



## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Southern Lehigh School District		121395703 - 0
<b>Address 1</b>		
5775 Center Valley		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
PA	PA	18034
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr. Michael Mahon		mahonm@slsd.org
<b>Single Point of Contact Name</b>		
Dr. Michael Mahon		
<b>Single Point of Contact Email</b>		
mahonm@slsd.org		
<b>Single Point of Contact Phone Number</b>		
610-282-3121		

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Michael Mahon	Administrator	Superintendent	mahonm@slsd.org
Dr. Karen Trinkle	Administrator	Assistant Superintendent	trinklek@slsd.org
Dr. Tamara Solometo	Administrator	Director of Curriculum and Instruction	solometot@slsd.org
Mrs. Andria Buchman	Administrator	Director of Student Services & Special Education	bucmana@slsd.org
Mr. Eric Fluck	Administrator	Director of Technology	flucke@slsd.org
Dr. Ethan Ake-Little	Administrator	Director of Human Resources	akelittlee@slsd.org
Mr. Lou Pepe	Administrator	Director of Business Services	pepel@slsd.org
Dr. Lynn Chromiak	Administrator	Principal	chromiakl@slsd.org
Mr. Brian Mansfield	Administrator	Principal	mansfieldb@slsd.org
Mr. Sean McGinty	Administrator	Principal	mcgintys@slsd.org
Mrs. Deanna Webb	Administrator	Principal	webbd@slsd.org
Mrs. Holly DeNofa	Administrator	Assistant Principal	denofah@slsd.org
Mr. Michael Faccinetto	Administrator	Assistant Principal	faccinettom@slsd.org
Mr. Joshua Miller	Administrator	Principal	millerjo@slsd.org
Mr. Ben McConnell	Administrator	Assistant Principal	mcconnellb@slsd.org
Mrs. Melissa Petronio	Administrator	Assistant Principal	petroniom@slsd.org
Mr. Michael Rohrbach	Administrator	Director of Facilities	rohrbachm@slsd.org
Mrs. Rochelle Hufgard	Staff Member	Reading Specialist	hufgardr@slsd.org
Mrs. Kelly Dougherty	Staff Member	Teacher	doughertyk@slsd.org
Ms. Susan Kolpon	Parent	Parent	susankolpon1@gmail.com
Ms. Julie Bird	Parent	Parent	juliebird620@gmail.com
Ms. Jamie Caverly	Parent	Parent	jsell188@gmail.com
Ms. Kimberly Bedrosian	Parent	Parent	kimberlybedrosian@yahoo.com
Ms. Sandy Chisholm	Parent	Parent	sandychisholm99@hotmail.com
Mrs. Melissa Torba	Board Member	School Board Member	torbam@slsd.org
Mr. Timothy Kearney	Board Member	School Board Member	kearneyt@slsd.org
Ms. Candi Kruse	Board Member	School Board Member	krusec@slsd.org
Ms. Emily Gehman	Board Member	School Board President	gehmane@slsd.org



### Educational Community

#### Our Community

Located along the southern border of Lehigh County, the Southern Lehigh School District's 48 square mile geographic boundaries are comprised of the municipalities of the Borough of Coopersburg, Upper Saucon Township, and Lower Milford Township. The district is a part of the Lehigh Valley, the third most populous Metropolitan Statistical Area in Pennsylvania as defined by the U.S. Office of Management and Budget. The Southern Lehigh School District is situated approximately one hour north of Philadelphia, two hours west of New York City, and just south of the cities of Allentown and Bethlehem. Its location provides the community the benefits of a mix of suburban and rural opportunities. Its residents have access to a wide array of recreational, cultural, and outdoor as well as diverse higher education opportunities. Several outstanding private colleges and universities, part of a larger consortium including Muhlenberg, Cedar Crest, Lafayette, Moravian, and Lehigh University, are located in the Lehigh Valley. DeSales University (a private four-year liberal arts college) and Penn State Lehigh Valley (a branch of The Pennsylvania State University system) are located in the district. There are also four schools in the state university system within 35 miles of Southern Lehigh. The combination of its location, historic attractions, high-tech development, rural setting, suburban benefits, proximity to higher education institutions, and reputation for excellence in education has made The Southern Lehigh School District community desirable from the perspective of homeowners, community organizations, developers, and local/regional/international companies.

#### Our District

The Southern Lehigh School District provides an educational program for students in kindergarten through twelfth grade and has been recognized for its excellence and forward-looking perspective, which is sensitive to the changing needs of students. The community, faculty, families and students have joined together in striving to maintain and enhance that excellence. The District -- made up of two elementary schools (K-3), one intermediate school (4-6), one middle school (7-8), and one high school (9-12) -- plays a significant role in the life and activities of the community. The schools encourage parents and residents to participate in many diversified ways -- from classroom visitations and open houses to working on community projects. Schools and the community make a concerted effort to work closely together to provide children with multifaceted opportunities. The district enjoys a strong relationship with Carbon Lehigh Intermediate Unit 21, Lehigh Career and Technical Institute, and Lehigh Carbon Community College in supporting the varying learning needs and options for students. The Upper Saucon Township Police Department, Coopersburg Police Department, Southern Lehigh Community Library, local fire and ambulance corps, and the Southern Lehigh Chamber of Commerce have all played integral roles in supporting the efforts of the district in educating its youth. The district employs approximately 620 staff members that serve a total student enrollment of approximately 3,1500 students (2023-24 school year).

As the community reflects its values in its strong support of quality education for its children, the school district in turn serves the community in providing the vehicle for this educational excellence. Southern Lehigh School District will educate all students to develop the skills and competencies required to become life-long learners and productive members of an ever-changing world. The district strives to provide learning opportunities for students that will provide them a strong foundation to create and influence their own future.



## Mission and Vision

### **Mission**

Learning • Serving • Leading One Interaction at a Time

### **Vision**

The Southern Lehigh School District is an inclusive, innovative, and inspiring community of learners where relationships matter and students are empowered and motivated to face the challenges of today and tomorrow.

## Educational Values

### **Students**

We value and believe: • Everyone should feel safe, valued and respected in an inclusive and diverse learning environment • Students learn when challenged to think critically, problem solve, act with integrity, and demonstrate resiliency • Academic success is achieved when students demonstrate growth and maximize their potential • Positive collaboration and partnerships foster growth and understanding • Social, emotional, academic, athletic and artistic development are foundational to lifelong learning • Learning, serving, and leading create and influence the future

### **Staff**

We value and believe: • Everyone should feel safe, valued and respected in an inclusive and diverse learning environment • Students learn when challenged to think critically, problem solve, act with integrity, and demonstrate resiliency • Academic success is achieved when students demonstrate growth and maximize their potential • Positive collaboration and partnerships foster growth and understanding • Social, emotional, academic, athletic and artistic development are foundational to lifelong learning • Learning, serving, and leading create and influence the future

### **Administration**

We value and believe: • Everyone should feel safe, valued and respected in an inclusive and diverse learning environment • Students learn when challenged to think critically, problem solve, act with integrity, and demonstrate resiliency • Academic success is achieved when students demonstrate growth and maximize their potential • Positive collaboration and partnerships foster growth and understanding • Social, emotional, academic, athletic and artistic development are foundational to lifelong learning • Learning, serving, and leading create and influence the future

### **Parents**

We value and believe: • Everyone should feel safe, valued and respected in an inclusive and diverse learning environment • Students learn when challenged to think critically, problem solve, act with integrity, and demonstrate resilience • Academic success is achieved when students demonstrate growth and maximize their potential • Positive collaboration and partnerships foster growth and understanding • Social, emotional, academic, athletic and artistic development are foundational to lifelong learning • Learning, serving, and leading create and influence the future

### **Community**

We value and believe: • Everyone should feel safe, valued and respected in an inclusive and diverse learning environment • Students learn when challenged to think critically, problem solve, act with integrity, and demonstrate resilience • Academic success is achieved when students demonstrate growth and maximize their potential • Positive collaboration and partnerships foster growth and understanding • Social, emotional, academic, athletic and artistic development are foundational to lifelong learning • Learning, serving, and leading create and influence the future

### **Other (Optional)**

Omit selected.



## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
Percent Regular Attendance: 2023-2024	For all K-12 schools, all student groups meet or exceed performance standard.
Percent Four-Year Cohort Graduation: 2023-2024	All student group meets 2033 statewide goal at Southern Lehigh High School.
Percent Career Standards Benchmark: 2023-2024	All student group meets or exceeds performance standard.
State Assessment Measures: 2023-2024	In all tested subjects and grade levels for PSSA and Keystone Exams, the percentage of students proficient or advanced is above the Statewide Average.

#### Challenges

Indicator	Comments/Notable Observations
English Language Arts Achievement Measure, Southern Lehigh Intermediate School, 2023-2024	Achievement has remained stable over the last 3 years. The district will consider ways to increase trends in achievement.
Math Achievement Measure, Southern Lehigh Middle School, 2023-2024	Achievement has remained stable over the last 3 years. The district will consider ways to increase trends in achievement and make the necessary gains to be on track to meeting the 2033 statewide achievement goal.
Biology Achievement Measure, Southern Lehigh High School, 2023-2024	Achievement has remained stable over the last 3 years. The district will consider ways to increase trends in achievement and make the necessary gains to be on track to meeting the 2033 statewide achievement goal.

### Review of Grade Level(s) and Individual Student Group(s)

#### Strengths

Indicator	Comments/Notable Observations
Grade 3 Reading <b>Grade Level(s) and/or Student Group(s)</b> Grade 3 at Hopewell and Liberty Bell Elementary	Percent At/Above Proficiency Grade 3 Reading is well above state average. 2023-2024 Hopewell Grade 3: 69.1% 2023-2024 Liberty Bell Grade 3: 82.5%

<b>Indicator</b> Grade 4 Math <b>Grade Level(s) and/or Student Group(s)</b> Grade 4 at Southern Lehigh Intermediate School	<b>Comments/Notable Observations</b> Percent At/Above Proficiency Grade 4 Math is 81.0%
<b>Indicator</b> Grades 8 Science <b>Grade Level(s) and/or Student Group(s)</b> Grades 8 Science at Southern Lehigh Middle School	<b>Comments/Notable Observations</b> All student groups in Grade 8 Science are showing increasing growth trends and are exceeding growth measures to meet 2033 statewide goal.

### Challenges

<b>Indicator</b> State Assessment Measures <b>Grade Level(s) and/or Student Group(s)</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> In all tested subjects and grade levels 4-12 for PSSA and Keystone Exams this student group is lower than the all student group.
<b>Indicator</b> State Assessment Measures <b>Grade Level(s) and/or Student Group(s)</b> Students with Disabilities	<b>Comments/Notable Observations</b> In all tested subjects and grade levels 4-12 for PSSA and Keystone Exams this student group is lower than the all student group.

### Summary

#### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Percent At/Above Proficiency Grade 3 Reading is well above state average. 2023-2024 Hopewell Grade 3: 69.1% 2023-2024 Liberty Bell Grade 3: 82.5%
Percent At/Above Proficiency Grade 4 Math is 81.0%

#### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Math achievement at Southern Lehigh Middle School has remained stable over the last 3 years. The district will consider ways to increase trends in achievement and make the necessary gains to be on track to meeting the 2033 statewide achievement goal.

In all tested subjects and grade levels 4-12 for PSSA and Keystone Exams for economically disadvantaged students is lower than the all student group.

In all tested subjects and grade levels 4-12 for PSSA and Keystone Exams special education students is lower than the all student group.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Future Ready Index Data	Above the State average in all buildings on ELA State Assessments.
eMetric Data	Grade 3 ELA - scores dipped in 2022, but have shown a slight increasing trend in 2023 and 2024. Grades 4 & 5 ELA - scores have remained mainly stable, but have shown a slight decreasing trend in 2023 and 2024. Grade 6 - Scores decreased in 2022, but have shown a slight increasing trend in 2023 and 2024. Grades 7 & 8 - Percent of students Proficient or Advanced has remained between 70-80%, but no consistent increasing or decreasing achievement trends exist between 2022-2024. Literature Keystone - Scores have remained stable since 2019, with a slight decrease in 2024.
PVAAS Data	Grades 4-8 - Increasing growth trend until 2022. Growth decreased in 2023, and increased slightly in 2024. Literature - Stable growth trends until 2022. Growth increased in 2023 and remained high in 2024.
District Approved Assessments	Universal Screening, Progress Monitoring, Diagnostic, and Curriculum-Based Assessments are used to monitor student learning throughout the school year, so that instruction can be responsive to student needs.

### English Language Arts Summary

#### Strengths

Above the State average in all buildings on ELA State Assessments.
Keystone Literature - Stable growth trends until 2022. Growth increased in 2023 and remained high in 2024.
Universal Screening, Progress Monitoring, Diagnostic, and Curriculum-Based Assessments are used to monitor student learning throughout the school year, so that instruction can be responsive to student needs.

#### Challenges

Grades 4 & 5 ELA - scores have remained mainly stable, but have shown a slight decreasing trend in 2023 and 2024.
Grades 4-8 ELA - Increasing growth trend until 2022. Growth decreased in 2023, and increased slightly in 2024.

### Mathematics

Data	Comments/Notable Observations
Future Ready Index	Above the State average in all buildings on Math State Assessments.
eMetric Data	Grades 3-6 Math - Achievement decreased in 2021, with incremental yet steady growth from 2022-2024. Grade 7 - Achievement fell in 2021 and achievement trend has remained stable through 2024. Grade 8 - Achievement remained steady with a slight increase in 2024. Algebra Keystone - Achievement decreased in 2022 with an increasing trend in 2023 and 2024.

PVAAS Data	Grade 4 Math - Consistent high growth each year since 2019 Grade 5 Math - High growth in 2019 and 2021, decrease in growth trends 2022-2024 Grade 6 - Low growth 2019-2022, steady increase 2023-2024 Keystone Algebra - Decrease in growth trends from 2022-2023, growth increased again in 2024
District Approved Assessments	Universal Screening, Progress Monitoring, Diagnostic, and Curriculum-Based Assessments are used to monitor student learning throughout the school year, so that instruction can be responsive to student needs.

## Mathematics Summary

### Strengths

Above the State average in all buildings on Math State Assessments.
Grades 3-6 Math - Achievement decreased in 2021, with incremental yet steady growth from 2022-2024.
Algebra Keystone - Achievement decreased in 2022 with an increasing trend in 2023 and 2024
Universal Screening, Progress Monitoring, Diagnostic, and Curriculum-Based Assessments are used to monitor student learning throughout the school year, so that instruction can be responsive to student needs.

### Challenges

Grade 7 Math - Achievement fell in 2021 and achievement trend has remained stable through 2024
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## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Future Ready Index	Above the State average in all buildings on Science State Assessments. Biology did not meet Interim Goal/Improvement Target for 2023-2024
eMetric Data	Achievement remained stable from 2019-2024 for both Grade 4 and Grade 8 Science
PVAAS Data	Keystone Biology - Increasing growth trend since 2022

## Science, Technology, and Engineering Education Summary

### Strengths

Above the State average in all buildings on Science State Assessments.
Achievement remained stable from 2019-2024 for both Grade 4 and Grade 8 Science.
Keystone Biology - Increasing growth trend since 2022

### Challenges

Biology did not meet Interim Goal/Improvement Target for 2023-2024
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## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Future Ready Index	All student groups meet or exceed performance standard.
Naviance	Students utilized Naviance for college and career planning at the High School.
ASVAB	Student in grade 11 take the ASVAB assessment.

### Career and Technical Education (CTE) Programs

**False** Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Lehigh County Technical Institute (LCTI)	Courses at LCTI are offered to all students in Grades 9-12.
Project Lead the Way (PLTW)	Courses in the PLTW Gateway program are offered to all students in grades 7-8.

