

East Stroudsburg Area SD

**District Level Plan**

07/01/2020 - 06/30/2023

# District Profile

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## Demographics

50 Vine St  
 East Stroudsburg, PA 18301  
 (570)424-8500  
 Superintendent: William Riker  
 Director of Special Education: Brian Baddick

## Planning Committee

| Name                | Role   |
|---------------------|--|
| Brian Baddick       | Administrator : Professional Education Special Education |
| Tabitha Bradley     | Administrator : Professional Education                   |
| Marialena Casciotta | Administrator : Professional Education Special Education |
| Mary Olszewski      | Administrator: Professional Education Special Education  |
| Ryan Moran          | Administrator : Professional Education                   |
| Heather Piperato    | Administrator : Professional Education                   |
| William Riker       | Administrator : Professional Education Special Education |
| Renee Stevens       | Administrator : Professional Education                   |
| Stephen Zall        | Administrator : Professional Education                   |
| Brian Borosh        | Administrator/Director of Technology                     |
| Lisa VanWhy         | Board Member : Special Education Schoolwide Plan         |
| Celia Amenero       | Business Representative : Professional Education         |
| Tom Grayuski        | Business Representative : Professional Education         |
| Keith Karkut        | Business Representative : Professional Education         |

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| Debbie Kulick                | Business Representative : Professional Education                              |
| Lisa VanWhy                  | Business Representative : Professional Education                              |
| Debra Wisotsky               | Community Member/Confidential Secretary to the Superintendent                 |
| George Andrews               | Community Representative : Professional Education                             |
| Dr. Terry Barry              | Community Representative : Professional Education                             |
| Rebecca Bear                 | Community Representative : Professional Education                             |
| Dr. Damary Bonilla-Rodriguez | Community Representative : Professional Education                             |
| Keith Karkut                 | Community Representative : Professional Education                             |
| David Falbo                  | Ed Specialist - School Counselor : Professional Education                     |
| Jennifer Fuller              | Ed Specialist - Social Restoration : Professional Education Special Education |
| Stefanie Stricker            | Elementary School Teacher - Regular Education : Professional Education        |
| Sarah Campbell               | Elementary School Teacher - Regular Education : Professional Education        |
| Tosha Niznik                 | Elementary School Teacher - Regular Education : Professional Education        |
| Laura Follis                 | Elementary School Teacher - Regular Education : Professional Education        |
| Mary Defazio                 | High School Teacher - Regular Education : Professional Education              |
| Rick Sanker                  | High School Teacher - Regular Education : Professional Education              |
| Caroline Agosto              | Instructional Coach/Mentor Librarian : Professional Education                 |
| Angela Byrne                 | Instructional Coach/Mentor Librarian : Professional Education                 |
| Tamara Cykosky               | Instructional Coach/Mentor Librarian : Professional Education                 |
| Barbara Rescigno             | Instructional Coach/Mentor Librarian : Professional Education                 |
| Kevin Horne                  | Middle School Teacher - Regular Education : Professional Education            |
| Caitlin Sullivan             | Middle School Teacher - Regular Education : Professional Education            |
| Lisa Vitulli                 | Middle School Teacher - Regular Education : Professional Education            |

|                              |   |
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| Rebecca Bear                 | Parent : Professional Education                   |
| Dr. Damary Bonilla-Rodriguez | Parent : Professional Education                   |
| Keith Karkut                 | Parent : Professional Education                   |
| Rich Schlameuss              | Parent : Professional Education Special Education |

# Core Foundations

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## Safe and Supportive Schools

### *Assisting Struggling Schools*

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

Each Elementary school annually writes and implements a Title I plan designed to improve the systems most closely associated with student achievement. This year, our two high schools engaged in the work of school improvement by writing and implementing their ATSI plans in order to positively influence the achievement and attendance of our students with disabilities.

In addition to this required work, an ESASD committee of district office team members, called Lead Learners, has been engaged for the last two years in developing a district-wide model of accountability. This model ensures that all district and school systems are collecting data quarterly, reporting back to five strategic objective committees who analyze the data for root cause and create an action plan with an inventory of associated needs (including HR needs, financial needs, professional development needs and communication needs). These action plans are scrutinized by a central coordination committee for omissions and redundancies and then authorized for implementation, with a quarterly cycle of review.

The goal of this district wide model of accountability is to create a culture of continuous improvement informed by both quantitative and qualitative data. Its aim is to increase student achievement in each of our 11 schools as defined by the five strategic objective committees in concert with the Board and stakeholders. The three year roll out of this system, beginning in the 20-21 school year, will be done in stages so as to ensure buy in and early identification of any issues in the implementation.

