MISSION STATEMENT

East Stroudsburg Area School District fosters within all students a commitment to excellence, service and life-long learning which prepares students to be creative, productive and responsible citizens with a global perspective.

VISION STATEMENT

East Stroudsburg Area School District supports all students on their path to success and values their rich diversity. Our dynamic programs are delivered by high-quality educators who utilize all the tools at their disposal, and collaborate with home and community, in order to deepen everyone's passion for lifelong learning.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Students in the ESASD overall have a positive feeling of physical safety but feel as though the emotional support they receive within the schools could be stronger. The students also feel as though their learning experiences should focus on an outside goal, whether that be college, the military, or the workforce. Students do not feel like the assessment process, and learning experiences within the district align well with their future goals.

STAFF

ESASD staff strives to provide a safe emotional and learning environment for all students. Our staff believes students who feel safe are more likely to stay in school and achieve academically. In order to achieve safety and learning emotionally, the district has provided professional learning in social-emotional support and more student-centered education. However, additional staff and smaller class sizes are needed to better address the social/emotional needs of our students beginning in the early grades. Staff members would like to see students taking their academic and learning experiences into their own hands. More opportunities need to be provided to expand and promote awareness of MCTI and cyber programs for career-based training.

ADMINISTRATION

The administration must assist in the growth of our students, staff, district, and community by providing the proper guidance, support, and resources, in achieving district goals, conquering educational challenges, supporting all students, and providing meaningful learning experiences in an atmosphere of greater trust, better communication, and higher accountability.

PARENTS

Parents feel that there are many contributing factors that are vital to the successful achievement of ESASD's strategic objectives. A majority of parents agree that communication of needs in the home and within the school are vital. Furthermore, parents agree that a strong emphasis on career readiness and real-life experiences and opportunities contributes to the success of our students in the future. Within the scope of the

individual school buildings and classrooms, parents would like to see more follow-through from teachers and administration and appropriate and immediate consequences. Parents identified a need for support in the classrooms and/or smaller class sizes. Additionally, parents recognize the importance of social and emotional learning and support within the classroom.

COMMUNITY

Our community must educate themselves on the value of education and the "village-type" approach that must be taken to instill proper values and work ethics in children. Parents must also assume the responsibility of clear, effective, and productive communication with staff and administrators in order to appropriately support the academic and social development of students. Parents should also take part in the educational process by volunteering in capacities that are beneficial. This will help students develop the social skills necessary in service professions; such as being personable, respectful, ethical, and responsible in their chosen career. Students can obtain these "soft skills" through learning experiences, internships, and summer employment. Local businesses must also offer mentor programs along with teachers and counselors. Parents and community members must work together in this ever-changing technological world. Our community feels that ESASD should set our students up for success by teaching teamwork and helping students develop the necessary skills for relevant pathways in life. This would include interpersonal skills, respect, work ethic, and financial responsibility.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
George Andrews	Community	Board of DIrectors
Brian Baddick	Administrator	Central Office, Special Education
Rebecca Bear	Parent	Board of Directors
Damary Bonilla-Rodriguez	Parent	Board of Directors
Brian Borosh	Administrator	Central Office, Technology
Tabitha Bradley	Administrator	Central Office, Curriculum & Instruction
Angela Byrne	Staff	Central Office, Title I & Grants
Marialena Casciotta	Administrator	Central Office, Special Education
Heather Piperato	Administrator	Central Office, Curriculum & Instruction
William Riker	Administrator	Central Office, Superintendent
Rich Schlameuss	Board Member	Board of Directors
Mary Olszewski	Administrator	Pupil Services
Ben Brenneman	Administrator	North

Name	Position	Building/Group
Ray Lenhart	Administrator	JTL
David Baker	Administrator	ESE
Jen Moriarty	Administrator	MSE
Lisa VanWhy	Board Member	Board of Directors
Jason Gullstrand	Parent	Board of Directors
Steven Lurry	Board Member	Board of Directors
Debbie Kulick	Board Member	Board of Directors
Wayne Rohner	Board Member	Board of Directors
Adam Coffman	Staff Member	Central/Teacher
David Falbo	Staff Member	Guidance HS North Co-Chairperson
Cynthia Pellington	Staff Member	English Lehman Chairperson
Karen Mochan	Staff Member	Math North Chairperson
Regina Brotherton	Staff Member	Family & Consumer Science District Chairperson
Edward Mooney	Staff Member	Special Education HS South Chairperson
Paul Kernan	Staff Member	Gifted Teacher South