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

### Articulation Agreements

**False** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

#### Partnering Institution

Lehigh Carbon Community College

#### Agreement Type

Dual Credit

#### Program/Course Area

Calculus AB, Computer Science Principles, Government, Language and Composition, English Literature, Psychology, College Algebra, Computer Science II, Economics, Civics and Government, Public Speaking, Statistics and Probability

### Uploaded Files

LCCC Affiliation Agreement.pdf

### Summary

#### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

All student groups meet or exceed the Career Benchmark performance standard.
Expansion of Dual Enrollment offerings.

#### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Continual opportunities for personalized learning and career counseling to support career goals (including dual-enrollment, job-shadowing and internships).
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## Equity Considerations

### English Learners

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
WIDA ACCESS for ELLs	The district is using WIDA scores to monitor the progress of our English Learners across all reporting categories. The district uses the data to determine changes in programming for individual students as well as groups of students.

### Students with Disabilities

**True** This student group is not a focus in this plan.

### Students Considered Economically Disadvantaged

**True** This student group is not a focus in this plan.

### Student Groups by Race/Ethnicity

**True** This student group is not a focus in this plan.

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Supportive, involved, and educationally-minded families and community members
Administration and staff engage in continual professional learning around inclusive practices and meeting the needs of all learners.
For students with disabilities our state data demonstrates that our program is meeting the state targets across a multitude of indicators including LRE, race/ethnicity, and disability categories.


Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Continual evaluation and leveraging of resources to ensure safe, nurturing, and supportive educational environments for all students.
Continual focus on social, emotional, and inclusive practices that support all students in their growth and learning
Continual monitoring of our least restrictive environment (LRE) data to ensure that students with disabilities are being included in the general education classroom setting to the maximum extent appropriate based upon IEP team conversations.

Designated Schools

There are no Designated Schools.

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
Student Services	
K-12 Guidance Plan (339 Plan)	
Technology Plan	
English Language Development Programs	

## Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

The district support students with a high degree of inclusionary support across a wide range of learning and health needs.
The district provides students with a wide range of educational opportunities, including foreign language immersion, career and technical education, dual enrollment, and AP courses.

## Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Continual professional development will be provided to staff to support them in providing services to students in line with the latest research in best practice. Professional development will align with state-mandated shifts in instructional practice, including Structured Literacy and PA-STEELS.
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## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

### Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

### Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

### Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

### Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

## Summary

### Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

The strategies and goals associated with the Comprehensive plan will be used to guide yearly planning by building and district leadership, and result in the establishment of yearly action plans actions in support of the vision, mission and focus areas of the comprehensive plan.
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Careful monitoring and allocation of district funds as well as federal grant money to the execution and success of district initiatives.
Identification of fiscal priorities based upon a carefully monitored curriculum cycle.
Adoption and implementation of high-quality resources based on best practice and student need.
Implementation of professional development, both curriculum-agnostic and curriculum-specific, to further the goals and initiatives of the district.

### Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

A single location for detailed and comprehensive curriculum documents would help the district stay organized and more effectively communicate instructional goals with students, families, and the community.
An updated curriculum hub on our district website would allow all stakeholder groups to more easily access documents pertaining to our curriculum and instructional programming across grade levels.

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Percent At/Above Proficiency Grade 3 Reading is well above state average. 2023-2024 Hopewell Grade 3: 69.1% 2023-2024 Liberty Bell Grade 3: 82.5%	True
Percent At/Above Proficiency Grade 4 Math is 81.0%	True
Above the State average in all buildings on ELA State Assessments.	True
Keystone Literature - Stable growth trends until 2022. Growth increased in 2023 and remained high in 2024	False
Universal Screening, Progress Monitoring, Diagnostic, and Curriculum-Based Assessments are used to monitor student learning throughout the school year, so that instruction can be responsive to student needs.	False
Above the State average in all buildings on Math State Assessments.	False
Grades 3-6 Math - Achievement decreased in 2021, with incremental yet steady growth from 2022-2024.	False
Algebra Keystone - Achievement decreased in 2022 with an increasing trend in 2023 and 2024	False
Universal Screening, Progress Monitoring, Diagnostic, and Curriculum-Based Assessments are used to monitor student learning throughout the school year, so that instruction can be responsive to student needs.	False
Above the State average in all buildings on Science State Assessments.	False
Achievement remained stable from 2019-2024 for both Grade 4 and Grade 8 Science.	False
All student groups meet or exceed the Career Benchmark performance standard.	False
Expansion of Dual Enrollment offerings.	False
Supportive, involved, and educationally-minded families and community members	True
Administration and staff engage in continual professional learning around inclusive practices and meeting the needs of all learners.	True
For students with disabilities our state data demonstrates that our program is meeting the state targets across a multitude of indicators including LRE, race/ethnicity, and disability categories.	False
The district support students with a high degree of inclusionary support across a wide range of learning and health needs.	False
Keystone Biology - Increasing growth trend since 2022	False
The district provides students with a wide range of educational opportunities, including foreign language immersion, career and technical education, dual enrollment, and AP courses.	True

The strategies and goals associated with the Comprehensive plan will be used to guide yearly planning by building and district leadership, and result in the establishment of yearly action plans actions in support of the vision, mission and focus areas of the comprehensive plan.	False
Careful monitoring and allocation of district funds as well as federal grant money to the execution and success of district initiatives.	True
Identification of fiscal priorities based upon a carefully monitored curriculum cycle.	False
Adoption and implementation of high-quality resources based on best practice and student need.	False
Implementation of professional development, both curriculum-agnostic and curriculum-specific, to further the goals and initiatives of the district.	True

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Math achievement at Southern Lehigh Middle School has remained stable over the last 3 years. The district will consider ways to increase trends in achievement and make the necessary gains to be on track to meeting the 2033 statewide achievement goal.	True
In all tested subjects and grade levels 4-12 for PSSA and Keystone Exams for economically disadvantaged students is lower than the all student group.	True
In all tested subjects and grade levels 4-12 for PSSA and Keystone Exams special education students is lower than the all student group.	False
Grades 4 & 5 ELA - scores have remained mainly stable, but have shown a slight decreasing trend in 2023 and 2024.	False
Grades 4-8 ELA - Increasing growth trend until 2022. Growth decreased in 2023, and increased slightly in 2024	False
Grade 7 Math - Achievement fell in 2021 and achievement trend has remained stable through 2024	False
Biology did not meet Interim Goal/Improvement Target for 2023-2024	False
Continual opportunities for personalized learning and career counseling to support career goals (including dual-enrollment, job-shadowing and internships).	False
Continual evaluation and leveraging of resources to ensure safe, nurturing, and supportive educational environments for all students.	False
Continual focus on social, emotional, and inclusive practices that support all students in their growth and learning	False
Continual monitoring of our least restrictive environment (LRE) data to ensure that students with disabilities are being included in the general education classroom setting to the maximum extent appropriate based upon IEP team conversations.	False



Continual professional development will be provided to staff to support them in providing services to students in line with the latest research in best practice. Professional development will align with state-mandated shifts in instructional practice, including Structured Literacy and PA-STEELS.	False
An updated curriculum hub on our district website would allow all stakeholder groups to more easily access documents pertaining to our curriculum and instructional programming across grade levels.	False
A single location for detailed and comprehensive curriculum documents would help the district stay organized and more effectively communicate instructional goals with students, families, and the community.	False

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Math achievement at Southern Lehigh Middle School has remained stable over the last 3 years. The district will consider ways to increase trends in achievement and make the necessary gains to be on track to meeting the 2033 statewide achievement goal.	The change in programming from elementary to middle school could be a contributing factor. Additionally, it is worth looking at elementary math programming to see if changes could be made to better position students for success in their middle school years.	True
In all tested subjects and grade levels 4-12 for PSSA and Keystone Exams for economically disadvantaged students is lower than the all student group.	Often, economically disadvantaged students come to school with less background knowledge and stability in their home lives than their more economically advantaged counterparts. It is worth considering how we can leverage our existing resources to support our economically disadvantaged students and their families, as well as additional resources we might be able to put into place. Additionally, it might be beneficial to consider what supports we can offer our teachers in terms of professional development in meeting the needs of economically disadvantaged students in the classroom.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Percent At/Above Proficiency Grade 3 Reading is well above state average. 2023-2024 Hopewell Grade 3: 69.1% 2023-2024 Liberty Bell Grade 3: 82.5%	
Percent At/Above Proficiency Grade 4 Math is 81.0%	
Above the State average in all buildings on ELA State Assessments.	
Supportive, involved, and educationally-minded families and community members	
Administration and staff engage in continual professional learning around inclusive practices and meeting the needs of all learners.	
The district provides students with a wide range of educational opportunities, including foreign language immersion, career and technical education, dual enrollment, and AP courses.	
Careful monitoring and allocation of district funds as well as federal grant money to the execution and success of district initiatives.	

