	Two half-day workshops Follow-up check-ins and collaborative sessions during additional PD days or departmental meetings as needed.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>3d: Using Assessment in Instruction</li> <li>4a: Reflecting on Teaching</li> <li>1e: Designing Coherent Instruction</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Harnessing AI for Streamlined Data Analysis and Insightful Conversations

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Utilize the district's data warehousing platform to streamline data analysis and leverage AI tools, including AI bots, to facilitate conversations with teachers about their data to identify trends and instructional priorities more efficiently.</li> </ul>		
<b>Audience</b>		
Teachers, Building Principals, Department Leaders		
<b>Topics to be Included</b>		
Revisiting the district's data warehousing platform and AI tools. Using AI bots to facilitate data discussions and generate summaries. Identifying instructional priorities through AI-driven insights. Exploring efficiency gains in data analysis through AI. Ethical considerations and best practices for AI usage in education.		
<b>Evidence of Learning</b>		
Teachers will engage with AI bots to generate actionable summaries of their data. Data-informed action steps will be shared during team meetings. Teachers will demonstrate the ability to incorporate AI-driven insights into instructional plans and goals.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Director of Educational Technology, Curriculum and Instruction Technology Integration Specialist Principals	2026-01-05	2028-06-05

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Two 1/2 days during 2026 Follow-up sessions during faculty meetings as necessary
<b>Observation and Practice Framework Met in this Plan</b>	

<ul style="list-style-type: none"> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 3d: Using Assessment in Instruction</li> <li>• 4a: Reflecting on Teaching</li> </ul>
<b>This Step Meets the Requirements of State Required Trainings</b>

## Building the MTSS Foundation: Team Formation & Needs Assessment

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• Form an MTSS leadership team, conduct a needs assessment to evaluate current MTSS practices, and create a comprehensive implementation plan for all tiers (I, II, III) with clear timelines and benchmarks.</li> </ul>		
<b>Audience</b>		
District leadership team, Building Principals, MTSS Team, and selected teachers		
<b>Topics to be Included</b>		
Overview of MTSS framework Team formation and responsibilities Needs assessment process Identifying current MTSS practices and gaps Planning for Tier I, II, III implementation across the district		
<b>Evidence of Learning</b>		
Formation of an MTSS leadership team Completed needs assessment report Drafted comprehensive MTSS implementation plan with identified timelines and benchmarks		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Assistant Superintendent MTSS Leadership Team	2025-08-05	2025-10-05

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Other	One-time event to kick off the MTSS implementation plan
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 4b: Maintaining Accurate Records</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Developing a Centralized Repository for MTSS Supports

<b>Action Step</b>	
<ul style="list-style-type: none"> <li>• Build a centralized repository of resources, interventions, protocols, and progress-monitoring tools for Tier I, II, and III supports, ensuring all resources are aligned with evidence-based practices.</li> </ul>	
<b>Audience</b>	
District leadership team MTSS teams (building level) Special Education staff Intervention specialists Classroom teachers Data teams	
<b>Topics to be Included</b>	
Overview of MTSS and evidence-based practices Designing and organizing a centralized repository for Tier I, II, III resources Protocols for selecting interventions aligned with evidence-based practices Tools for monitoring student progress Collaborative planning for integrating the repository across settings	



and teams Practical application for teachers and support staff on how to use the repository in daily practice		
<b>Evidence of Learning</b>		
Participants will demonstrate the ability to: Utilize the centralized repository to identify appropriate Tier II and III interventions Implement selected interventions with fidelity in their classrooms Use progress-monitoring tools effectively for data-driven decisions Evidence will include implementation plans, usage logs, and progress data from ongoing student interventions.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Assistant Superintendent School Psychologists Director of Special Education Director of Ed Tech, C&I Intervention Specialists External Consultant (possibly)	2026-02-05	2026-04-05