### *Programs, Strategies and Actions*

| <b>Programs, Strategies and Actions</b>  | <b>EEP</b> | <b>E EI</b> | <b>ML</b> | <b>HS</b> |
|--|------------|-------------|-----------|-----------|
| Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement | X          | X           | X         | X         |
| School-wide Positive Behavioral Programs   | X          | X           | X         | X         |
| Conflict Resolution or Dispute Management  | X          | X           | X         | X         |
| Peer Helper Programs   |            |             | X         | X         |
| Safety and Violence Prevention Curricula   | X          | X           | X         | X         |
| Student Codes of Conduct   | X          | X           | X         | X         |
| Comprehensive School Safety and Violence Prevention Plans                              | X          | X           | X         | X         |
| Purchase of Security-related Technology  | X          | X           | X         | X         |
| Student, Staff and Visitor Identification Systems                                      | X          | X           | X         | X         |
| Placement of School Resource Officers  | X          | X           | X         | X         |
| Student Assistance Program Teams and Training  | X          | X           | X         | X         |
| Counseling Services Available for all Students   | X          | X           | X         | X         |
| Internet Web-based System for the Management of Student Discipline                     | X          | X           | X         | X         |

Explanation of strategies not selected and how the LEA plans to address their incorporation:

Mind Up contains a peer-mentoring component that is currently included in some but not all Elementary school buildings. Each of the buildings will be incorporating this in the next three years.

### *Screening, Evaluating and Programming for Gifted Students*

**Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)**

The East Stroudsburg Area School District publishes annual required notices through various media outlets to inform the school community. The district is a member of the Colonial Intermediate Unit 20 school Consortium annual notice publication. Moreover, the district publishes the annual notice at each district building level, student handbooks and the district website.

**Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).**

**Gifted Assessment Screening Recommendations:**

#### **Screening**

Group screening

- all second graders
- use the Otis Lennon Scholastic Aptitude Test
- Score of 120 + would lead to individual screening

Individual Screening

- Guidance counselor would administer the KBIT
- Score of 125 + on either subtest and NWEA scores in proficient range or above in at least one area would lead to a PTE
- Exceptions would be discussed with school psychologist prior to issuing PTE

Kindergarten and First Grade

Teacher recommendation would lead to Permission to Screen for screening

Parent request would lead to Permission to Evaluate

Families with one child identified as mentally gifted would have other siblings screened by the guidance counselor

**Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).**

**Gifted Identification Process:**

A Permission to Evaluate is issued with the following:

- Ability and Achievement Testing, Teacher Rating Scales, Parent and Teacher Input, Review of Records

The Information for Parents: "What does gifted mean?" form and Parent input for Gifted form are given at the time the Permission is Issued.

Once a Permission to Evaluate is signed by the parent, the student is placed on the appropriate school psychologist's testing list.

The evaluation will consist of a review and collection of the following information:

- PSSA scores with the assumption that the child should score in the proficient range or above
- NWEA scores. The child's obtained scores will be compared both with gifted scores as per handout and grade level scores with the assumption that the child should score at least on grade level.



- Review of records including performance in school through the years, standardized test results, grades for this and past years, areas of special ability/competence, intervening factors such as bilingual ability, recent move to the USA from another country, medical/health issues, trauma, lack of schooling in another country, homelessness
- Teacher input form will be reviewed and summarized
- Parent input form will be reviewed and summarized
- Chuska Scales for Rate of Acquisition and Retention will be reviewed and reported
- IQ test will be administered and analyzed. The WISC-IV or Stanford-Binet V will be used as the routine tests with the student needing a score of 130 (126+ when other factors indicate gifted ability)
- Achievement will be assessed through use of the WIAT III with the examiner administering the Reading Decoding, Reading Comprehension, Numerical Operations, and Math Reasoning subtests. The student needs two areas with scores of at least 126 or more
- Interests/Activities/Special Abilities will be reviewed and summarized
- Recommendations will be made regarding eligibility and needs of student

**Describe the gifted programs\* being offered that provide opportunities for acceleration, enrichment or both. \*The word "programs" refers to the continuum of services, not one particular option.**

Gifted programming at the elementary level is intricately balanced. Identified gifted students in K-5 curriculum are provided differentiated instruction on an individualized basis according to their GIEP. Through collaboration with the student's regular education teacher, gifted programming is delivered by the gifted support teacher in a pullout or inclusive setting, and by the regular education teacher in the regular education setting. In all aspects, students' individual giftedness is reviewed and addressed in their annual Gifted Individualized Education Plan (GIEP). Identified gifted students in grades 3-4 will also complete a "passion project" which allows them to work independently and foster research skills. Grade 5 students complete a service learning project of their choice, as well. Students identified as displaying exceptional giftedness in the math area are considered for rapid pacing in the curriculum. This is determined on an individual basis based on individual

achievement, MAP scores, and teacher input. Pre-algebra readiness testing is done at the conclusion of fifth grade to determine students accepted for rapid pacing as they transition to the intermediate grade levels. Additionally, a monthly forum known as the “IF Institute” is provided for gifted students in grades 2-5. The mission of the Institute is the collaboration of identified gifted students with their intellectual peers, emphasizing lifelong learning, problem-solving, and critical thinking.