Implementation of professional development, both curriculum-agnostic and curriculum-specific, to further the goals and initiatives of the district.	
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### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we provide resources and effective professional learning supports aligned with standards based math instruction, then teachers will implement effective math instruction using a variety of aligned resources at both the elementary and middle school levels, and students will meet their math growth targets.
	If we provide professional development to our teachers, then students will be teachers will be prepared to address individual student learning needs, and students will meet their growth targets.

## Goal Setting

Priority: If we provide resources and effective professional learning supports aligned with standards based math instruction, then teachers will implement effective math instruction using a variety of aligned resources at both the elementary and middle school levels, and students will meet their math growth targets.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
100% of teacher lesson plans for math grades K-8 will be standards-based and include enhancements to differentiate instruction to meet the needs of all students by June 30, 2028.		
Measurable Goal Nickname (35 Character Max)		
K-8 Math Instruction		
Target Year 1	Target Year 2	Target Year 3
66% of teacher lesson plans for math grades K-8 will be standards-based and include enhancements to differentiate instruction to meet the needs of all students by June 30, 2026.	75% of teacher lesson plans for math grades K-8 will be standards-based and include enhancements to differentiate instruction to meet the needs of all students by June 30, 2027.	100% of teacher lesson plans for math grades K-8 will be standards-based and include enhancements to differentiate instruction to meet the needs of all students by June 30, 2028.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
62% of students in grades 7-8 will score Proficient or Advanced on the Mathematics PSSA by June 30, 2028.		
Measurable Goal Nickname (35 Character Max)		
7-8 Math PSSA		
Target Year 1	Target Year 2	Target Year 3
57% of students will score Proficient or Advanced on the Mathematics PSSA by June 2026.	59% of students will score Proficient or Advanced on the Mathematics PSSA by June 2027.	62% of students in grades 7-8 will score Proficient or Advanced on the Mathematics PSSA by June 30, 2028.

Priority: If we provide professional development to our teachers, then students will be teachers will be prepared to address individual student learning needs, and students will meet their growth targets.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)

100% of teachers and professional staff K-12 will receive Professional Development focused on strategies for working with economically disadvantaged students by June 30, 2028.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
K-12 Economically Disadvantaged		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
33% of teachers and professional staff K-12 will receive Professional Development focused on strategies for working with economically disadvantaged students by June 30, 2026.	66% of teachers and professional staff K-12 will receive Professional Development focused on strategies for working with economically disadvantaged students by June 30, 2027.	100% of teachers and professional staff K-12 will receive Professional Development focused on strategies for working with economically disadvantaged students by June 30, 2028.

## Action Plan

### Measurable Goals

K-8 Math Instruction	7-8 Math PSSA
K-12 Economically Disadvantaged	

### Action Plan For: Align curriculum, assessments, and instruction to the PA Standards.

<b>Measurable Goals:</b>
<ul style="list-style-type: none"><li>100% of teacher lesson plans for math grades K-8 will be standards-based and include enhancements to differentiate instruction to meet the needs of all students by June 30, 2028.</li></ul>

Action Step		Anticipated Start/Completion Date	
Implement high quality core and supplemental math materials in all classrooms K-8.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration	Materials/Resources/Supports will be considered on an on-going basis as the plan moves forward.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Implementation of a new K-8 math core curriculum that utilized research-based resources into instructional practices.	Ensuring fidelity of implementation will be supervised by administration.

### Action Plan For: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.

<b>Measurable Goals:</b>
<ul style="list-style-type: none"><li>62% of students in grades 7-8 will score Proficient or Advanced on the Mathematics PSSA by June 30, 2028.</li></ul>

Action Step	Anticipated Start/Completion Date	
Review multiple sources of assessment data to inform groupings for intervention, enrichment, and differentiation to meet student needs.	2025-07-01	2028-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration	Materials/Resources/Supports will be considered on an on-going basis as the plan moves forward.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Evidence of student growth in math across PSSA and other assessment data.	Regular data meetings led by administration and instructional leaders.

### Action Plan For: Identify professional learning needs through analysis of a variety of data.

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>100% of teachers and professional staff K-12 will receive Professional Development focused on strategies for working with economically disadvantaged students by June 30, 2028.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Conduct an assessment of the professional learning needs of teachers and staff through partnerships with community organizations.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration	Partnerships with community organizations. Materials/Resources/Supports will be considered on an on-going basis as the plan moves forward.	No	No
Action Step		Anticipated Start/Completion Date	
Monitor and evaluate the impact of professional learning on staff practices and student learning.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration	Feedback gathered through use of surveys and department meetings will determine needs moving forward.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Development of a professional learning plan for all professional staff.	Meetings to review results of needs assessment and determine steps moving forward.





## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Align curriculum, assessments, and instruction to the PA Standards.	Implement high quality core and supplemental math materials in all classrooms K-8.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	Review multiple sources of assessment data to inform groupings for intervention, enrichment, and differentiation to meet student needs.
Identify professional learning needs through analysis of a variety of data.	Monitor and evaluate the impact of professional learning on staff practices and student learning.

### Curriculum-driven professional development for core and supplemental math curriculum K-8.

Action Step		
<ul style="list-style-type: none"> <li>Implement high quality core and supplemental math materials in all classrooms K-8.</li> </ul>		
Audience		
K-8 math teachers, math specialists, special educators, ELD specialists, administration.		
Topics to be Included		
Research-based pedagogy in mathematics Conceptual and procedural fluency in mathematics Cohesive instruction from one grade level to the next Differentiation for the needs of diverse learners		
Evidence of Learning		
Implementation of a research-based K-8 math core curriculum.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration	2025-07-01	2028-06-30

### Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> <li>3c: Engaging Students in Learning</li> <li>3d: Using Assessment in Instruction</li> <li>3a: Communicating with Students</li> <li>3b: Using Questioning and Discussion Techniques</li> <li>1e: Designing Coherent Instruction</li> <li>1d: Demonstrating Knowledge of Resources</li> </ul>	

<b>This Step Meets the Requirements of State Required Trainings</b>
Teaching Diverse Learners in Inclusive Settings

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	One to two times throughout the school year.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1d: Demonstrating Knowledge of Resources</li> <li>1e: Designing Coherent Instruction</li> <li>1c: Setting Instructional Outcomes</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

### Data analysis to inform differentiated instruction

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Review multiple sources of assessment data to inform groupings for intervention, enrichment, and differentiation to meet student needs.</li> </ul>		
<b>Audience</b>		
K-8 math teachers, math specialists, special educators, ELD specialists, administration.		
<b>Topics to be Included</b>		
Data analysis Differentiated instruction Needs of diverse learners		
<b>Evidence of Learning</b>		
Math instruction aimed at differentiating for learners with diverse needs		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Administration	2025-07-01	2028-06-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1c: Setting Instructional Outcomes</li> <li>3d: Using Assessment in Instruction</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>1b: Demonstrating Knowledge of Students</li> <li>1f: Designing Student Assessments</li> </ul>	