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	Initial training: 2 sessions in Spring of 2026 Follow-up: Monthly check-ins throughout the second half of the 2025-2026 school year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 4e: Growing and Developing Professionally</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 4b: Maintaining Accurate Records</li> <li>• 4a: Reflecting on Teaching</li> <li>• 1b: Demonstrating Knowledge of Students</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Evaluating the MTSS System and Ensuring Equity

<b>Action Step</b>
<ul style="list-style-type: none"> <li>• Evaluate the effectiveness of the MTSS framework using student outcome data, and refine interventions and processes across all tiers to ensure that they are meeting the academic, behavioral, and social-emotional needs of all students.</li> </ul>
<b>Audience</b>
District leadership team MTSS teams (building level) Classroom teachers Data teams Intervention specialists School counselors and social workers Special education staff
<b>Topics to be Included</b>
Overview of the MTSS framework and continuous improvement Analyzing data to assess the effectiveness of Tier I, II, and III interventions Understanding the role of equity in the MTSS process Methods for refining interventions based on data and stakeholder feedback Using evidence-based practices to support diverse learners Evaluating progress for behavioral, academic, and social-emotional outcomes Actionable strategies for making system-wide adjustments for continuous improvement
<b>Evidence of Learning</b>
Participants will demonstrate the ability to: analyze and interpret data to assess the effectiveness of Tier I, II, and III supports, use feedback to refine and improve interventions, apply strategies for ensuring equitable access to resources for all students, and modify or adjust interventions based on

real-time data analysis Evidence will include updated intervention plans, analysis of data reports, and feedback from student progress data		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Assistant Superintendent School Psychologists Director of Special Education Director of Ed Tech, C&I Intervention Specialists External Consultant	2027-01-06	2027-06-06

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Course(s)	2 Spring trainings Monthly evaluations/check-ins
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>3d: Using Assessment in Instruction</li> <li>4a: Reflecting on Teaching</li> <li>2d: Managing Student Behavior</li> <li>2b: Establishing a Culture for Learning</li> <li>4e: Growing and Developing Professionally</li> <li>3b: Using Questioning and Discussion Techniques</li> <li>4b: Maintaining Accurate Records</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Common Ground: Culturally Relevant Sustaining Education	

## Using Backwards Design to Create Curriculum and Evaluation of Existing Curriculum

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Conduct curriculum review and revision meetings for content areas on a cycle</li> </ul>		
<b>Audience</b>		
Teachers Department Leaders Curriculum Writing Teams.		
<b>Topics to be Included</b>		
Introduction to the principles of Backwards Design (starting with desired outcomes and assessments). Process for evaluating existing curriculum to ensure alignment with standards, course descriptions, and student needs. Strategies to integrate equity, accessibility, and supports for historically underperforming subgroups. Using evidence-based practices to refine curriculum and align with district and state priorities. Practical application of the backwards design model for future curriculum development and updates.		
<b>Evidence of Learning</b>		
Revised curriculum documents aligned with standards and incorporating backwards design principles. Evaluations of existing curriculum reflecting alignment with course descriptions and equity considerations. Team-generated lesson/unit plans demonstrating application of backwards design.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Director of Ed Tech, C&I Principals Department Leaders	2025-07-06	2027-12-06

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
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Workshop(s)	Session annually for content areas on the cycle Monthly collaborative work sessions
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>4d: Participating in a Professional Community</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Enhancing Assessment Validity: Evaluating and Revising Assessments for Accurate Student Evaluation