Gifted programming at the intermediate level is multi-faceted and includes a combination of both pull-out and push-in instruction. Gifted programming is designed to provide both enrichment and acceleration when appropriate. Identified gifted students in grades 6-8 are provided differentiated instruction on an individualized basis according to their GIEP. Through consultation and collaboration with the student’s regular education teacher, programming for these students may be delivered in a pull-out or push-in model. The students’ individual giftedness is reviewed and addressed in their annual Gifted Individualized Education Plan (GIEP). Students identified as displaying exceptional giftedness in the math area can be considered for rapid pacing in the math curriculum. An accelerated curriculum track for identified gifted students provides integration of STEM (Science, Technology, Engineering, and Math) concepts to the curriculum. Through differentiated instruction in the regular education classroom by the regular education teacher, attention is given to the individual needs of each student in all core subject areas. Students are challenged to utilize higher level thinking skills, 21st Century skills and are provided with rapid pacing

The East Stroudsburg High School gifted education program is based on Dr. Joseph Renzulli’s the Triad Model of Gifted Education, Dr. Paul’s Critical Thinking Model, and Dr. Van Tassel Baska’s the Integrated Curriculum Model. It is designed to respond to gifted learner’s characteristics of precocity, intensity, and complexity through its three dimensions of advanced content, higher level processes, and product development, and interdisciplinary concepts, issues, and themes. Through differentiated instruction in the regular education classroom by the regular education teacher, attention is given to the individual needs of each student in all core subject areas. Honors Seminar is a component of the East Stroudsburg High School Gifted Program. The William and Mary gifted curriculum is integrated into the program and deals with the concepts of changes in nature, in knowledge, in history, and in human life. Student course goals may include:

- Creating a course of study that is based on the student’s individual interests.
- Learning transitioning strategies - high school to college to career opportunities.
- Examining current gifted research in order to promote self-understanding and increase the cognitive and affective development.
- Networking with other gifted and high achieving students, and creating Service Learning Projects Freshman Gifted Seminar is an interdisciplinary STEM (Science, Technology, Engineering, and Mathematics) based course that incorporates the 21st Century skills.

### *Developmental Services*

| <b>Developmental Services</b>                           | <b>EEP</b> | <b>EEI</b> | <b>ML</b> | <b>HS</b> |
|---|------------|------------|-----------|-----------|
| Academic Counseling                                     | X          | X          | X         | X         |
| Attendance Monitoring                                   | X          | X          | X         | X         |
| Behavior Management Programs                            | X          | X          | X         | X         |
| Bullying Prevention                                     | X          | X          | X         | X         |
| Career Awareness  | X          | X          | X         | X         |
| Career Development/Planning                             | X          | X          | X         | X         |
| Coaching/Mentoring                                      | X          | X          | X         | X         |
| Compliance with Health Requirements –i.e., Immunization | X          | X          | X         | X         |
| Emergency and Disaster Preparedness                     | X          | X          | X         | X         |
| Guidance Curriculum                                     | X          | X          | X         | X         |
| Health and Wellness Curriculum                          | X          | X          | X         | X         |
| Health Screenings                                       | X          | X          | X         | X         |
| Individual Student Planning                             | X          | X          | X         | X         |
| Nutrition   | X          | X          | X         | X         |
| Orientation/Transition                                  | X          | X          | X         | X         |
| RTII/MTSS   | X          | X          |           |           |
| Wellness/Health Appraisal                               | X          | X          | X         | X         |

Explanation of developmental services:

MTSS teams will be developed this year but are not fully functioning at this time at the intermediate and high school levels. Elementary has functioning MTSS teams that are working to strengthen the math and behavioral components.

### *Diagnostic, Intervention and Referral Services*

| <b>Diagnostic, Intervention and Referral Services</b>  | <b>EEP</b> | <b>EEI</b> | <b>ML</b> | <b>HS</b> |
|--|------------|------------|-----------|-----------|
| Accommodations and Modifications                       | X          | X          | X         | X         |
| Administration of Medication                           | X          | X          | X         | X         |
| Assessment of Academic Skills/Aptitude for Learning    | X          | X          | X         | X         |
| Assessment/Progress Monitoring                         | X          | X          | X         | X         |
| Casework   | X          | X          | X         | X         |
| Crisis Response/Management/Intervention                | X          | X          | X         | X         |
| Individual Counseling                                  | X          | X          | X         | X         |
| Intervention for Actual or Potential Health Problems   | X          | X          | X         | X         |
| Placement into Appropriate Programs                    | X          | X          | X         | X         |
| Small Group Counseling-Coping with life situations     | X          | X          | X         | X         |
| Small Group Counseling-Educational planning            | X          | X          | X         | X         |
| Small Group Counseling-Personal and Social Development | X          | X          | X         | X         |
| Special Education Evaluation                           | X          | X          | X         | X         |
| Student Assistance Program                             | X          | X          | X         | X         |