Name	Position	Building/Group
Nathan Fekula	Staff Member	Science JTL Chairperson
Mary Capulish	Staff Member	MTSS K-5
William Vitulli	Administrator	Central Office, Curriculum & Instruction

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
ESASD has a history of 40% of its elementary students not reaching grade-level proficiency. Significant steps in professional development have been directed at teaching elementary teachers the science of reading. The acquisition of select resources and developing a data plan to measure our results are underway. A district commitment to change our results in this area is needed. Continued professional development in the science of reading is necessary. Measurement of progress must be ongoing and consistent with having the impact needed to change our outcomes. Continued efforts to educate parents on how to assist their child's reading development need to occur.	Early Literacy
Attendance of students needs to be monitored closely and appropriate interventions must be performed. Schools must find ways to support attendance using their School Wide Positive Behavior Plans.	Regular Attendance
The lack of mathematic performance in the district does not rest at the intermediate level. Historically, ESASD students begin a decline in growth around 5th grade. Intermediate math performance is highlighted by a typical upward spurt of growth and achievement in 7th grade, followed by a downward trend in 8th grade. The lack of a consistent benchmarking process, a curriculum needing continued professional development, and an MTSS that is not fully developed and engaged continue to hamper educational growth for our intermediate students.	Mathematics
Intermediate growth and success in ELA activities and testing are directly related to Elementary progress. In addition, intermediate benchmarking is nonexistent, which limits opportunities to identify student needs to be addressed. The lack of a curriculum for reading classes is an issue. How struggling readers are identified and addressed still needs to be established. The understanding of the science behind reading will need to be provided in the form of professional development for intermediate teachers. Acadience will need to be practiced at all intermediate grade levels.	Professional learning

ACTION PLAN AND STEPS

Evidence-based Strategy
Structured Literacy Training

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Our Kids Can Read!	80% of the 5th-grade elementary cohort will be reading on a 5th-grade level by June 2026.
Our Teachers can teach Reading!	Intermediate Reading Staff will be prepared to implement reading practices and curriculum that is supported by current research and in alignment with Act 55, Structured Literacy requirements. They will also be ready to monitor students' current reading levels using Acadiance (or similar product) providing indicators of needed reading interventions. Lastly, they will have selected a resource(s) to address the needs of the students.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue to train Elementary teachers in / Letters 1 & 2 & beyond / Structured Literacy	2023-08-28 - 2026-05-30	Dr. Bradley	CIU20 Trainers
Begin the training of Intermediate teachers in Structured Literacy / Letters 1 & 2	2023-08-28 - 2025-06-03	Heather Piperato	CIU20 Trainers
Monitor and evaluate the use of the practices learned from the training.	2024-08-28 - 2026-06-05	Principals	Principal's availability / walk-throughs / identify look-fors

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Monitor student progress and trends using a reading-oriented monitoring tool (Acadience) on a regular basis.	2023-08-28 - 2026-06-05	Teachers, reading specialists, MTSS specialists.	Acadience or related monitoring tool
Continued professional development in Structured Literacy for both new and struggling teachers.	2023-08-28 - 2026-06-05	Dr. Bradley / Heather Piperato	CIU20 training resources

Anticipated Outcome

Teachers will have the ability to teach reading to our struggling students in a method that is proven successful.

Monitoring/Evaluation

Student monitoring frequently occurs as per Acadiance (or similar product) programming. This monitoring will take place bi-weekly by reading teachers or support staff.

