LAUSD UNIFIED

LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

TITLE:	School-Site Professional Development Priorities and Banked Time Tuesdays for Schools 2024-25
NUMBER:	MEM-6015.12
ISSUER:	Dr. Karla V. Estrada Deputy Superintendent, Instruction Pedro Salcido Deputy Superintendent, Business Services & Operations
DATE:	May 20, 2024

PURPOSE: The purpose of this memorandum is to provide schools with Banked Time Tuesday dates and other relevant information to enable alignment of school-based professional development content and time with Los Angeles Unified School District (LAUSD) instructional priorities.

School-site professional development should be aligned with the District outcomes identified in:
- LAUSD 2022-26 Strategic Plan
- California's Accountability and Continuous Improvement System - http://www.cde.ca.gov/ta/ac/cm
- Local Control Accountability Plan (LCAP) - http://achieve.lausd.net/lcap
- California frameworks and content standards implementation for all students - https://www.cde.ca.gov/ci/cr/cf/allfwks.asp, encompassing English Language Arts (ELA), English Language Development (ELD), Mathematics, History/Social Science, Science, Visual and Performing Arts, Physical Education, and Health Education
- California English Language Development standards implementation in tandem with all California content standards, through designated and integrated ELD
- 2024 Multilingual Multicultural Instructional Master Plan

Additionally, school-site professional development should address the following:

- Literacy and language instruction that ensures all students read, write, speak, and listen effectively, accurately, and fluently by the end of 3rd grade - https://www.lausd.org/Page/17824
- Equitable access to all areas of the curricula provided for all students, including a diverse range of learners (see California framework, Chapter 9)
- Culturally and linguistically responsive instructional strategies in all content areas as outlined in the California frameworks
- Access and equity with a Multi-Tiered System of Supports (MTSS), including Culturally and Linguistically Responsive Pedagogy (CLRP), Response to Instruction and Intervention (RtI^2), and Universal Design for Learning (UDL) for academics and behavior
- The integration of Social/Emotional Learning (SEL) into content areas

MAJOR CHANGES: This memorandum replaces both MEM-6015.11, *School-Site Professional Development Priorities and Banked Time Tuesdays for Elementary Schools 2023-2024*, dated June 26, 2023, and MEM-5788.14, *School-Site Professional Development Priorities and Banked Time Tuesdays for Middle and High Schools 2023-2024*, dated June 26, 2023. In addition, the mandatory safety training modules have been added. By consolidating these two memorandums and including the mandatory safety training modules, we aim to streamline communication and deepen the coherence of professional development efforts across the District.

Flexibility is provided to school principals to schedule these modules during the year to complement school-site professional development priorities. Professional development plans and flexibilities in timeline should be discussed with the Regional Director. Schools are to retain copies of the Banked Time Tuesday meeting agendas and sign-in sheets as evidence of completion.

BACKGROUND: The primary expected outcomes for professional development are continuous growth and improvement of teacher practice through a cycle of inquiry that results in student progress toward mastery of the content standards and academic language proficiency.

In accordance with Article IX-B, Section 2.0 of the LAUSD / United Teachers Los Angeles (UTLA) Collective Bargaining Agreement (CBA), principals are to work with their leadership councils and instructional teams to develop a year-long professional development plan. The plan will focus on the District's instructional priorities and teacher effectiveness as determined by the Teaching and Learning Framework (TLF) and student achievement data. The TLF details the pedagogy needed to effectively teach the California content standards, the acquisition of 21st century skills, and provides access to content for the diverse needs of our student population. It honors the complex nature of teaching and provides a common language to support professional growth for both novice and veteran teachers in discrete elements through the use of descriptors and varying performance levels.

In alignment with the current collective bargaining agreement, this document lists Banked Time Tuesday on every Tuesday of the school year for a total of 39 of these professional development days. Each Banked Time Tuesday session will be for a total of 60 minutes. Pursuant to Article IX-B of the LAUSD / UTLA CBA, the time that is provided on the professional development Banked Time Tuesday afternoons must be used to improve instruction to ensure student achievement of the standards.