Explanation of diagnostic, intervention and referral services:

The MTSS system will be implemented at the two intermediate schools and the two high schools beginning in the 2019-2020 school year

### *Consultation and Coordination Services*

| <b>Consultation and Coordination Services</b>                                 | <b>EEP</b> | <b>EEI</b> | <b>ML</b> | <b>HS</b> |
|---|------------|------------|-----------|-----------|
| Alternative Education   |            |            | X         | X         |
| Case and Care Management  | X          | X          | X         | X         |
| Community Liaison   | X          | X          | X         | X         |
| Community Services Coordination (Internal or External)                        | X          | X          | X         | X         |
| Coordinate Plans  | X          | X          | X         | X         |
| Coordination with Families (Learning or Behavioral)                           | X          | X          | X         | X         |
| Home/Family Communication   | X          | X          | X         | X         |
| Managing Chronic Health Problems  | X          | X          | X         | X         |
| Managing IEP and 504 Plans  | X          | X          | X         | X         |
| Referral to Community Agencies  | X          | X          | X         | X         |
| Staff Development   | X          | X          | X         | X         |
| Strengthening Relationships Between School Personnel, Parents and Communities | X          | X          | X         | X         |
| System Support  | X          | X          | X         | X         |
| Truancy Coordination  | X          | X          | X         | X         |

Explanation of consultation and coordination services:

Elementary level students are not assigned to alternative education programs outside of the District unless there is a specific significant need.

### *Communication of Educational Opportunities*

| <b>Communication of Educational Opportunities</b>        | <b>EEP</b> | <b>EEI</b> | <b>ML</b> | <b>HS</b> |
|--|------------|------------|-----------|-----------|
| Course Planning Guides                                   | X          | X          | X         | X         |
| Directing Public to the PDE & Test-related Websites      | X          | X          | X         | X         |
| Individual Meetings                                      | X          | X          | X         | X         |
| Letters to Parents/Guardians                             | X          | X          | X         | X         |
| Local Media Reports                                      | X          | X          | X         | X         |
| Website  | X          | X          | X         | X         |
| Meetings with Community, Families and Board of Directors | X          | X          | X         | X         |
| Mass Phone Calls/Emails/Letters                          | X          | X          | X         | X         |
| Newsletters  | X          | X          |           |           |
| Press Releases   | X          | X          | X         | X         |
| School Calendar  | X          | X          | X         | X         |
| Student Handbook   | X          | X          | X         | X         |

### *Communication of Student Health Needs*

| <b>Communication of Student Health Needs</b>             | <b>EEP</b> | <b>EEI</b> | <b>ML</b> | <b>HS</b> |
|--|------------|------------|-----------|-----------|
| Individual Meetings                                      | X          | X          | X         | X         |
| Individual Screening Results                             | X          | X          | X         | X         |
| Letters to Parents/Guardians                             | X          | X          | X         | X         |
| Website  | X          | X          | X         | X         |
| Meetings with Community, Families and Board of Directors | X          | X          | X         | X         |
| Newsletters  | X          | X          | X         | X         |
| School Calendar  | X          | X          | X         | X         |
| Student Handbook   | X          | X          | X         | X         |

### *Frequency of Communication*

#### **Elementary Education - Primary Level**

- More than once a month

#### **Elementary Education - Intermediate Level**

- More than once a month

#### **Middle Level**

- More than once a month

#### **High School Level**

- More than once a month

### *Collaboration for Interventions*

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

At the Elementary level, the Response to Instruction and Intervention Model is used with team meetings occurring once every 6 weeks K-5 and during building grade level or department meeting time. In grades K-5, grade level teams meet once in a six-day cycle for academic and behavioral concerns. Teachers have common planning times.

At the intermediate level students are grouped into academic teams. Each team meets at least once weekly to review individual student progress and academic needs. Meetings are attended by teachers, counselor and administrator to coordinate services needed. A more formalized model of MTSS will begin next year that will also allow the recording of interventions attempted to better diagnose what works for individual students.

At the high school level, SAP teams and individual counselors fulfill this purpose but it is done less systematically. A more formalized model of MTSS will begin next year that will also allow the recording of interventions attempted to better diagnose what works for individual students.

### *Community Coordination*

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The East Stroudsburg Area School District has expanded community partnerships in Monroe and Pike Counties school buildings to support student and family needs within the areas of; social, emotional and mental health resources. The district has established contracts or MOUs with the following; Youth Advocate Program, Women's Resources, Safe Haven, Resolve, Preventive Measures Inc., Cancer Support Community of the Greater Lehigh Valley, Weller Health Education at Lehigh Valley Reilly Children's Hospital, Lehigh Valley Health Network Home Care & Hospice-Pocono, Carbon-Monroe-Pike Drug and Alcohol Commission, Carbon-Monroe-Pike- Mental Health and Developmental Services.