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Evaluate assessments for validity.</li> </ul>		
<b>Audience</b>		
Teachers Assessment Coordinators Department Leaders. Data Leaders School Psychologists		
<b>Topics to be Included</b>		
Understanding the concept of assessment validity and the types of validity (content, criterion-related, construct). How to evaluate existing assessments for alignment with curriculum and accuracy in measuring learning outcomes. Methods for ensuring assessments measure both student understanding and desired skills accurately. Developing or revising assessments to be valid and reliable in tracking student progress. Strategies for analyzing assessment data to inform future instructional practices and interventions. Consideration of equity in assessments: ensuring assessments are fair and accessible for all student subgroups, particularly historically underperforming groups.		
<b>Evidence of Learning</b>		
Revised assessments aligned with curriculum and demonstrating valid measurement of learning objectives. Teachers able to analyze assessment data and make instructional adjustments based on that data. Teams present assessments with clear connections to learning outcomes and equity considerations. Ongoing collection of student performance data to identify areas of improvement.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Director of Ed Tech, C&I	2026-07-06	2028-06-06

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	Annually for content areas on the cycle Monthly check-ins
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>3d: Using Assessment in Instruction</li> <li>1b: Demonstrating Knowledge of Students</li> <li>4e: Growing and Developing Professionally</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Data-Driven Decision Making: Analyzing Assessment Data for Equitable Outcomes

<b>Action Step</b>
<ul style="list-style-type: none"> <li>Utilize protocols and tools for analyzing assessment data. Determine if outcomes are equitable.</li> </ul>

<b>Audience</b>		
Teachers Department Leaders Principals Director of Special Education Federal Programs Coordinator		
<b>Topics to be Included</b>		
Understanding protocols and tools for analyzing assessment data (both traditional and AI tools) Interpreting assessment data to identify trends, gaps, and inequities Best practices for analyzing data to ensure equitable outcomes across all student groups Actionable steps for using data to inform instruction and improve student achievement, especially for historically underperforming subgroups Equity in assessment design and data analysis		
<b>Evidence of Learning</b>		
Teachers will use data analysis tools and protocols to identify achievement gaps and inequities in assessment data. Teachers will revise their instructional practices or intervention strategies based on findings from the data analysis. Teachers will present a plan for addressing inequities in student outcomes during follow-up meetings.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Director of Ed Tech, C&I Principals Other Administrators	2027-07-01	2028-06-30

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Learning walk	One time at beginning of the year, annually
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>3d: Using Assessment in Instruction</li> <li>4b: Maintaining Accurate Records</li> <li>4a: Reflecting on Teaching</li> <li>1f: Designing Student Assessments</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

# SCHOOL CALENDAR

NORTHERN LEHIGH SCHOOL DISTRICT 2024-2025 SCHOOL CALENDAR		
August 12 - 15 - New Teacher Orientation Days at District Office/CLIU #21		
August 20 - 22 - Mandatory Teacher In-Service Days		
August 23 - Schools Closed		
August 26 - Teachers and Pupils Report		
August 30 and September 2 - Schools Closed - Labor Day Break		
September 16 - Schools Closed - Mandatory Teacher In-Service		
October 14 - Schools Closed - Act 80 Day		
November 18 - Schools Closed - Mandatory Teacher In-Service		
November 28 - December 2 - Schools Closed - Thanksgiving Break		
December 13 - Schools Closed - Mandatory Teacher In-Service		
December 23 - January 3 - Schools Closed - Winter Recess		
January 20 - Schools Closed - Martin Luther King Holiday/Mandatory Teacher In-Service Day		
February 7 - Schools Closed - Act 80 Day		
February 14 - 17 - Schools Closed - President's Holiday		
March 7 - Schools Closed - Mandatory Teacher In-Service		
April 11 - Schools Closed - Mandatory Teacher In-Service		
April 17- April 21 - Schools Closed - Spring Break		
May 26 - Schools Closed - Memorial Day		
May 28 - Schools Closed - Act 80 Day		
June 10 (June 17) - Last Day for All Students		
June 11 (June 18) - Last Day for Teachers		
June 19 - Schools Closed - Juneteenth		

ADOPTED: \_\_\_\_\_, 2024

All Dates Are Inclusive

Days	Pupil	Teacher
Aug.	4	7
Sept.	19	20
Oct.	23	23
Nov.	18	19
Dec.	13	14
Jan.	19	20
Feb.	18	18
Mar.	20	21
Apr.	18	19
May	21	21
June	7	8
	180	190**