Secondary schools must not schedule or approve extracurricular or athletic activities that occur during the 39 required 60-minute Professional Development Banked Time Tuesdays. However, activities or practices can take place after the 60-minute professional development activities have been completed. This applies but is not limited to the following: cheer practice, band practice, academic decathlon, student clubs, student body activities, and athletic practice or contests.

INSTRUCTIONS: I. IMPLEMENTATION OF BANKED TIME TUESDAYS

A. Banked Time Tuesday Allotments

Per the LAUSD / UTLA CBA, fifty percent (50%) of allocated Banked Time Tuesdays (listed on Attachments A-C) must be devoted to professional development aligned with the District's instructional priorities. The number of days allocated for Banked Time Tuesday professional development for all schools breaks down as follows:

Banked Time Tuesday Allocations	
District-determined topics for Banked Time	19
Local School Leadership Council (LSLC) determined topics for Banked Time Tuesdays	20
Total number of Banked Time Tuesdays allocated to schools	**39**

B. Scheduling of Professional Development Banked Time Tuesdays

Schools must adhere to the established Banked Time Tuesday schedule as outlined in Attachments A-C.

The Banked Time Tuesday schedule must match what is submitted in the 2024-25 online bell schedule. The bell schedule must meet the minimum required instructional minutes as indicated in the following documents:

- BUL-6144.3, *School Day Schedule Requirements and Schedule Change Requests for Regular, Minimum, Shortened, Banked-Time and Pupil-Free Days*, dated April 23, 2024
- REF-068500.5, *Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for School Year 2024-25*, dated June 3, 2024

Schools may also use shortened days, minimum days, school-determined staff development meetings, and grade-level meetings for professional development opportunities.

C. Additional Considerations for Banked Time Tuesdays

The following guidelines for the scheduling and implementing of Banked Time Tuesdays must be adhered to:

- If Banked Time Tuesday date(s) fall on the same date(s) as California and District testing programs, schools must administer the mandated test. A special testing schedule will be necessary to complete testing on a Banked Time Tuesday schedule.
- There are no changes in the length of the teachers' contractual workday.

- Minimum and/or shortened days may not be combined with the professional development banked time on Banked Time Tuesdays.
- Schools will not be required to pay transportation costs for Banked Time Tuesdays listed on the approved calendar schedule.
- Affiliated charter schools that have Banked Time written into their charters will continue to implement Banked Time as designated in the charter.
- Banked Time Tuesday professional development shall not be extended in length with additional meetings on Back-to-School, Open House, or parent conference days.

II. INSTRUCTIONAL PRACTICES

Professional development topics and activities should support and enhance teachers' practice, including collaborative planning, examining student work, and use of evidence-based instructional practices, in a reflective cycle of inquiry. Professional development structures that promote a cycle of inquiry, such as Lesson Study, Workshop Model, Lab Days, etc., are proven to lead to immediate transfer of learning and deeper implementation of strategies. Elements from the TLF will be leveraged to deepen pedagogical practices.

The California frameworks for all content areas, in tandem with the California content standards, are the guiding documents for effective instruction in all classrooms. The California frameworks are available on this webpage - https://www.cde.ca.gov/ci/cr/cf/allfwks.asp. Effective instruction that utilizes the California Content Standards requires that teachers come together to construct or deconstruct standards, lessons, units, and assessments, such as English Language Proficiency Assessments for California (ELPAC), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), i-Ready, etc.

The LAUSD 2022-26 Strategic Plan outlines a vision for Academic Excellence that supports all students in meeting rigorous learning goals

and ensures they graduate Ready for the World. It serves as the roadmap for the coherent implementation of Districtwide instructional strategies that will elevate student achievement and eliminate opportunity gaps.

A. Instructional Priorities

For the 2024-25 academic year, the District's structured professional development approach will focus on promoting coherence and supporting the instructional priorities outlined below. This comprehensive approach will empower educators to deliver high-quality instruction and support the diverse learning needs of all students.

- **Literacy, Numeracy, and Science**: Ensure every classroom uses standards-aligned curriculum that leverages small-group instruction, tiered intervention programs, and the TLF. Emphasize academic language and critical thinking skills, and incorporate Culturally and Linguistically Responsive Pedagogy (CLRP) to reflect students' cultures and experiences.