## *Preschool Agency Coordination*

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The District sponsors an in-home mentoring program (SMILES) and healthy start screenings both in the home at district literacy events through Title I funding and Pocono Alliance for children birth to 5. The district's School-Readiness Task Force meets regularly with community partners through the Keystones to Opportunity Grant. The District has partnered with Pocono Medical Center Nurse Family Partnership to address the needs of parents and children birth to age 3. MHDS also provides support for families and children through the Keystones to Opportunity Grant. The District has an established transition plan that will be strengthened through meetings with the early childhood partners established through the KTO grant. Based on kindergarten screenings, the district offers a summer Quick Start Program for students at risk. Through the KTO grant we are now providing training and technology to early childhood partners, as well as a Teach Me to Read at Home program for parents. The District also offers a parent Kinderversity program. Early childhood providers attend monthly kindergarten grade-level meetings and participate in district professional development if applicable. The District also provides calendars to parents at Kindergarten screenings. The calendars include developmentally appropriate school-readiness activities. The District currently houses Head Start Programs for both Pocono Services for Family and Children and Scranton-Lackawanna Developmental Services in four of our elementary schools. We are partnering to secure funding to provide additional programs at one of our other elementary schools.

## Professional Education

### *Characteristics*

| <b>District's Professional Education Characteristics</b>   | <b>EEP</b> | <b>EEI</b> | <b>ML</b> | <b>HS</b> |
|--|------------|------------|-----------|-----------|
| Enhances the educator's content knowledge in the area of the educator's certification or assignment.   | X          | X          | X         | X         |
| Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.          | X          | X          | X         | X         |
| Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.              |            |            |           |           |
| Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. | X          | X          | X         | X         |
| Empowers educators to work effectively with parents and community partners.  | X          | X          | X         | X         |

| <b>District's Professional Education Characteristics</b>  | <b>EEP</b> | <b>EEI</b> | <b>ML</b> | <b>HS</b> |
|---|------------|------------|-----------|-----------|
| Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards. | X          | X          | X         | X         |
| Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.     | X          | X          | X         | X         |
| Provides leaders with the ability to access and use appropriate data to inform decision making.   | X          | X          | X         | X         |
| Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.  | X          | X          | X         | X         |
| Instructs the leader in managing resources for effective results.   | X          | X          | X         | X         |

Provide brief explanation of your process for ensuring these selected characteristics.

The office of C&I, in concert with the office of Pupil Services and the Human Resources Office, has been developing a professional development chart to capture all required trainings. We will continue to update on a yearly basis and as new legislation is passed.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Professional development is given to Special Education teachers, EL teachers and Gifted teachers in order to assist with struggling students and/or provide enrichment for students in these categories. Gifted teachers continue to work with individual teachers to infuse applicable evidence-based interventions into teacher lessons for gifted students. We will include professional development in these areas for regular education teachers in subsequent years.

### *Professional Development*

|                    |   |
|--------------------|---|
| <b>Title:</b>      | <b>Learning Experiences Goal: Standards, Best Practices and Technology</b>  |
| <b>Description</b> | <p><b>2019-2020</b></p> <p><u>Standards Alignment</u><br/> <i>How to align standards with eligible content/learning objectives, DOK level of instruction and DOK level of assessment</i><br/>           Measure: data collection learning walks conducted using a District-generated learning walk form. Quarterly review of data by Admin team.</p> <p><u>Best Practices</u><br/> <i>How to implement the 8 mathematical best practices in math instruction</i><br/>           Measure: Targeted learning walks conducted using a District-generated learning walk form. Quarterly review of data by Admin team in Q1 and Q2, reflective conversations with math teachers around data collected in Q3 and Q4.</p> <p><u>Technology</u><br/> <i>What are the four levels of SAMR?</i></p> |

|                               |   |
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|                               | <p>Measure: data collection learning walks conducted using a District-generated learning walk form. Quarterly review of data by instructional technology coaches.</p> <p><b>2020-2021: (to be adjusted by team based on 2019-2020 data)</b><br/> <u>Standards Alignment AND Best Practices</u><br/> Possible: How to write performance tasks at a DOK3 level in all subjects<br/> Measure: performance task review</p> <p><u>Technology</u><br/> Possible: How to use technology at a transformational level (M&amp;R)<br/> Measure: TBD</p> <p><b>2021-2022: (to be adjusted by team based on 2020-2021 data)</b><br/> <u>Standards Alignment AND Best Practices</u><br/> Possible: How to hold DOK3 conversations in every class every day<br/> Measure: data collection learning walks</p> <p><u>Technology</u><br/> Possible: How do the ISTE standards and SAMR levels help teachers plan lessons at the DOK3 level?<br/> Measure: TBD</p> |
| <b>Person Responsible</b>     | Learning Experiences Team Members   |
| <b>Start Date:</b>            | 7/1/2019  |
| <b>End Date:</b>              | 7/1/2022  |
| <b>Proposed Cost/Funding:</b> | None –all professional learning will be developed in-house  |
| <b>Program Area(s):</b>       | Professional Education  |
| <b>Hours Per Session</b>      | 6.0   |
| <b># of Sessions:</b>         | 3 to 4 per year   |