Evidence-based Strategy

Benchmark Assessment

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Our Teachers can teach Reading!	Intermediate Reading Staff will be prepared to implement reading practices and curriculum that is supported by current research and in alignment with Act 55, Structured Literacy requirements. They will also be ready to

Goal Nickname	Measurable Goal Statement (Smart Goal)
	monitor students' current reading levels using Acadiance (or similar product) providing indicators of needed reading interventions. Lastly, they will have selected a resource(s) to address the needs of the students.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Train Intermediate Teachers in the use of Acadience benchmark assessments (or similar product).	2023-08-28 - 2024-06-03	Heather Piperato	Acadience Trainers and other ESASD-trained staff.
Monitor and evaluate the use of the practices learned from the training.	2024-08-26 - 2026-06-05	Principals	Principal's availability / walk-throughs / identify look-fors / Data from benchmark assessments and progress monitoring.

Anticipated Outcome

Teachers will have the ability to teach reading to our struggling students in a method that is proven successful.

Monitoring/Evaluation

Student monitoring takes place on a frequent basis as per Acadiance programming. This monitoring will take place bi-weekly (or as needed) by reading teachers and/or support staff.

Evidence-based Strategy

MTSS math interventions

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Our struggling math learners can get help!	Mathematics resources and interventions will be in place and routinely used by MTSS staff at all levels, K-12.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify and or develop appropriate math interventions for various grades.	2023-08-28 - 2026-06-03	Dr. Bradley / Heather Piperato	CIU20 resources / possible professional development / Schedule B hours / knowledgeable math staff
Train K-12 teachers in the use of identified math interventions	2024-01-22 - 2026-06-05	Dr. Bradley / Heather Piperato / Dr. Olszewski	MTSS Handbook/intervention resources/math committee development
Monitor both individual and group results of developed and utilized math interventions and make changes as needed.	2024-01-22 - 2026-06-05	Principals / Dr. Bradley / Heather Piperato / Dr. Olszewski	MTSS Data / Student data from benchmark testing

Anticipated Outcome

The development and implementation of MTSS math interventions for students who are struggling in their respective math classes.

Monitoring/Evaluation

Math teachers will measure students' needs and provide interventions when needed via the prescribed method within the intervention.

Evidence-based Strategy

Writing Attendance plans that work

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Our students come to school!	The ESASD average student attendance will improve to 92% by June 2026.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Work with administrators in the creation of school attendance plans and in the use of attendance data. Provide appropriate financial resources to support the principal's SWPBPs.	2023-08-28 - 2026-06-03	William Vitulli	Grant Money

Anticipated Outcome

Increased attendance rates resulting in increased student participation.

Monitoring/Evaluation

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of the 5th-grade elementary cohort will be reading on a 5th-grade level by June 2026. (Our Kids Can Read!) Intermediate Reading Staff will be prepared to implement reading practices and curriculum that is supported by current research and in alignment with Act 55, Structured Literacy requirements. They will also be ready to monitor students' current reading levels using Acadiance (or similar product) providing indicators of needed reading interventions. Lastly, they will have selected a resource(s) to address the needs of the students. (Our Teachers can teach Reading!)	Structured Literacy Training	Continue to train Elementary teachers in / Letters 1 & 2 & beyond / Structured Literacy	08/28/2023 - 05/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of the 5th-grade elementary cohort will be reading on a 5th-grade level by June 2026. (Our Kids Can Read!) Intermediate Reading Staff will be prepared to implement reading practices and curriculum that is supported by current research and in alignment with Act 55, Structured Literacy requirements. They will also be ready to monitor students' current reading levels using Acadiance (or similar product) providing indicators of needed reading interventions. Lastly, they will have selected a resource(s) to address the needs of the students. (Our Teachers can teach Reading!)	Structured Literacy Training	Begin the training of Intermediate teachers in Structured Literacy / Letters 1 & 2	08/28/2023 - 06/03/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of the 5th-grade elementary cohort will be reading on a 5th-grade level by June 2026. (Our Kids Can Read!) Intermediate Reading Staff will be prepared to implement reading practices and curriculum that is supported by current research and in alignment with Act 55, Structured Literacy requirements. They will also be ready to monitor students' current reading levels using Acadiance (or similar product) providing indicators of needed reading interventions. Lastly, they will have selected a resource(s) to address the needs of the students. (Our Teachers can teach Reading!)	Structured Literacy Training	Monitor student progress and trends using a reading-oriented monitoring tool (Acadience) on a regular basis.	08/28/2023 - 06/05/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of the 5th-grade elementary cohort will be reading on a 5th-grade level by June 2026. (Our Kids Can Read!) Intermediate Reading Staff will be prepared to implement reading practices and curriculum that is supported by current research and in alignment with Act 55, Structured Literacy requirements. They will also be ready to monitor students' current reading levels using Acadiance (or similar product) providing indicators of needed reading interventions. Lastly, they will have selected a resource(s) to address the needs of the students. (Our Teachers can teach Reading!)	Structured Literacy Training	Continued professional development in Structured Literacy for both new and struggling teachers.	08/28/2023 - 06/05/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Intermediate Reading Staff will be prepared to implement reading practices and curriculum that is supported by current research and in alignment with Act 55, Structured Literacy requirements. They will also be ready to monitor students' current reading levels using Acadiance (or similar product) providing indicators of needed reading interventions. Lastly, they will have selected a resource(s) to address the needs of the students. (Our Teachers can teach Reading!)	Benchmark Assessment	Train Intermediate Teachers in the use of Acadience benchmark assessments (or similar product).	08/28/2023 - 06/03/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Mathematics resources and interventions will be in place and routinely used by MTSS staff at all levels, K-12. (Our struggling math learners can get help!)	MTSS math interventions	Train K-12 teachers in the use of identified math interventions	01/22/2024 - 06/05/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The ESASD average student attendance will improve to 92% by June 2026. (Our students come to school!)	Writing Attendance plans that work	Work with administrators in the creation of school attendance plans and in the use of attendance data. Provide appropriate financial resources to support the principal's SWPBPs.	08/28/2023 - 06/03/2026