<b>This Step Meets the Requirements of State Required Trainings</b>
Teaching Diverse Learners in Inclusive Settings

### Strategies for meeting the needs of economically disadvantaged students

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Monitor and evaluate the impact of professional learning on staff practices and student learning.</li> </ul>		
<b>Audience</b>		
K-12 professional staff		
<b>Topics to be Included</b>		
Strategies for meeting the academic needs of economically disadvantaged students. Strategies for meeting the social-emotional needs of economically disadvantaged students. The impact of trauma on student achievement, especially as it relates to economically disadvantaged students.		
<b>Evidence of Learning</b>		
Evidence of strategies in classroom instruction. Growth in academic performance of economically disadvantaged students.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Administration	2025-07-01	2028-06-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	One to two times per year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>2d: Managing Student Behavior</li> <li>3b: Using Questioning and Discussion Techniques</li> <li>2a: Creating an Environment of Respect and Rapport</li> <li>2b: Establishing a Culture for Learning</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>4c: Communicating with Families</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>	
Common Ground: Culturally Relevant Sustaining Education	

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Once per year

<b>Observation and Practice Framework Met in this Plan</b>
<ul style="list-style-type: none"> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> <li>• 2d: Managing Student Behavior</li> <li>• 2a: Creating an Environment of Respect and Rapport</li> <li>• 3c: Engaging Students in Learning</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 2c: Managing Classroom Procedures</li> </ul>
<b>This Step Meets the Requirements of State Required Trainings</b>
At Least 1-hour of Trauma-informed Care Training for All Staff

### Structured Literacy

<b>Action Step</b>
<ul style="list-style-type: none"> <li>• Review multiple sources of assessment data to inform groupings for intervention, enrichment, and differentiation to meet student needs.</li> </ul>
<b>Audience</b>
K-12 professional staff
<b>Topics to be Included</b>
Structured Literacy competencies as assigned by PDE for groups of certificated staff members. Literacy in the content areas.
<b>Evidence of Learning</b>
Implementation of structured literacy practices in classroom instruction.
<b>Lead Person/Position</b>
Administration
<b>Anticipated Start</b>
2025-07-01
<b>Anticipated Completion</b>
2028-06-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	One to two times per year, staggered over a three-year timeframe to meet the needs of all certificated groups
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 4e: Growing and Developing Professionally</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	



## Communications Activities

Math curriculum and professional development					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Implement high quality core and supplemental math materials in all classrooms K-8.</li> </ul>	Math teachers and support staff K-8, administration, school community	New math curriculum Professional development	Administration	07/01/2025	06/20/2028
Communications					
Type of Communication			Frequency		
Email			Professional learning schedules shared with staff prior to each professional learning day.		
Presentation			Updates provided to the school community monthly through Education Committee meetings.		

Data and Assessment Meetings					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Review multiple sources of assessment data to inform groupings for intervention, enrichment, and differentiation to meet student needs.</li> </ul>	All instructional staff	Analysis of assessment data to determine student needs and inform instruction	Administration/MTSS	07/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Email			Ongoing		

Data and Assessment Meetings					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Review multiple sources of assessment data to inform groupings for intervention, enrichment, and differentiation to meet student needs.</li> </ul>	All instructional staff	Analysis of assessment data to determine student needs and inform instruction	Administration/MTSS	07/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Email			Ongoing		



## Strategies for meeting the needs of economically disadvantaged students

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Monitor and evaluate the impact of professional learning on staff practices and student learning.</li> </ul>	K-12 professional staff, administration, school community	Strategies for meeting the needs of economically disadvantaged students	Administration		06/30/2026
<b>Communications</b>					
<b>Type of Communication</b>			<b>Frequency</b>		
Email			Professional learning schedules shared with staff prior to each professional learning day. Feedback will be gathered through surveys and follow-up meetings.		
Presentation			Updates provided to the school community monthly through Education Committee meetings.		

## Strategies for meeting the needs of economically disadvantaged students

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Monitor and evaluate the impact of professional learning on staff practices and student learning.</li> </ul>	K-12 professional staff, administration, school community	Strategies for meeting the needs of economically disadvantaged students	Administration		06/30/2026
<b>Communications</b>					
<b>Type of Communication</b>			<b>Frequency</b>		
Email			Professional learning schedules shared with staff prior to each professional learning day. Feedback will be gathered through surveys and follow-up meetings.		
Presentation			Updates provided to the school community monthly through Education Committee meetings.		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date



## Profile

<b>LEA Type</b>		AUN
Southern Lehigh School District		121395703 - 0
<b>Address 1</b>		
5775 Center Valley		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
PA	PA	18034
<b>Chief School Administrator</b>		
Dr. Michael Mahon		
<b>Chief School Administrator Email</b>		
mahonm@sbsd.org		
<b>Single Point of Contact Name</b>		
Andria Buchman		
<b>Single Point of Contact Email</b>		
buchmana@sbsd.org		
<b>Single Point of Contact Phone</b>		<b>Single Point of Contact Extension</b>
610-282-3121		5500

## Gifted Education Plan Assurance

**1. Describe your district's Child Find public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).**

Information about gifted education services and programs are available on the school district website, school psychologists webpage, gifted teacher web page, provided in the student and parent handbooks, and notices are provided in each school.

**2. Describe your district's screening process for locating students who are thought to be gifted and may need specially designed instruction. Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in screening. If the district uses a matrix/rubric, include the matrix in this section.**

In grades K-8, we utilize the STAR assessment data, for reading and math, which is scheduled for administration three times a school year. In each school building, the individual student data is reviewed to determine what each student needs specifically identifying areas of strength and areas of need. Students that are demonstrating high performance on the STAR, the student's previous PSSA scores, and/or performance in the classroom are identified as a student who may be in need of gifted education services and programming. Staff that review this data include the building principal, school counselor, general education teachers of the content area, and the school psychologist. Teacher Request: If a teacher believes that a student might be gifted, contact the school counselor/school psychologist prior to speaking with the parent/guardian. The student will be discussed at a MTSS team meeting and the school psychologist will contact the parent/guardian to describe the program and get permission to complete the screening process. If the parent/guardian gives permission for screening, teachers will receive the GATES-2 and return to the school psychologist when completed. An additional screening measure (SAGES-3) is administered to the student. Results of GATES and SAGES, as well as any additional standardized test scores are reviewed. If permission for further gifted testing is received, teachers will receive an additional teacher input form to complete and return to the school psychologist. Intelligence testing and additional information is gathered by the school psychologist and compiled into a Gifted Written Report. If the student is classified as a gifted learner, the GIEP process will begin and any changes to the student's schedule will be made. Parent Request: If a parent/guardian inquires about their child potentially being a gifted learner, the school psychologist will discuss the gifted identification process with the parent/guardian which may include the screening process. Once the parent/guardian gives permission for the screening process to begin (see above) and the student's screening results do not indicate the need for further testing, parents/guardians are still able to request that the district completes a full gifted evaluation. If the parent/guardian, at that initial phone call, requests a gifted evaluation, then the school psychologist will initiate a permission for an evaluation.

**3. Describe your district specific process for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION). Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in the evaluation process. If the district uses a matrix/rubric for evaluation that is different from the one described in Question 2, include the different matrix in this section.**

Mentally gifted is defined as: outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program. 22 Pa. Code 16.1. This term includes a student who has an IQ of 130 or higher or a student who meets multiple criteria as set forth in Pennsylvania regulations and in the Pennsylvania Department of Education Guidelines. 22 Pa. Code 16.21. Intellectual ability may not be determined by an IQ score alone. Students with an IQ score lower than 130 may be admitted to the gifted program when other educational criteria strongly indicate gifted ability. Additional multiple criteria utilized includes: achievement, rates of acquisition and retention, demonstrated achievement, early skill development, and intervening factors masking giftedness.

The building school psychologist takes the lead role during this process by conducting interviews with the parents, interviews with the classroom teachers, additional data through the SAGES and GATES assessments, classroom grades, PSSA and/or Keystone assessment scores, IXL data and/or other local assessment data tools, student interview and classroom observations.