|  |   |
|--|---|
| <b># of Participants Per Session:</b>  | 25  |
| <b>Provider:</b>   | district staff  |
| <b>Provider Type:</b>  | School Entity   |
| <b>PDE Approved:</b>   | Yes   |
| <b>Knowledge Gain:</b>   | See Description section   |
| <b>Research &amp; Best Practices Base:</b>   | See Description section   |
| <b>For classroom teachers, school counselors and education specialists:</b>            | <ul style="list-style-type: none"> <li>• Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</li> <li>• Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> </ul>  |
| <b>For school or LEA administrators, and other educators seeking leadership roles:</b> | <ul style="list-style-type: none"> <li>• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</li> <li>• Provides leaders with the ability to access and use appropriate data to inform decision-making.</li> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> </ul> |
| <b>Training Format:</b>  | <ul style="list-style-type: none"> <li>• LEA Whole Group Presentation</li> </ul>  |

|                              |   |
|------------------------------|---|
|                              | <ul style="list-style-type: none"> <li>• Series of Workshops</li> <li>• Department Focused Presentation</li> <li>• Professional Learning Communities</li> </ul>   |
| <b>Participant Roles:</b>    | <ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• Supt / Ast Supts / CEO / Ex Dir</li> <li>• School counselors</li> <li>• Classified Personnel</li> <li>• New Staff</li> <li>• Other educational specialists</li> </ul> |
| <b>Grade Levels:</b>         | <ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>  |
| <b>Follow-up Activities:</b> | <ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> </ul>  |
| <b>Evaluation Methods:</b>   | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> </ul>                                      |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Student PSSA data</li><li>• Standardized student assessment data other than the PSSA</li><li>• Classroom student assessment data</li><li>• Review of participant lesson plans</li></ul> |
|--|---|

|                               |   |
|-------------------------------|---|
| <b>Title:</b>                 | <b>Emotional Support Goal: SWPBS and Trauma Informed Training</b>   |
| <b>Description</b>            | <p><b>2019-2020</b><br/> <u>Trauma Informed Schools</u><br/> <i>How to create a trauma informed school – caring for yourself as an educator</i><br/> Measure: Teacher attendance and responses on Staff climate survey; Active TI committees formed at all 11 buildings</p> <p><b>2020-2021: (to be adjusted by team based on 2019-2020 data)</b><br/> <u>Trauma Informed Schools</u><br/> <i>Possible: How to create a trauma informed school – using trauma informed responsive language with students</i><br/> Measure: Teacher responses on Staff climate survey; student attendance and student responses on ATSI climate surveys and on PAYS survey</p> <p><b>2021-2022: (to be adjusted by team based on 2020-2021 data)</b><br/> <u>Trauma Informed Schools</u><br/> <i>Possible: How to create a trauma informed school – building communities within each classroom</i><br/> Measure: Teacher responses on Staff climate survey; student attendance</p> |
| <b>Person Responsible</b>     | Emotional Support Team Members  |
| <b>Start Date:</b>            | 7/1/2019  |
| <b>End Date:</b>              | 7/1/2022  |
| <b>Proposed Cost/Funding:</b> | Year One:       \$15,000 paid with monies from Safe School grant<br>Years Two &    \$30 per person for community building materials paid with grant<br>Three:           monies (to be applied for)  |
| <b>Program Area(s):</b>       | Professional Education, Special Education, Student Services   |



|  |   |
|--|---|
| <b>Hours Per Session</b>   | 6.0   |
| <b># of Sessions:</b>  | 34  |
| <b># of Participants Per Session:</b>  | 25  |
| <b>Provider:</b>   | District  |
| <b>Provider Type:</b>  | School Entity   |
| <b>PDE Approved:</b>   | Yes   |
| <b>Knowledge Gain:</b>   | See written document  |
| <b>Research &amp; Best Practices Base:</b>   | See written document  |
| <b>For classroom teachers, school counselors and education specialists:</b>            | <ul style="list-style-type: none"> <li>• Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> </ul>  |
| <b>For school or LEA administrators, and other educators seeking leadership roles:</b> | <ul style="list-style-type: none"> <li>• Provides leaders with the ability to access and use appropriate data to inform decision-making.</li> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> </ul> |
| <b>Training Format:</b>  | <ul style="list-style-type: none"> <li>• Series of Workshops</li> <li>• Professional Learning Communities</li> </ul>  |
| <b>Participant Roles:</b>  | <ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• School counselors</li> <li>• Paraprofessional</li> </ul>  |

|                              |   |
|------------------------------|---|
| <b>Grade Levels:</b>         | <ul style="list-style-type: none"><li>• Elementary - Primary (preK - grade 1)</li><li>• Elementary - Intermediate (grades 2-5)</li><li>• Middle (grades 6-8)</li><li>• High (grades 9-12)</li></ul> |
| <b>Follow-up Activities:</b> | <ul style="list-style-type: none"><li>• Journaling and reflecting</li></ul>   |
| <b>Evaluation Methods:</b>   | <ul style="list-style-type: none"><li>• PAYS survey data, attendance data</li></ul>   |