- **Assessments Informing Instruction**: Use both formative and summative assessments to provide essential data that guides teachers in tailoring their instructional strategies to meet diverse student needs.

- **Professional & Leadership Development**: Cultivate a culture of continued learning and excellence. Develop Instructional Leadership Teams (ILTs) at school sites to foster collaboration and school improvement.

- **Continuous Improvement**: Implement the Plan-Do-Study-Act (PDSA) model to engage in continuous improvement practices, ensuring instructional strategies remain relevant and impactful. The following Plan-Do-Study-Act (PDSA) Cycles Playbook can be utilized to guide school teams through developing and implementing PDSA Cycles.

III. REQUIRED INSTRUCTIONAL MODULES

19 District-determined Topics for Banked Time	
Required instructional modules	12
District-determined instructional choice board modules	7
Total number of District-determined topics for Banked Time	**19**

Each of the 12 required instructional modules will come packaged with presentation materials, a facilitator guide, and a link for evaluation/feedback, ensuring that facilitators are well-equipped to deliver content effectively and efficiently. To ensure that school-site leaders are fully prepared and have ample time to plan, the District is providing the following guidance:

- All required instructional modules will be published on the Principal's Portal (https://principalportal.lausd.net) by August 12, 2024.
- All schools will deliver the "Data-Driven Decision Making - Aligning 2024 Data to the Instructional Priorities" module on August 20, 2024.
- The sequence of the remaining 11 required instructional modules is left to the determination of the school site. These modules should be completed by February 28, 2025.

# of Modules	Elementary Schools
1	**Assessments Informing Instruction: Use of i-Ready Tools** ● This module explores the practical application of i-Ready tools and analytics to meet diverse student needs effectively. Participants will gain insights into data interpretation, the integration of formative assessments, and the implementation of targeted interventions to foster academic growth and mastery.

# of Modules	Elementary Schools continued
1	**CLRP: Rigorous Instruction with Culturally and Linguistically Responsive Pedagogy** ● This module is designed to enhance educators' skills in delivering instruction that is both academically rigorous and culturally responsive. Participants will learn to create inclusive learning environments that acknowledge and utilize the cultural and linguistic assets of all students.
1	**Data-Driven Decision Making - Aligning 2024 Data to the Instructional Priorities** ● This module offers a deep dive into techniques to analyze, interpret, and utilize data effectively to enhance teaching strategies and improve student outcomes. Participants will learn to navigate various data sets, understand trends, and make evidence-based decisions that align with their school's educational goals. ● *Note: All schools will deliver this module on August 20, 2024.*

2	**Data-Driven Rigor for Every Learner - Optimizing Data and Small-Group Instruction to Support Student Group Instruction**
	● This module focuses on leveraging data to strategically plan for small-group instruction, ensuring each student's academic strengths and needs are addressed. Participants will review performance data, assessment blueprints, and power standards to enhance small-group instruction in literacy and numeracy.
	● *Note: Schools will select two (2) of the four (4) available modules:*
	  ○ *Black Students*
	  ○ *English Learners*
	  ○ *Gifted and Talented Education (GATE)*
	  ○ *Students with Disabilities*

# of Modules	Elementary Schools continued
1	**Literacy - Deepening Knowledge of Evidence-Based Strategies in Writing** ● This module introduces a variety of research-based strategies to enhance students' writing skills across genres. Participants will engage with interactive content and practical activities that translate into immediate classroom application, fostering critical thinking and creativity in their students.
1	**Literacy - Science of Reading in our Core Curriculum** ● This module provides educators with data-driven strategies and evidence-based practices to enhance literacy instruction through curriculum connections, identify opportunities to elevate rigor, and design engaging tasks that captivate and challenge students.
2	**Numeracy - Integrating Real World Applications - Parts 1 & 2** ● This module covers practical methods for incorporating real-life contexts into numeracy lessons, helping students see the relevance of math in their everyday lives. Over two (2) parts, participants will explore innovative approaches to problem-solving and critical thinking, equipped with tools and resources to foster a deeper understanding and appreciation of mathematics among their students.
2	**Science - Overview of Disciplinary Core Ideas - Parts 1 & 2** ● This module is designed to empower educators to seamlessly integrate the Next Generation Science Standards (NGSS) into their classrooms, with a specific focus on the Crosscutting Concepts (CCCs) and the Science and Engineering Practices (SEPs).