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

Signature (Entered Electronically and must have access to web application).

_____

Chief School Administrator

_____

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Elementary Attendance

Generally, all elementary schools meet or exceed growth expectations in at least 2 of 3 the testing areas.

Multi-Race students, while small in numbers, appear to perform very well overall. Sometimes, they outperform all sub-groups in achievement except Asians.

Math scores are tighter among differing ethnicities.

Economic disadvantage does not appear to be disproportionately represented by any one ethnicity.

All schools are making efforts to improve. A concerted effort is underway to determine the underlying cause of issues, especially those underlying causes that transcend plans and will influence multiple moving parts.

There is alignment in regard to elementary ELA performance and goals.

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities *

Challenges

Attendance post-COVID needs to improve for staff and students in our A-TSI schools.

Certain sub-groups underperform in state testing.

Males underperform when compared to females.

Grade 3 Reading indicator - low

Low participation rates continue post-Covid.

Intermediate reading growth is not consistent between schools.

Intermediate and high school attendance rates are lower.

Grade 7 Math indicator - low

Scoring differences by some sub-groups in Biology and Literature are significant.

Males in general perform poorer. Black and Hispanic males are the most impacted.

Economically disadvantaged students' performance is historically lower than all students combined but not especially significant.

Strengths

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning through continuous evaluation of the emerging district data plan.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence *

60% of elementary students move to the next grade on level (reading)

Female students have stronger test results than male students....ELA

2022 PSSA results show signs of growth for most elementary and intermediate grades....ELA

Both genders seem to perform equally on PSSA Math through all intermediate grade levels.

Hispanics, Students with IEPs, and Students of two or more races have generally outperformed all other groups in growth per 2022 Keysone results...Math

Challenges

Coordinating all plans into a continuous improvement system to align goals and prevent redundant initiatives is a challenge for a district of this size. However, the data collected could benefit multiple plans simultaneously.

Ensure effective, standards-aligned curriculum and assessment *

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district *

Males, in our district, do not perform as well as females in this area....ELA

Elementary performance impacts early & later-grade achievement and growth....ELA

Some of the performance results mentioned above have a long history within the district...ELA/Reading

Attendance rates of students will continue to have an influence on student success.

We lack benchmark data at the intermediate levels in mathematics.

Strengths

Consistency of elementary performances.

Biology test results show hints of recovery to pre-covid days. This may be a result of strong teachers with well-established successful teaching practices.

Both high schools have shown good growth results per 2022 Biology Keystones.

ESASD graduation rates remain high.

Students transitioning after school to the military, continued education, and employment are at a high rate.