**4. Describe the gifted programs\* that are offered to provide opportunities for acceleration, enrichment, or both. \*The word “programs” refers to the CONTINUUM OF SERVICES, not one particular option. Describe what acceleration means and how it is applied in each of the grade spans (EL, MS,HS). Describe what enrichment means and how it is applied in EL,MS,HS. (i.e. there are 20 forms of acceleration- which ones are offered in the district and at which grade spans are they offered).**

If a student is identified as a gifted learner the full continuum of services are considered in building the gifted individualized education plan. The data over the past few years, including any standardized data, classroom performance, and State assessments, as well as parent, teacher, and student input is utilized for this process. The GIEP team then thoughtfully and collaboratively discusses the strength's of the student and potential goal areas. Additionally, and within these discussions, the GIEP team discusses if the student is in need of acceleration in a subject/course, enrichment within the course, or a combination of both. Those programs can include those offered within the student's building, in another district building, dual enrollment offerings, or online. Related services and specially designed instruction are also discussed as it pertains to assisting the student meet their GIEP goal/s. Specifically, for enrichment, for Grades K-8, the STAR assessment data, IXL data, student classroom performance data, and pre-test data (if a part of the program) is utilized to determine the skill areas that are at or near mastery and those skills areas that are still emerging. For a gifted learner, if the skill area needs to be enriched, the gifted teacher will specify the student's needs in the GIEP in two ways 1) how the enrichment can be provided by the general education teacher in the general education classroom setting and/or 2) through the learning extensions provided by the gifted education teacher in a pull out setting. For students at the high school level, enrichment is specifically discussed with the gifted learner and parents to determine the creation of the GIEP enrichment area and the gifted teacher works collaboratively with the general education teacher, gifted learner, and parent to design the area of enrichment and how it will be offered. Some examples include extension of the learning through a project. For acceleration, for Grades K-12, the GIEP team reviews the data that is being considered for acceleration and any pathways (i.e., schedule changes, transportation) that need to be considered for a student to participate in the next course offered in the next grade level. There are multiple conversation points, especially for younger learners, with regards to the expectations of the classroom teacher (i.e., handwriting/typing), transportation to a different building, and the social/emotional readiness of the student for the class being considered. These conversations occur during the GIEP meeting and may take a couple consecutive meetings to really iron out the details to ensure that the student has access to the coursework needed, both on their grade level and those courses in which acceleration occur.

**5. Look at the district’s most recent PIMS October 1 snapshot in field 80. How many students are identified in each area GY (gifted with or without a 504 and receiving services on a GIEP); GS (dually exceptional/twice exceptional and receiving services through an IDEA IEP); GX (gifted and does not require specially designed instruction). Provide the numbers for each category in PIMS. Are all the district’s gifted students accounted for in PIMS. If not, how are they different and how will you address the discrepancy?**

The number of students identified as gifted for GY= 114 and GS=11. All the district's gifted students are accounted for in PIMS.

**6. Review the district data for gifted identification proportionality. Is the district identification proportionately reaching the underrepresented populations? If the answer is yes, how did you address the issue. If the answer is no, how will you address the issue.**

In reviewing the district data for gifted identification proportionality, the following data is presented: District PIMS ethnicity data indicate the following percentages: Asian 6.98%, Black 1.67%, Hispanic 6.91%, Multi-racial 2.55%, White 81.36%. The District gifted PIMS ethnicity data indicate

the following percentages: Asian 21.6%, Black 4%, Hispanic .8%, Multi-racial 6.4% and White 67.2%. Based on the review of the data we are higher in reaching students who identify as Asian, Black, and Multi-racial. We are below in reaching students who identify solely as Hispanic in our district. As a district we will continue to review our data to determine in the rate of students identifying as Hispanic remains lower than the other ethnicities.

**7. 22 Pa. Code § 16.5 (related to personnel) requires that a school district and intermediate unit shall provide, under section 1205.1 of the School Code (24 P.S. § 12-1205.1), in-service training for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education. Describe how the district is addressing this mandate, including information related to how and when general education teachers are trained and held accountable for delivering gifted services.**

Our gifted teachers have attended the annual state gifted conference, participate in the scheduled IU gifted meetings and trainings, as well as have gifted training sessions with our IU consultant. Our gifted staff also provide a gifted overview to our building staff to discuss the program, supports and services during a faculty meeting.

<b>Training for general education teachers</b>	\$0 (because training is provided by the IU or gifted staff)
<b>Staff costs</b>	3.5 staff assigned to providing gifted instruction- salary aligned to current collective bargaining agreement
<b>Training for gifted support staff</b>	\$438
<b>Materials used for project-based learning</b>	\$2962
<b>Transportation</b>	\$454
<b>Field Trips</b>	\$320



## Signatures and Quality Assurance

Chief School Administrator	Date



## Profile

<b>LEA Type</b>		AUN
Southern Lehigh School District		121395703 - 0
<b>Address 1</b>		
5775 Center Valley		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
PA	PA	18034
<b>Chief School Administrator</b>		
Dr. Michael Mahon		
<b>Chief School Administrator Email</b>		
mahonm@sbsd.org		
<b>Educator Induction Plan Coordinator Name</b>		
Dr. Tamara Solometo		
<b>Educator Induction Plan Coordinator Name Email</b>		
solometot@sbsd.org		
<b>Educator Induction Plan Coordinator Phone Number</b>		<b>Extension</b>
6102823121		5403

## Steering Committee

### 1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Dr. Karen Trinkle	Assistant Superintendent	Administrator	Administration Personnel
Andria Buchman	Director of Special Education and Student Services	Administrator	Administration Personnel
Dr. Tamara Solometo	Director of Curriculum and Instruction	Administrator	Administration Personnel
Kelly Katzbeck	Instructional Coach	Teacher	Teacher
Dr. Lynn Chromiak	Principal	Administrator	Administration Personnel
Brian Mansfield	Principal	Administrator	Administration Personnel
Sean McGinty	Principal	Administrator	Administration Personnel
Deanna Webb	Principal	Administrator	Administration Personnel
Joshua Miller	Principal	Administrator	Administration Personnel
Dr. Michael Heater	Coordinator Curriculum & Instruction/Educational Technologies	Education Specialist	Education Specialist

## Educator Induction Plan

Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? ( <a href="#">22 Pa Code, 49.16</a> )	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? ( <a href="#">22 Pa Code, 49.16</a> )	Yes
Has the plan been made 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 Department? ( <a href="#">22 Pa Code, 49.16</a> )	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team for the duration of the induction program? ( <a href="#">22 Pa Code, 49.16</a> )	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? ( <a href="#">24 P.S. § 11-1138.8 (c)(3)</a> ) and ( <a href="#">22 Pa Code, 49.16</a> )	Yes
Does the induction plan:	Yes
a. Assess the needs of inductees?	Yes
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes
d. Include a two-year induction program effective the 2024-2025 school year?	Yes
Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs?	No
List the Pre-K Counts Program and address	

## Mentors

Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	No
<b>Other</b>	

### **Please explain the LEA's process for ensuring their mentors have the above selected characteristics.**

The overarching goal of the Induction Program in Southern Lehigh School District is to provide our first-year and new teachers with relevant support to insure their smooth transition into the profession and district organization so that they may positively impact on student learning. Using a mentor-inductee approach, new professional and temporary professional staff are assisted in their education and exposure to prime areas of teaching and workplace protocols by experienced collegial partners. Mentors are selected by building principals to ensure that mentors have outstanding work performance, similar area of certification as inductee. Mentors meet monthly with inductees. Supervisors monitor that the responsibilities of a mentor are attained throughout the first year of our two-year Induction program. In the second year of our Induction program, mentorship responsibilities are assumed by a building administrator. The Southern Lehigh School District believes that a mentor can provide substantial support for a new employee in the areas of skill development, job coaching, resource location/ selection/ requisition, communication, procedural explanations, and general information. All professional and temporary professional employees will have a mentor who is considered to be competent and knowledgeable in their department or building. Mentors will be selected by the building Principal or Supervisor for each new employee and receive training prior to their first mentoring position.