## East Stroudsburg Area SD

## Professional Development

| <b>Title:</b>                 | <b>Academic Solutions Goal: MTSS</b>   |            |                                |      |                |      |      |           |                                |
|-------------------------------|--|------------|--------------------------------|------|----------------|------|------|-----------|--------------------------------|
| <b>Description</b>            | <p><b>2019-2020</b><br/> <u>MTSS</u><br/> <i>How to create healthy MTSS teams – leadership and processes</i><br/> Measure: For Secondary: team formed and regular meetings scheduled. For Elementary: fidelity checklist. For all: staff perceptions of behavior and discipline &amp; quarterly discipline data</p> <p><b>2020-2021: (to be adjusted by team based on 2019-2020 data)</b><br/> <u>MTSS</u><br/> <i>Possible: How to measure MTSS success – evaluation measures for MTSS teams</i><br/> Measure: student attendance, quarterly discipline data, quarterly grade data</p> <p><b>2021-2022: (to be adjusted by team based on 2020-2021 data)</b><br/> <u>MTSS</u><br/> <i>Possible: TBD</i><br/> Measure: student attendance, quarterly discipline data, quarterly grade data</p> |            |                                |      |                |      |      |           |                                |
| <b>Person Responsible</b>     | Academic Solutions Team Members  |            |                                |      |                |      |      |           |                                |
| <b>Start Date:</b>            | 7/1/2019   |            |                                |      |                |      |      |           |                                |
| <b>End Date:</b>              | 7/1/2022   |            |                                |      |                |      |      |           |                                |
| <b>Proposed Cost/Funding:</b> | <table> <thead> <tr> <th>Start Year</th> <th>End Year</th> <th>Cost</th> <th>Funding Source</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>2021</td> <td>100000.00</td> <td>060 - PUPIL PERSONNEL SERVICES</td> </tr> </tbody> </table>  | Start Year | End Year                       | Cost | Funding Source | 2020 | 2021 | 100000.00 | 060 - PUPIL PERSONNEL SERVICES |
| Start Year                    | End Year   | Cost       | Funding Source                 |      |                |      |      |           |                                |
| 2020                          | 2021   | 100000.00  | 060 - PUPIL PERSONNEL SERVICES |      |                |      |      |           |                                |

|  |   |
|--|---|
| <b>Program Area(s):</b>  | Professional Education, Special Education, Student Services   |
| <b>Hours Per Session</b>   | 6   |
| <b># of Sessions:</b>  | 3   |
| <b># of Participants Per Session:</b>  | 25  |
| <b>Provider:</b>   | district, IU20  |
| <b>Provider Type:</b>  | IU  |
| <b>PDE Approved:</b>   | Yes   |
| <b>Knowledge Gain:</b>   | See written description above   |
| <b>Research &amp; Best Practices Base:</b>   | See written description above   |
| <b>For classroom teachers, school counselors and education specialists:</b>            | <ul style="list-style-type: none"> <li>• Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> </ul>  |
| <b>For school or LEA administrators, and other educators seeking leadership roles:</b> | <ul style="list-style-type: none"> <li>• Provides leaders with the ability to access and use appropriate data to inform decision-making.</li> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> </ul> |
| <b>Training Format:</b>  | <ul style="list-style-type: none"> <li>• School Whole Group Presentation</li> <li>• Professional Learning Communities</li> </ul>  |
| <b>Participant Roles:</b>  | <ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• School counselors</li> <li>• Paraprofessional</li> </ul>  |

|                              |  |
|------------------------------|--|
|                              | <ul style="list-style-type: none"> <li>• Other educational specialists</li> </ul>  |
| <b>Grade Levels:</b>         | <ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul> |
| <b>Follow-up Activities:</b> | <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> </ul>                          |
| <b>Evaluation Methods:</b>   | <ul style="list-style-type: none"> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> </ul>  |

### *Educator Discipline Act 126, 71*

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

| <b>Questions</b>   |
|--|
| The LEA has conducted the required training on:                  |
| 8/21/2018  |
| The LEA plans to conduct the required training on approximately: |
| 8/20/2019  |
| 8/25/2020  |
| 8/24/2021  |

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

| <b>Questions</b>  |
|---|
| The LEA has conducted the training on:                  |
| 8/21/2018   |
| The LEA plans to conduct the training on approximately: |
| 8/20/2019   |
| 8/25/2020   |
| 8/24/2021   |

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

| <b>Questions</b>  |
|---|
| The LEA plans to conduct the training on approximately: |
| 8/20/2019   |
| 8/25/2020   |
| 8/24/2021   |

### ***Strategies Ensuring Fidelity***

#### *Checked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.

- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

*Unchecked answers*

*None.*

Provide brief explanation of your process for ensuring these selected characteristics.