ESASD provides the required career and college exposure.

Challenges

Current 9th graders represent a struggling COVID-impacted group that may need additional attention....Math

Patterns around math achievement and growth show that our students struggle to succeed on standardized math assessments. For example, male students at elementary levels score below basic twice as often as their female counterparts. Further data analysis by grade level and/or teacher may be needed to identify a starting point.

The 8th-grade science drop.

Attendance must improve for all students.

Career and college exposure must continue to grow in intermediate and high schools to maintain current standards.

Most Notable Observations/Patterns

There is a glaring lack of student success in reading-related practice for our elementary and intermediate students. In addition, student success, as indicated by state and local measures, is a challenge in the area of Mathematics across grades and levels. This lack of success is impacting student success in high school.

Challenges	Discussion Point	Priority for Planning
Grade 3 Reading indicator - low		
Intermediate reading growth is not consistent between schools.		
Some of the performance results mentioned above have a long history within the district...ELA/Reading		
We lack benchmark data at the intermediate levels in mathematics.		
Attendance rates of students will continue to have an influence on student success.		

ADDENDUM B: ACTION PLAN

Action Plan: Structured Literacy Training

Action Steps	Anticipated Start/Completion Date
Continue to train Elementary teachers in / Letters 1 & 2 & beyond / Structured Literacy	08/28/2023 - 05/30/2026

Monitoring/Evaluation	Anticipated Output
Student monitoring frequently occurs as per Acadiance (or similar product) programming. This monitoring will take place bi-weekly by reading teachers or support staff.	Teachers will have the ability to teach reading to our struggling students in a method that is proven successful.

Material/Resources/Supports Needed		PD Step	Comm Step
CIU20 Trainers		yes	no

Action Steps	Anticipated Start/Completion Date
Begin the training of Intermediate teachers in Structured Literacy / Letters 1 & 2	08/28/2023 - 06/03/2025

Monitoring/Evaluation	Anticipated Output
Student monitoring frequently occurs as per Acadiance (or similar product) programming. This monitoring will take place bi-weekly by reading teachers or support staff.	Teachers will have the ability to teach reading to our struggling students in a method that is proven successful.

Material/Resources/Supports Needed	PD Step	Comm Step
CIU20 Trainers	yes	no

Action Steps	Anticipated Start/Completion Date
Monitor and evaluate the use of the practices learned from the training.	08/28/2024 - 06/05/2026

Monitoring/Evaluation	Anticipated Output
Student monitoring frequently occurs as per Acadiance (or similar product) programming. This monitoring will take place bi-weekly by reading teachers or support staff.	Teachers will have the ability to teach reading to our struggling students in a method that is proven successful.

Material/Resources/Supports Needed		PD Step	Comm Step
Principal's availability / walk-throughs / identify look-fors		no	no

Action Steps	Anticipated Start/Completion Date
Monitor student progress and trends using a reading-oriented monitoring tool (Acadience) on a regular basis.	08/28/2023 - 06/05/2026

Monitoring/Evaluation	Anticipated Output
Student monitoring frequently occurs as per Acadiance (or similar product) programming. This monitoring will take place bi-weekly by reading teachers or support staff.	Teachers will have the ability to teach reading to our struggling students in a method that is proven successful.

Material/Resources/Supports Needed	PD Step	Comm Step
Acadience or related monitoring tool	yes	no

Action Steps	Anticipated Start/Completion Date
Continued professional development in Structured Literacy for both new and struggling teachers.	08/28/2023 - 06/05/2026

Monitoring/Evaluation	Anticipated Output
Student monitoring frequently occurs as per Acadiance (or similar product) programming. This monitoring will take place bi-weekly by reading teachers or support staff.	Teachers will have the ability to teach reading to our struggling students in a method that is proven successful.

Material/Resources/Supports Needed	PD Step	Comm Step
CIU20 training resources	yes	no

Action Plan: Benchmark Assessment

Action Steps	Anticipated Start/Completion Date
Train Intermediate Teachers in the use of Acadience benchmark assessments (or similar product).	08/28/2023 - 06/03/2024

Monitoring/Evaluation	Anticipated Output
Student monitoring takes place on a frequent basis as per Acadiance programming. This monitoring will take place bi-weekly (or as needed) by reading teachers and/or support staff.	Teachers will have the ability to teach reading to our struggling students in a method that is proven successful.