## ANTICIPATED MARKING PERIODS and REPORT CARD ISSUE DATES

### Elementary and Secondary Schools Marking Period Ends

October 30, 2024  
January 23, 2025  
April 1, 2025  
June 10, 2025

### Elementary and Secondary Schools Report Cards Issued

November 8, 2024  
February 4, 2025  
April 10, 2025  
June 10, 2025 (Elementary)  
\*June 17, 2025 (Secondary)  
\*Mailed Home

August-24						
S	M	T	W	T	F	S
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

December-24						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April-25						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

September-24						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

January-25						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

May-25						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October-24						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February-25						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

June-25						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

November-24						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

March-25						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Flex Days: December 13,  
April 11, June 11 (or last  
teacher day)

In-Service - No Pupils  
Schools Closed  
New Teacher Orientation

First Student Day - August 26  
Last Student Day - June 10 (June 17)  
Act 80 Day - No Pupils  
Last Teacher Day - June 11 (June 18)

District has the option to utilize Flexible Instruction Days (FID) for unexpected closings.  
To access the State Assessment Calendar, when available, [click here](#).

\*\*The Northern Lehigh School District calendar contains 190 teacher days and 180 student days.

If emergency closings force the closing of school during the set school term, days will be made up as follows:

1st Snow Make-up Day - December 13

Five Snow Make-up Days have been added to the calendar (June 11-13, 16 and 17). They will be snow make up days 2-6

7th Snow Make-up Day - February 14  
8th Snow Make-up Day - March 7

Additional make-up days will be added to the end of the school year as needed.

Through board resolution Northern Lehigh School District has identified the following dates as Official Local School District Holidays in accordance with PA School Code Section 1502:

November 29, 2024  
December 26, 27, 30, 2024  
April 21, 2025

# Flex Days 2024-2025

A **flex day** is a professional development day, outside the contractually assigned 190 workdays, in which faculty may choose to complete personalized professional learning. The purpose of a flex day is to help educators improve their professional knowledge, competence, skill, and effectiveness. The topic of all activities for the 2024-2025 school year will align with one of the following district focal points. Sample areas of concentration are provided below each focal point:

- ESSA & Future Ready PA Index
  - College and Career Readiness
- Curriculum, Instruction & Assessment
  - Standards Aligned System (SAS)
  - Science, Technology & Engineering, Environmental Literacy & Sustainability (STEELS) Standards and Lesson Integration
  - Curriculum Development
  - Differentiated Instruction
  - Science of Reading/ Structured Literacy
  - Formative, Summative, Benchmark, or Common Assessments
- Data Analysis and Planning:
  - Data Based Decision Making
  - Multi-Tiered Systems of Support (MTSS)
  - School Wide Positive Behavior Interventions and Supports (SWPBIS)
  - EdInsight
- Supporting All Students:
  - Trauma Informed Practices
  - Diversity, Equity and Belonging
  - Embracing our Community
  - Multi-Language Learners (MLLs)
  - Students with Special Needs
  - Second Step
  - Brain Breaks in the Classroom
  - Family Engagement
- Technology
  - CANVAS
  - SAMR
  - Canva
  - EdPuzzle
  - Gimkit

- Mentimeter
- Nearpod
- PearDeck
- SeeSaw
- Lightspeed Classroom
- Generative AI (Staff Tools/Student Use)
- Safety and Security
  - ALICE
  - Threat Assessment
  - De-Escalation Strategies
  - Disruptive Student Behavior
  - Self-Harm Awareness and Prevention
  - Dating Violence: Identification and Prevention
  - Stress Management
  - Student Mental Health
  - Workplace Bullying
  - Bullying: Recognition and Response
- Mandated Trainings
  - Act 126 (when assigned)- Mandated Reporters
  - Act 13 (when assigned)- Educator Effectiveness
  - Act 71- Suicide Awareness and Prevention
- Professional Development Opportunities Specific to Instructional Content Area of Faculty Member
  - Text Dependent Analysis (TDAs)
  - Library Digital Resources
  - Teaching Difficult Issues
  - Others