Currently a professional development team composed of members of the office of C&I, the office of Pupil Services and the Human Resources office meet to set the calendar for the year. All of the above strategies have been used to determine professional development needs but not systematically. Once the system of District accountability is fully functional, all of the strategies above will be utilized in determining, implementing and measuring the success of our professional development offerings.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Administrators may not always fully participate in PD sessions targeted for their faculties depending on the content. In many instances, administrators may have already undergone the training in the summer or during a separate time period.

## ***Induction Program***

*Checked answers*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

*Unchecked answers*

*None.*

Provide brief explanation of your process for ensuring these selected characteristics.

The Assistant Superintendent for Curriculum and Instruction and the Assistant Superintendent of Pupil Services meet with Building level administrators, Department and Grade Level Chair people and other District Department Directors to determine changes needed to meet the District's Goals and Objectives. The inductee participates in monthly meetings with the building administrator or their designee. The inductee participates in monthly building level, grade or department meetings and district staff development programs. The inductee will participate in a three (3) year cohort of collaboration, professional development and professional activities to increase their professional capacity and in preparation to secure their level II certification. The elementary buildings have developed schedules which allow for common planning for each grade level. The intermediate school teams have a common planning time each day of the six day cycle.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All areas listed above were checked.

***Needs of Inductees***

*Checked answers*

- Frequent observations of inductee instructional practice by supervisor to identify needs.



- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Knowledge of successful research-based instructional models.

*Unchecked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Provide brief explanation of your process for ensuring these selected characteristics.

The induction program has a form titled “Checklist of Activities” which lists all of the items the new teacher must accomplish. Each item must be initialed by the inductee, the mentor and/or building administrator and upon completion signed by the building administrator.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

The building level administrators can request district coaches to work with new and tenured staff on an as needed basis. Dialogue at the District Administrative level will continue on how to increase observations of new teachers by mentors or curriculum coaches. Require new teachers to observe various lessons taught by mentor and/or other colleagues within the first two months of the school year. Develop a survey for new teachers to be administered after the three day Induction session and again at the end of the first year. Develop a three year cohort model for New Teacher Induction for on-going professional development and training.

## *Mentor Characteristics*

### *Checked answers*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors and inductees must have compatible schedules so that they can meet regularly.

### *Unchecked answers*

- 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).

Provide brief explanation of your process for ensuring these selected characteristics.

The Assistant Superintendent for Curriculum and Instruction and the Assistant Superintendent of Pupil Services meets with the building administrators to discuss the mentors and the induction program.

A New Teacher Induction Committee, comprised of teachers(tenured/non-tenured) and administration has been assembled to review the program on an on-going basis with an annual review in preparation for the following years program.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

The New Teacher Induction Committee will prepare a mentor training program for Fall 2019 with the development of a new three (3) year induction program for all new teachers by December 2019.

## Induction Program Timeline

Identify the timeline of induction topics to be addressed. (Check all that apply)

| Topics  | Aug-Sep | Oct-Nov | Dec-Jan | Feb-Mar | Apr-May | Jun-Jul |
|---|---------|---------|---------|---------|---------|---------|
| Code of Professional Practice and Conduct for Educators | ✓       |         |         |         |         |         |
| Assessments   | ✓       | ✓       | ✓       | ✓       | ✓       |         |
| Best Instructional Practices                            | ✓       | ✓       | ✓       | ✓       | ✓       |         |
| Safe and Supportive Schools                             | ✓       |         |         | ✓       |         |         |
| Standards   | ✓       |         | ✓       |         |         | ✓       |
| Curriculum  | ✓       | ✓       | ✓       | ✓       | ✓       |         |
| Instruction   | ✓       |         |         |         |         |         |
| Accommodations and Adaptations for diverse learners     | ✓       |         |         |         |         |         |
| Data informed decision making                           | ✓       | ✓       | ✓       | ✓       | ✓       |         |
| Materials and Resources for Instruction                 | ✓       | ✓       | ✓       | ✓       | ✓       |         |

## Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The New Teacher Induction Committee and administration will collaborate at the end of each school year in preparation for the upcoming New Teacher Induction Program. Items discussed include new District initiatives or mandates that must be incorporated. A review of the previous year program is completed to determine if topics covered were beneficial and met the needs of the new employees.

## Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

*Unchecked answers*

*None.*

# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

# District Level Affirmations

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We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*