## Needs Assessment

Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	Yes
Submission of Inductee Portfolio	Yes
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	No
<b>Other</b>	

**Based on the tools and methods selected above, describe the LEA's Induction program, including the following details:**

- **Program Structure**
- **Content Included**
- **Meeting Frequency**
- **Delivery Format**

The Southern Lehigh School District provides a two-year induction program. Over the course of the first school year, the new employee, the mentor, and the building Principal or Supervisor will monitor information collected through the log and needs assessments. The mentor and building level administrator is responsible for reviewing the inductees' lesson plans, observe lesson plans, review the data plan process and train them in our data analysis procedures. Opportunities for reflective discussion will be used to support the growth of new employees. At the conclusion of the first year of the Induction program, the growth of the new employee will be analyzed with the mentor, building principal and/or supervisor to determine if there is a need for additional training or mentoring. It should be noted that consideration would also be given to continuing the relationship between a mentor and new employee beyond the scope of one year to build individual professional capacity and/or to build grade level/department capacity. District-wide induction meetings will be conducted regularly throughout the school year. Mentors meet with inductees monthly. Professional learning may be delivered in-person and virtually. During the second year of the Induction program, formal mentorship transfers to a member of the building administration. Inductees attend one full in-person meeting at the beginning of their second year. Inductees then meet with their mentors at least three times throughout the year to work on goals related to refining instructional practice. Inductees in their second year will identify at least one professional goal, co-written and approved by their mentor, and will participate in self-selected professional learning to support the achievement of this goal. At the conclusion of the two-year Induction program, Inductees will submit all artifacts and signed meeting logs to the Director of Curriculum. Inductees will be exited from the program upon completion of all program

requirements.



## Educator Induction Plan Topic Areas

**Upload the LEA's 2-year Educator Induction Plan, which needs to begin in the 2024-2025 SY.**

SLSD Teacher Induction Log 2024-2026.pdf

## Code of Professional Practice and Conduct for Educators

### **Selected Observation and Practice Framework(s):**

- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism
- 4d: Participating in a Professional Community

### **Timeline**

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring

## Assessments and Progress Monitoring

### **Selected Observation and Practice Framework(s):**

- 1c: Setting Instructional Outcomes
- 1f: Designing Student Assessments
- 3d: Using Assessment in Instruction
- 1b: Demonstrating Knowledge of Students

### **Timeline**

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring
- Year 1 Summer
- Year 2 Fall

Year 2 Winter

Year 2 Spring

### Instructional Practices

#### **Selected Observation and Practice Framework(s):**

3b: Using Questioning and Discussion Techniques

3d: Using Assessment in Instruction

3a: Communicating with Students

3c: Engaging Students in Learning

3e: Demonstrating Flexibility and Responsiveness

#### **Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

### Safe and Supportive Schools

#### **Selected Observation and Practice Framework(s):**

3e: Demonstrating Flexibility and Responsiveness

4d: Participating in a Professional Community

2d: Managing Student Behavior

3a: Communicating with Students

4f: Showing Professionalism

4e: Growing and Developing Professionally

4c: Communicating with Families  
1b: Demonstrating Knowledge of Students  
2a: Creating an Environment of Respect and Rapport  
2b: Establishing a Culture for Learning  
1d: Demonstrating Knowledge of Resources

**Timeline**

Year 1 Fall  
Year 1 Winter  
Year 1 Spring  
Year 1 Summer  
Year 2 Fall  
Year 2 Winter  
Year 2 Spring

[Standards/Curriculum](#)

**Selected Observation and Practice Framework(s):**

1a: Demonstrating Knowledge of Content and Pedagogy

**Timeline**

Year 1 Fall  
Year 1 Winter  
Year 1 Spring  
Year 1 Summer  
Year 2 Fall  
Year 2 Winter  
Year 2 Spring

## Technology Instruction

### **Selected Observation and Practice Framework(s):**

3c: Engaging Students in Learning

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

### **Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

## Progress Reports and Parent-Teacher Conferencing

### **Selected Observation and Practice Framework(s):**

4c: Communicating with Families

### **Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

## Accommodations and Adaptations for diverse learners

### **Selected Observation and Practice Framework(s):**

2d: Managing Student Behavior

3d: Using Assessment in Instruction

4c: Communicating with Families  
2c: Managing Classroom Procedures  
2a: Creating an Environment of Respect and Rapport  
4b: Maintaining Accurate Records  
3e: Demonstrating Flexibility and Responsiveness  
4f: Showing Professionalism  
3a: Communicating with Students  
1b: Demonstrating Knowledge of Students  
1f: Designing Student Assessments  
4e: Growing and Developing Professionally  
2b: Establishing a Culture for Learning  
3c: Engaging Students in Learning  
1c: Setting Instructional Outcomes

### **Timeline**

Year 1 Fall  
Year 1 Winter  
Year 1 Spring  
Year 1 Summer  
Year 2 Fall  
Year 2 Winter  
Year 2 Spring

### **Data informed decision making**

#### **Selected Observation and Practice Framework(s):**

1c: Setting Instructional Outcomes  
1a: Demonstrating Knowledge of Content and Pedagogy  
1b: Demonstrating Knowledge of Students

### **Timeline**

Year 1 Fall  
Year 1 Winter

Year 1 Spring  
Year 1 Summer  
Year 2 Fall  
Year 2 Winter  
Year 2 Spring

### Materials and Resources for Instruction

#### **Selected Observation and Practice Framework(s):**

1e: Designing Coherent Instruction  
1d: Demonstrating Knowledge of Resources

#### **Timeline**

Year 1 Fall  
Year 1 Winter  
Year 1 Spring  
Year 1 Summer  
Year 2 Fall  
Year 2 Winter  
Year 2 Spring

### Classroom and student management

#### **Selected Observation and Practice Framework(s):**

2a: Creating an Environment of Respect and Rapport  
2c: Managing Classroom Procedures  
2e: Organizing Physical Space  
2d: Managing Student Behavior  
2b: Establishing a Culture for Learning

**Timeline**

Year 1 Fall  
Year 1 Winter  
Year 1 Spring  
Year 1 Summer  
Year 2 Fall  
Year 2 Winter  
Year 2 Spring

**Parental and/or community involvement****Selected Observation and Practice Framework(s):**

4d: Participating in a Professional Community  
4c: Communicating with Families

**Timeline**

Year 1 Fall  
Year 1 Winter  
Year 1 Spring  
Year 1 Summer  
Year 2 Fall  
Year 2 Winter  
Year 2 Spring

**Professional Ethics Program Framework Guidelines****Selected Observation and Practice Framework(s):**

4f: Showing Professionalism

**Timeline**

Year 1 Fall  
Year 1 Winter  
Year 1 Spring

### Common Ground

#### **Selected Observation and Practice Framework(s):**

2a: Creating an Environment of Respect and Rapport  
3a: Communicating with Students  
3c: Engaging Students in Learning  
4c: Communicating with Families  
1b: Demonstrating Knowledge of Students  
3e: Demonstrating Flexibility and Responsiveness

#### **Timeline**

Year 1 Fall  
Year 1 Winter  
Year 1 Spring

### Educator Effectiveness

#### **Selected Observation and Practice Framework(s):**

1d: Demonstrating Knowledge of Resources  
3e: Demonstrating Flexibility and Responsiveness  
1f: Designing Student Assessments  
1e: Designing Coherent Instruction  
3b: Using Questioning and Discussion Techniques  
1c: Setting Instructional Outcomes  
4a: Reflecting on Teaching  
1a: Demonstrating Knowledge of Content and Pedagogy



4d: Participating in a Professional Community

4e: Growing and Developing Professionally

**Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

## Evaluation and Monitoring

### **Evaluation and Monitoring**

Evaluation and Monitoring The following documentation, evaluation, and monitoring events will occur to insure the new employee is meeting with success. • Induction Needs Assessment • Annual Professional Goal Setting (Year 1 and Year 2) • Induction Logs (Year 1 and Year 2) • Mid Year Reflection Activity Report • End Year Reflection Activity Report • PDE Act 13 • Building principal or supervisor review • Post Induction Evaluation The Building Principal, Supervisor, and District Induction Coordinators will be responsible for reviewing this documentation in order to gauge the effectiveness of the Induction Program and make changes as necessary for future new employees.