# of Modules	Elementary Schools continued

	Participants will explore strategies to enrich science instruction and enhance student engagement through practical and interactive approaches.
	● *Note: Schools will participate in both of the following modules:*
	    ○ *Using the Crosscutting Concepts*
	    ○ *Engagement with Science & Engineering Practices*

1	**Translanguaging Mindset - The Genius of the Multilingual Brain** This module explores the cognitive benefits and educational strategies derived from embracing multiple languages in learning environments. Participants will learn how to effectively incorporate translanguaging to boost comprehension, cultural inclusivity, and student engagement.
12	**Total number of required instructional modules for Elementary**

# of Modules	Secondary Schools
1	**Aligning the Unit Planning Process to Grade-Level Standards and SBA Released Items** ● **Math**: Aligning the Unit Planning Process to Grade-Level Standards and SBA Released Items ● **Science**: Disciplinary Core Ideas (DCIs) in Science ● **All Remaining Content Areas**: Aligning the Unit Planning Process to Grade-Level Standards and SBA Released Items

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# of Modules	Secondary Schools continued
1	**Assessments Informing Instruction: Use of i-Ready Tools & IXL** ● This module explores the practical application of i-Ready and IXL tools and analytics to meet diverse student needs effectively. Participants will gain insights into data interpretation, the integration of formative assessments, and the implementation of targeted interventions to foster academic growth and mastery.
1	**CLRP: Rigorous Instruction with Culturally and Linguistically Responsive Pedagogy** ● This module is designed to enhance educators' skills in delivering instruction that is both academically rigorous and culturally responsive. Participants will learn to create inclusive learning environments that acknowledge and utilize the cultural and linguistic assets of all students.
1	**Data-Driven Decision Making - Aligning 2024 Data to the Instructional Priorities** ● This module offers a deep dive into techniques to analyze, interpret, and utilize data effectively to enhance teaching strategies and improve student outcomes. Participants will learn to navigate various data sets, understand trends, and make evidence-based decisions that align with their school's educational goals. ● *Note: All schools will deliver this module on August 20, 2024.*
2	**Data-Driven Rigor for Every Learner - Optimizing Data and Small-Group Instruction to Support Student Group Instruction** ● *This module focuses on leveraging data to strategically plan for small-group instruction, ensuring*

# of Modules	Secondary Schools continued

	each student's academic strengths and needs are addressed. Participants will review performance data, assessment blueprints, and power standards to enhance small-group instruction in literacy and numeracy.
	● *Note: Schools will select two (2) of the four (4) available modules:*
	   ○ *Black Students*
	   ○ *English Learners*
	   ○ *Gifted and Talented Education (GATE)*
	   ○ *Students with Disabilities*

1	**Deepening Knowledge of Evidence-Based Strategies in Writing (Enhancing SBA Task Integration)** ● This module introduces a variety of research-based strategies to enhance students' writing skills across genres. Participants will engage with interactive content and practical activities that translate into immediate classroom application, fostering critical thinking and creativity in their students.
1	**Summer PD Continuation Part 1: Deepening the Integration of Strategies** ● **Math**: Integrating Rigor - Fluency, Conceptual Understanding, and Real-World Applications ● **Science**: Argumentation In Science ● **All Remaining Content Areas**: Progress Monitoring with Assessments and Student Work
1	**Summer PD Continuation Part 2: Deepening the Integration of Strategies** ● **Math**: Enhancing our Understanding of Constructing Viable Arguments and Critiquing the Reasoning of Others