### **Flex Program Guidelines:**

1. All professional learning activities must occur outside of the regular work day.
2. Faculty may choose to participate in external webinar(s) related to the concentration areas above.
3. There will be no additional compensation (pay) for flex activities completed during any school year.
4. Flex hours cannot be “banked” for a future school year. Flex hours not used by the last June in-service day will be forfeited.
5. The equivalent of three of the contractual ten mandatory days to be scheduled at the District’s discretion will be identified as days in which a teacher can use flex hours. Flex



time must be taken in half day (3.25 hrs) or full day (6.5 hrs) increments. If a teacher chooses to work on one of the flex days during the school year (see dates below), the professional learning activity will be directed by an administrator.

6. Flex

- All “pre-approved” flex opportunities (mainly available through the Canvas asynchronous platform) DO NOT require prior submission and approval through Comply and should be submitted in Comply upon completion for approval by the Director of Educational Technology, Curriculum and Instruction.
- All “evidence-required” flex time is not approved until you receive written confirmation from your principal/supervisor and district administrator. Once the experience is complete, you can add evidence to the initial request and submit for final approval.

7. Flex days for 2024-2025 School Year are:

- December 13, 2024 (afternoon or full day)
- April 11, 2025 (afternoon or full day)
- June 11 or 18, 2025 (or actual last teacher day of school for afternoon or full day). All end of year responsibilities must be completed in order to flex out of the last day.
- Teachers can begin accruing Flex-time for 2024-2025 on May 16, 2024 and must accrue enough Flex-hours by published dates prior to the date of utilization.
- Flex-time may only be used in half-day or full day increments.

8. In order to use a half Flex-Day or full Flex-Day:

- The activity approved for flex time must have been completed and documentation of completion must be submitted to the Office of the Assistant Superintendent (typically through the Comply platform).
- The employee must request the absence in the Employee Portal for the half or full Flex-Day and it must be approved by your supervisor.
- You must have accrued enough flex-time to support taking the half or full Flex-Day.  
(This will be verified by the business office.)

### 2024-2025 Process and Timeline

May 16, 2024 – Faculty may begin accruing flex hours for the 2024-2025 school year

Nov 15, 2024 – Deadline to accrue flex hours to expend on Flex Day #1

Will show on November 27, 2024 paycheck

**December 13, 2024– Flex Day #1 (afternoon or full day)**

March 21, 2025 – Deadline to accrue flex hours to expend on Flex Day #2

Will show on April 3, 2025 paycheck

**April 11, 2025 – Flex Day #2 (afternoon or full day)**

May 16, 2025 – Deadline to accrue flex hours to expend on Flex Day #3

Will show on May 29, 2025 paycheck

**June 11 or 18, 2025/last teacher day – Flex Day #3 (afternoon or full day)**

\* If December 13, 2024 becomes a make-up day due to school closing earlier in the year, the flex day that will be used in place of Flex Day #1 will be added on after the last teacher day (i.e. tentatively June 12 or June 20, 2025 as June 19, 2025 is a recognized holiday). If this flex day has to be moved to the end of the school year, faculty will be notified of the deadline to accrue flex hours to expend for this in-service day.

\* If we do not use all of the snow days built into the end of our school calendar, and last teacher day(s) of school need to be moved up, the last date(s) for teachers will be announced when the graduation date is approved by the school board. In that case, the deadline to accrue flex hours to expend on a flex day will be updated and communicated.

Additionally, as per the Collective Bargaining Agreement Between Northern Lehigh School District and Northern Lehigh Education Association, in the 2024-2025 school year bargaining unit members' attendance at 1 professional development day shall be a virtual format. That day has been identified as June 11, 2025 (or June 18th or last teacher in-service day).