### Documentation of Participation and Completion

Mentor documents his/her inductee's involvement in the program.	Yes
A designated administrator receives, evaluates, and archives all mentor records.	Yes
School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.	Yes
Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.	Yes

Confirm that all first-year teachers are required to participate in the induction program.

Yes

**If "No" is selected, please explain what individuals were not included in the Induction Program and why.**

## Signatures and Quality Assurance

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Educator Induction Plan Coordinator	Date

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the [National Staff Development Council's Standards for Staff Learning](#).

Chief School Administrator	Date

## **SOUTHERN LEHIGH SD**

5775 Main St

### **Professional Development Plan (Act 48) | 2025 - 2028**

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## **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

Southern Lehigh School District  
121395703 - 0  
5775 Center Valley , PA, PA 18034

Dr. Tamara Solometo  
solometot@sbsd.org  
6102823121 X 5403

Dr. Michael Mahon  
mahonm@sbsd.org

## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Dr. Karen Trinkle	Assistant Superintendent	Administrator	Administration Personnel
Andria Buchman	Director of Special Education and Student Services	Administrator	Administration Personnel
Dr. Tamara Solometo	Director of Curriculum and Instruction	Administrator	Administration Personnel
Kelly Katzbeck	Instructional Coach	K-12 Teacher	Teacher
Dr. Lynn Chromiak	Principal	Administrator	Administration Personnel
Brian Mansfield	Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Sean McGinty	Principal	Administrator	Administration Personnel
Deanna Webb	Principal	Administrator	Administration Personnel
Joshua Miller	Principal	Administrator	Administration Personnel
Dr. Michael Heater	Coordinator Curriculum & Instruction/Educational Technologies	Education Specialist	Education Specialist
Melissa Torba	School Board Member	Community Member	School Board of Directors
Timothy Kearney	School Board Member	Community Member	School Board of Directors
Candi Kruse	School Board Member	Community Member	School Board of Directors
Emily Gehman	School Board Member	Community Member	School Board of Directors

**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 administrative members of the committee meet regularly throughout the year to discuss Professional Development plans. The full committee meets monthly at Education Committee meetings to discuss the specifics of Professional Development and how it's being used to support districtwide curricular initiatives.



# ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

## CURRICULUM-DRIVEN PROFESSIONAL DEVELOPMENT FOR CORE AND SUPPLEMENTAL MATH CURRICULUM K-8.

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement high quality core and supplemental math materials in all classrooms K-8.	K-8 math teachers, math specialists, special educators, ELD specialists, administration.	Research-based pedagogy in mathematics Conceptual and procedural fluency in mathematics Cohesive instruction from one grade level to the next Differentiation for the needs of diverse learners	Implementation of a research-based K-8 math core curriculum.
Lead Person/Position		Anticipated Timeline	
Administration		07/01/2025 - 06/30/2028	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing	3a: Communicating with Students	Teaching Diverse Learners in Inclusive Settings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1e: Designing Coherent Instruction	
		3b: Using Questioning and Discussion Techniques	
		3c: Engaging Students in Learning	
		3d: Using Assessment in Instruction	
		1d: Demonstrating Knowledge of Resources	
Inservice day	One to two times throughout the school year.	1d: Demonstrating Knowledge of Resources	Teaching Diverse Learners in Inclusive Settings
		1c: Setting Instructional Outcomes	
		1e: Designing Coherent Instruction	
		1a: Demonstrating Knowledge of Content and Pedagogy	

# DATA ANALYSIS TO INFORM DIFFERENTIATED INSTRUCTION

Action Step	Audience	Topics to be Included	Evidence of Learning
Review multiple sources of assessment data to inform groupings for intervention, enrichment, and differentiation to meet student needs.	K-8 math teachers, math specialists, special educators, ELD specialists, administration.	Data analysis Differentiated instruction Needs of diverse learners	Math instruction aimed at differentiating for learners with diverse needs
Lead Person/Position	Anticipated Timeline		
Administration	07/01/2025 - 06/30/2028		

# LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing	3d: Using Assessment in Instruction  1b: Demonstrating Knowledge of Students  1c: Setting Instructional Outcomes	Teaching Diverse Learners in Inclusive Settings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1d: Demonstrating Knowledge of Resources	
		1f: Designing Student Assessments	

### STRATEGIES FOR MEETING THE NEEDS OF ECONOMICALLY DISADVANTAGED STUDENTS

Action Step	Audience	Topics to be Included	Evidence of Learning
Monitor and evaluate the impact of professional learning on staff practices and student learning.	K-12 professional staff	Strategies for meeting the academic needs of economically disadvantaged students. Strategies for meeting the social-emotional needs of economically disadvantaged students. The impact of trauma on student achievement, especially as it relates to economically disadvantaged students.	Evidence of strategies in classroom instruction. Growth in academic performance of economically disadvantaged students.
Lead Person/Position	Anticipated Timeline		
Administration	07/01/2025 - 06/30/2028		

### 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 to two times per year	2d: Managing Student Behavior  1a: Demonstrating Knowledge of Content and Pedagogy  4c: Communicating with Families  1b: Demonstrating Knowledge of Students  4e: Growing and Developing Professionally  3b: Using Questioning and Discussion Techniques  2b: Establishing a Culture for Learning  2a: Creating an Environment of Respect and Rapport	Common Ground: Culturally Relevant Sustaining Education
Inservice day	Once per year	3e: Demonstrating Flexibility and Responsiveness  1b: Demonstrating Knowledge of Students  2a: Creating an Environment of Respect and Rapport  2d: Managing Student Behavior  2c: Managing Classroom Procedures	At Least 1-hour of Trauma-informed Care Training for All Staff

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
3c: Engaging Students in Learning			

STRUCTURED LITERACY

Action Step	Audience	Topics to be Included	Evidence of Learning
Review multiple sources of assessment data to inform groupings for intervention, enrichment, and differentiation to meet student needs.	K-12 professional staff	Structured Literacy competencies as assigned by PDE for groups of certificated staff members. Literacy in the content areas.	Implementation of structured literacy practices in classroom instruction.
Lead Person/Position	Anticipated Timeline		
Administration	07/01/2025 - 06/30/2028		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice	One to two times per year, staggered over a three-year	1c: Setting Instructional	Language and Literacy

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
day	timeframe to meet the needs of all certificated groups	Outcomes  1a: Demonstrating Knowledge of Content and Pedagogy  1d: Demonstrating Knowledge of Resources  1e: Designing Coherent Instruction  4e: Growing and Developing Professionally	Acquisition for All Students

## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES



## 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? ( <a href="#">22 Pa Code, Chapter 4</a> )	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 ( <a href="#">22 Pa Code, 19</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? ( <a href="#">22 pa Code, 49.16</a> )	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

**Professional Education Plan Guidelines****Yes/No**

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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)?

Middle school content area teachers High school content area teachers

Is the LEA using or planning to implement Structured Literacy (Select One)?

Yes, full implementation.

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## **EVALUATION AND REVIEW**

### **DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.**

Each school year student growth and achievement data may be analyzed from eMetric and PVAA's to make revisions to the plan. At the conclusion of each school year, an Professional Development survey is sent to staff. Results may be used to make revisions to the plan. Department leaders may make recommendations for professional development annually. Those recommendations may be used to make revisions to the plan. In preparing for the upcoming school year, administrators review progress related to District and Building goals and may make revisions to the plan.

**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

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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