# of Modules	Secondary Schools continued
	• **Science**: Crosscutting Concepts in Science • **All Remaining Content Areas**: Disciplinary Core Ideas through Media Literacy
1	**Translanguaging Mindset - The Genius of the Multilingual Brain** • This module explores the cognitive benefits and educational strategies derived from embracing multiple languages in learning environments. Participants will learn how to effectively incorporate translanguaging to boost comprehension, cultural inclusivity, and student engagement.
2	**Unlocking Literacy: A Deep Dive into the Science of Reading through Close Reading and Academic Vocabulary for Enhanced Reading Comprehension - Parts 1 & 2** • This module will further support reading comprehension through close reading and annotating text and will emphasize the use of academic vocabulary. Participants will deepen their understanding as they use texts from their discipline (e.g., informational texts, literary texts).
12	**Total number of required instructional modules for Secondary**

IV. **DISTRICT-DETERMINED INSTRUCTIONAL CHOICE BOARD MODULES**

For the seven (7) District-determined instructional choice board modules, the Division of Instruction (DOI), Equitable School Performance Office (ESPO), Educational Transformation Office (ETO), Office of Special Education, Equity and Specialized Programs, and others will develop a variety of choice board professional development modules that closely align with the District's instructional priorities. This choice board format provides a versatile framework that empowers school leadership to tailor

professional development activities that are most relevant and beneficial to their teachers and students.

To ensure that school-site leaders are fully prepared and have ample time to plan, all choice board modules will be available on the Principal's Portal by August 12, 2024.

V. REQUIRED SAFETY MODULES (DURING FACULTY MEETINGS)

The Every School Safe safety training modules will continue to be provided to school-site administrators and Division Leads with information regarding the mandated safety training modules to be delivered to all District employees (during faculty meetings), students, and/or parents throughout the 2024-25 school year.

A. Training Process

School administrators and staff will be trained using a Train-the-Trainer (TTT) model for each training module. The Division of School Operations (DSO) will facilitate trainings for Region Operations Coordinators, Division Leads, and supervisors. Non-school-site employees will participate in safety training modules through My Professional Learning Network (MyPLN) starting in Fall 2024.

Topics	Month
Creating Welcoming Environments ● All students need to feel included and connected to their school community. The Start With Hello program empowers students in grades K-12 to recognize loneliness and social isolation in their peers, offers effective strategies to get help and help others, and outlines ways they can grow an empathetic and inclusive community. ● *Intended audience*: All school employees, parents, and students	**August 2024** Due: September 25, 2024

Topics	Month
Suicide Awareness and Prevention ● Identify the steps for suicide prevention, warning signs, risk factors, and how to get assistance. ● *Intended audience*: All school employees, parents, and students	**September 2024** Due: October 23, 2024
Substance Use Awareness/Fentanyl ● Help participants understand the risks of substance use, discourage its use, and help students make healthy choices. ● *Intended audience*: All school employees, parents, and students	**October 2024** Due: November 20, 2024
De-escalation and Restorative Practices ● Staff: Participants receive strategies to respond and connect with students. ● Parents: Participants receive strategies to help with behavior at home. ● Students: Students receive strategies to help with regulating their behavior. *Intended audience*: Staff, parents, and students	**November 2024** Due: January 15, 2025
Administrative Investigations ● Part 3: Conducting Interviews and Analyzing Findings *Intended audience*: Administrators only	**February 2025** Due: February 26, 2025
***Breaking the Silence* Child Abuse Awareness** ● Staff: Annual Child Abuse Training ● *Intended audience*: All employees **Grooming and Online Grooming Awareness** ● Strategies to recognize, prevent, and seek assistance.*Intended audience*: Parents and students	**March 2025** Due: April 30, 2025

Topics	Month
Cyber Security ● Awareness and strategies regarding online safety. ● ***Intended audience***: All school employees, parents, and students	**April 2025** Due: May 28, 2025

VI. PROFESSIONAL DEVELOPMENT RESOURCES

All teachers will utilize the California Content Frameworks and the California Content Standards to guide instruction. The California content frameworks can be found on this webpage - https://www.cde.ca.gov/ci/cr/cf/allfwks.asp.

MyPLN houses a variety of professional development opportunities for educators across content areas and grade spans. These District-recommended sessions address high-level instructional strategies and core curriculum support.