Material/Resources/Supports Needed	PD Step	Comm Step
Acadience Trainers and other ESASD-trained staff.	yes	no

Action Steps	Anticipated Start/Completion Date
Monitor and evaluate the use of the practices learned from the training.	08/26/2024 - 06/05/2026

Monitoring/Evaluation	Anticipated Output
Student monitoring takes place on a frequent basis as per Acadiance programming. This monitoring will take place bi-weekly (or as needed) by reading teachers and/or support staff.	Teachers will have the ability to teach reading to our struggling students in a method that is proven successful.

Material/Resources/Supports Needed		PD Step	Comm Step
Principal's availability / walk-throughs / identify look-fors /	Data from benchmark assessments and progress monitoring.	no	no

Action Plan: MTSS math interventions

Action Steps	Anticipated Start/Completion Date
Identify and or develop appropriate math interventions for various grades.	08/28/2023 - 06/03/2026

Monitoring/Evaluation	Anticipated Output
Math teachers will measure students' needs and provide interventions when needed via the prescribed method within the intervention.	The development and implementation of MTSS math interventions for students who are struggling in their respective math classes.

Material/Resources/Supports Needed	PD Step	Comm Step
CIU20 resources / possible professional development / Schedule B hours / knowledgeable math staff	no	no

Action Steps	Anticipated Start/Completion Date
Train K-12 teachers in the use of identified math interventions	01/22/2024 - 06/05/2026

Monitoring/Evaluation	Anticipated Output
Math teachers will measure students' needs and provide interventions when needed via the prescribed method within the intervention.	The development and implementation of MTSS math interventions for students who are struggling in their respective math classes.

Material/Resources/Supports Needed	PD Step	Comm Step
MTSS Handbook/intervention resources/math committee development	yes	no

Action Steps	Anticipated Start/Completion Date
Monitor both individual and group results of developed and utilized math interventions and make changes as needed.	01/22/2024 - 06/05/2026

Monitoring/Evaluation	Anticipated Output
Math teachers will measure students' needs and provide interventions when needed via the prescribed method within the intervention.	The development and implementation of MTSS math interventions for students who are struggling in their respective math classes.

Material/Resources/Supports Needed	PD Step	Comm Step
MTSS Data / Student data from benchmark testing	no	no

Action Plan: Writing Attendance plans that work

Action Steps	Anticipated Start/Completion Date
Work with administrators in the creation of school attendance plans and in the use of attendance data. Provide appropriate financial resources to support the principal's SWPBPs.	08/28/2023 - 06/03/2026

Monitoring/Evaluation	Anticipated Output
Principals / Attendance Data via Data Plan / Quarterly	Increased attendance rates resulting in increased student participation.