RELATED RESOURCES: BUL-6144.3, School Day Schedule Requirements and Schedule Change Requests for Regular, Minimum, Shortened, Banked-Time and Pupil-Free Days

REF-068500.5, Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for School Year 2024-25

ATTACHMENTS: Attachment A: Banked Time Professional Development Schedule 2024-25 Elementary Single Track

Attachment B: Banked Time Professional Development Schedule 2024-25 - Secondary Single Track, Semester

Attachment C: Banked Time Professional Development Schedule 2024-25 - Secondary Single Track, 4X4

ASSISTANCE: For additional information, please contact the Office of the Deputy Superintendent of Instruction at (213) 241-8327.

LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

BANKED TIME PROFESSIONAL DEVELOPMENT SCHEDULE 2024–2025
ELEMENTARY SINGLE-TRACK CALENDAR

The dates below represent the District-allocated banked time Tuesdays only. At a minimum, 19 of the 39 banked time Tuesdays are to be dedicated to the District's priorities.

District-Allocated Banked Time Tuesdays		Progress Report Periods, Grade Entry, and Parent Conferences	Back-to-School and Open House
FALL (17 Tuesdays) August 13, 2024 August 20, 2024* August 27, 2024 September 3, 2024 September 10, 2024 September 17, 2024 September 24, 2024 October 1, 2024 October 8, 2024 October 15, 2024 October 22, 2024 October 29, 2024 November 5, 2024 November 12, 2024 November 19, 2024 ***Thanksgiving Holiday*** *November 25, 2024 -* *November 29, 2024* December 3, 2024 December 10, 2024 ***Winter Break*** *December 16, 2024 -* *January 3, 2025*	**SPRING (22 Tuesdays)** January 7, 2025 January 14, 2025 January 21, 2025 January 28, 2025 February 4, 2025 February 11, 2025 February 18, 2025 February 25, 2025 ***Required instructional modules (12) to be completed by February 28, 2025*** March 4, 2025 March 11, 2025 March 18, 2025 March 25, 2025 April 1, 2025 April 8, 2025 ***Spring Break*** *April 14, 2025 -* *April 18, 2025* April 22, 2025 April 29, 2025 May 6, 2025 May 13, 2025 May 20, 2025 May 27, 2025 June 3, 2025 June 10, 2025	**Progress Report 1** Reporting Period 8/12/24 to 11/8/24 Grade Entry 10/24/24 to 11/15/24 **Parent Conferences Window** Start Date: 11/12/24 End Date: 11/15/24 **Progress Report 2** Reporting Period 11/12/24 to 2/28/25 Grade Entry 2/13/25 to 3/7/25 **Parent Conferences Window** Start Date: 3/3/25 End Date: 3/7/25 **Progress Report 3** Reporting Period 3/3/25 to 6/10/25 Grade Entry 5/19/25 to 6/10/25 **Parent Conferences Window (optional)** Start Date: 6/3/25 End Date: 6/7/25	**Back-to-School Window** Start Date: 8/27/24 End Date: 9/20/24 **Open House Window** Start Date: 3/10/25 End Date: 5/23/25

*All schools will deliver the "Data-Driven Decision Making - Aligning 2024 Data to the Instructional Priorities" module on August 20, 2024.

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BANKED TIME PROFESSIONAL DEVELOPMENT SCHEDULE 2024–2025
SECONDARY SINGLE-TRACK CALENDAR, SEMESTER SCHEDULE

The dates below represent the District-allocated banked time Tuesdays only. At a minimum, 19 of the 39 banked time Tuesdays are to be dedicated to the District's priorities.