Material/Resources/Supports Needed		PD Step	Comm Step
Grant Money		no	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
80% of the 5th-grade elementary cohort will be reading on a 5th-grade level by June 2026. (Our Kids Can Read!) Intermediate Reading Staff will be prepared to implement reading practices and curriculum that is supported by current research and in alignment with Act 55, Structured Literacy requirements. They will also be ready to monitor students' current reading levels using Acadiance (or similar product) providing indicators of needed reading interventions. Lastly, they will have selected a resource(s) to address the needs of the students. (Our Teachers can teach Reading!)	Structured Literacy Training	Continue to train Elementary teachers in / Letters 1 & 2 & beyond / Structured Literacy	08/28/2023 - 05/30/2026
80% of the 5th-grade elementary cohort will be reading on a 5th-grade level by June 2026. (Our Kids Can Read!) Intermediate Reading Staff will be prepared to implement reading practices and curriculum that is supported by current research and in alignment with Act 55, Structured Literacy requirements. They will also be ready to monitor students' current reading levels using Acadiance (or similar product) providing indicators of needed reading interventions. Lastly, they will have selected a resource(s) to address the needs of the students. (Our Teachers can teach Reading!)	Structured Literacy Training	Begin the training of Intermediate teachers in Structured Literacy / Letters 1 & 2	08/28/2023 - 06/03/2025
80% of the 5th-grade elementary cohort will be reading on a 5th-grade level by June 2026. (Our Kids Can Read!)	Structured Literacy	Monitor student progress and	08/28/2023 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Intermediate Reading Staff will be prepared to implement reading practices and curriculum that is supported by current research and in alignment with Act 55, Structured Literacy requirements. They will also be ready to monitor students' current reading levels using Acadiance (or similar product) providing indicators of needed reading interventions. Lastly, they will have selected a resource(s) to address the needs of the students. (Our Teachers can teach Reading!)	Training	trends using a reading-oriented monitoring tool (Acadience) on a regular basis.	06/05/2026
80% of the 5th-grade elementary cohort will be reading on a 5th-grade level by June 2026. (Our Kids Can Read!) Intermediate Reading Staff will be prepared to implement reading practices and curriculum that is supported by current research and in alignment with Act 55, Structured Literacy requirements. They will also be ready to monitor students' current reading levels using Acadiance (or similar product) providing indicators of needed reading interventions. Lastly, they will have selected a resource(s) to address the needs of the students. (Our Teachers can teach Reading!)	Structured Literacy Training	Continued professional development in Structured Literacy for both new and struggling teachers.	08/28/2023 - 06/05/2026
Intermediate Reading Staff will be prepared to implement reading practices and curriculum that is supported by current research and in alignment with Act 55, Structured Literacy requirements. They will also be ready to monitor students' current reading levels using Acadiance (or similar product) providing indicators of needed reading interventions. Lastly, they will have selected a resource(s) to address the needs of the students. (Our Teachers can teach Reading!)	Benchmark Assessment	Train Intermediate Teachers in the use of Acadience benchmark assessments (or similar product).	08/28/2023 - 06/03/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Mathematics resources and interventions will be in place and routinely used by MTSS staff at all levels, K-12. (Our struggling math learners can get help!)	MTSS math interventions	Train K-12 teachers in the use of identified math interventions	01/22/2024 - 06/05/2026

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Train Elementary and Intermediate Teachers in Structured Literacy	All Elementary & Intermediate teachers	Science of Reading

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will have completed all required modules	08/27/2023 - 05/28/2026	Dr. Bradley and H. Piperato

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Train Intermediate teachers in the use of Acadience benchmarks	All Intermediate Reading Teachers	Using Formative Assessments to Drive Instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Reading teachers will successfully give tests, analyze data, and modify instruction	08/27/2023 - 05/29/2026	H. Piperato

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Train K-12 teachers to use math interventions	K-12 mathematics teachers and MTSS coaches	Using Math interventions for remediation

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
MTSS coaches and math teachers will correctly identify math interventions to use with struggling math learners	08/27/2023 - 05/29/2026	Dr. Bradley and H. Piperato

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3e: Demonstrating Flexibility and Responsiveness	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Using attendance data to write a good attendance plan	K-12 Administrators	How to monitor attendance data; how to use attendance data to write a successful attendance plan for students

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Attendance plans will be successful	08/27/2023 - 05/29/2026	Dr. Vitulli

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The ESASD average student attendance will improve to 92% by June 2026. (Our students come to school!)	Writing Attendance plans that work	Work with administrators in the creation of school attendance plans and in the use of attendance data. Provide appropriate financial resources to support the principal's SWPBPs.	2023-08-28 - 2026-06-03

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Parents Alerted to Attendance Needs	The above-mentioned work will need to be shared with the general school community. The audience will be all district stakeholders.	Importance of attending school. Information on related benefits to both students and the community. General information regarding our SWPBS plans as they relate to attendance.

Anticipated Timeframe	Frequency	Delivery Method
09/11/2023 - 06/05/2024	On-going	Posting on district website Email Presentation Other

Lead Person/Position
Dr. Vitulli / Brian Baddick / Eric Forsyth / Principals

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Posting to the district web-site	Annual updates to the progress of goals within the comprehensive plan	online	staff and community	September of each year in plan.
Discussion within our Education Programs and Resources Meeting	Annual updates to the progress of goals within the comprehensive plan	online meetings	staff and community	August of each year in plan.