District-Allocated Banked Time Tuesdays		Marks Reporting End Dates and Parent Conferences	Back-to-School and Open House
FALL (17 Tuesdays) August 13, 2024 August 20, 2024* August 27, 2024 September 3, 2024 September 10, 2024 September 17, 2024 September 24, 2024 October 1, 2024 October 8, 2024 October 15, 2024 October 22, 2024 October 29, 2024 November 5, 2024 November 12, 2024 November 19, 2024 ***Thanksgiving Holiday*** *November 25, 2024 -* *November 29, 2024* December 3, 2024 December 10, 2024 ***Winter Break*** *December 16, 2024 -* *January 3, 2025*	**SPRING (22 Tuesdays)** January 7, 2025 January 14, 2025 January 21, 2025 January 28, 2025 February 4, 2025 February 11, 2025 February 18, 2025 February 25, 2025 March 4, 2025 March 11, 2025 March 18, 2025 March 25, 2025 April 1, 2025 April 8, 2025 ***Spring Break*** *April 14, 2025 -* *April 18, 2025* April 22, 2025 April 29, 2025 May 6, 2025 May 13, 2025 May 20, 2025 May 27, 2025 June 3, 2025 June 10, 2025	**Fall Semester** 5 Week: 9/5/24 - 9/13/24 10 Week: 10/2/24 - 10/11/24 15 Week: 10/31/24 - 11/8/24 Final Mark: 12/5/24 - 12/13/24 **Parent Conferences Window** Start Date: 10/14/24 End Date: 10/25/24 **Spring Semester** 5 Week: 2/6/25 - 2/14/25 10 Week:3/13/25 - 3/21/25 15 Week: 4/23/25 - 5/2/25 Final Mark: 5/12/25 - 6/10/25 **Parent Conferences Window** Start Date: 2/18/25 End Date: 2/28/25	**Back-to-School Window** Start Date: 8/27/24 End Date: 9/20/24 **Open House Window** Start Date: 3/10/25 End Date: 5/23/25

***All schools will deliver the "Data-Driven Decision Making - Aligning 2024 Data to the Instructional Priorities"*
module on August 20, 2024.

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BANKED TIME PROFESSIONAL DEVELOPMENT SCHEDULE 2024–2025
SECONDARY SINGLE-TRACK CALENDAR, 4X4 SCHEDULE

The dates below represent the District-allocated banked time Tuesdays only. At a minimum, 19 of the 39 banked time Tuesdays are to be dedicated to the District's priorities.

District-Allocated Banked Time Tuesdays		Marks Reporting End Dates and Parent Conferences	Back-to-School and Open House
FALL (17 Tuesdays) August 13, 2024 August 20, 2024* August 27, 2024 September 3, 2024 September 10, 2024 September 17, 2024 September 24, 2024 October 1, 2024 October 8, 2024 October 15, 2024 October 22, 2024 October 29, 2024 November 5, 2024 November 12, 2024 November 19, 2024 ***Thanksgiving Holiday*** *November 25, 2024 -* *November 29, 2024* December 3, 2024 December 10, 2024 ***Winter Break*** *December 16, 2024 -* *January 3, 2025*	**SPRING (22 Tuesdays)** January 7, 2025 January 14, 2025 January 21, 2025 January 28, 2025 February 4, 2025 February 11, 2025 February 18, 2025 February 25, 2025 ***Required instructional modules (12) to be completed by February 28, 2025*** March 4, 2025 March 11, 2025 March 18, 2025 March 25, 2025 April 1, 2025 April 8, 2025 ***Spring Break*** *April 14, 2025 -* *April 18, 2025* April 22, 2025 April 29, 2025 May 6, 2025 May 13, 2025 May 20, 2025 May 27, 2025 June 3, 2025 June 10, 2025	**Fall 1st Quarter** Midterm: 9/5/24 - 9/13/24 Final Mark: 10/2/24 - 10/11/24 **Parent Conferences Window** Start Date: 10/14/24 End Date: 10/25/24 **Fall 2nd Quarter** Midterm: 10/31/24 - 11/8/24 Final Mark: 12/5/24 - 12/13/24 **Spring 1st Quarter** Midterm: 2/6/25 - 2/14/25 Final Mark: 3/13/25 - 3/21/25 **Parent Conferences Window** Start Date: 2/18/25 End Date: 2/28/25 **Spring 2nd Quarter** Midterm: 4/23/25 - 5/2/25 Final Mark: 5/12/25 - 6/10/25	**Back-to-School Window** Start Date: 8/27/24 End Date: 9/20/24 **Open House Window** Start Date: 3/10/25 End Date: 5/23/25

All schools will deliver the "Data-Driven Decision Making - Aligning 2024 Data to the Instructional Priorities" module on August 20, 2024.