Comprehensive Plan – Template

I. Ready- Prepare for Planning

Profile and Plan Essentials

LEA Type	Public K-12			AUN		120452003
Address 1	50 Vine Street					
Address 2						
City	East Stroudsburg	State	PA	Zip Code		18301
Single Point of Contact Name		Ryan Moran				
Single Point of Contact Email		ryan-moran@esasd.net				
Single Point of Contact Phone Number		570-424-8500			Ext	10227
Superintendent/CEO/Executive Director Name			Dr. William Riker			
Superintendent/CEO/Executive Director Email			william-riker@esasd.net			

Steering Committee

Committee Members and Positions in LEA/Community:

Name	Role	Building/Group/Organization
Celia Amenero	Community	Business Representative
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, Parent
Brian Borosh	Administrator	Central Office, Technology
Tabitha Bradley	Administrator	Central Office, Curriculum and Instruction
Angela Byrne	Staff	Central Office, Title I and Grants
Sarah Campbell	Staff	Smithfield Elementary, Teacher
Marialena Casciotta	Administrator	Central Office, Special Education
Tamara Cykosky	Staff	Elementary, Instructional Coach
Alejandra De la Cruz	Student	High School North, Student
Mary Defazio	Staff	High School South, Teacher
David Falbo	Staff	High School North, School Counselor

Rebekah Ferguson	Student	High School South, Student
Laura Follis	Staff	Middle Smithfield Elementary, Teacher
Jennifer Fuller	Staff	High School North, Dean of Students
Tom Grayuski	Community	Business Representative
Kevin Horne	Staff	JT Lambert Intermediate School, Teacher
Keith Karkut	Community	Business Representative, Parent
Diane Kelly	Administrator	Central Office, Business
Debbie Kulick	Community	Board of Directors, Business Representative
Tom McIntyre	Administrator	Central Office, Business
Alyssa McManus	Student	High School North, Student
Ryan Moran	Administrator	Central Office, Curriculum and Instruction
Tosha Niznik	Staff	Middle Smithfield Elementary, Teacher
Mary Olszewski	Administrator	Central Office, Special Education
Debra Padavano	Administrator	Lehman Intermediate School, Principal
Heather Piperato	Administrator	Central Office, Curriculum and Instruction
Craig Reichl	Administrator	JT Lambert Intermediate School, Principal
Barbara Rescigno	Staff	Elementary, Instructional Coach
William Riker	Administrator	Central Office, Superintendent's Office
Matthew Ruiz	Student	High School South, Student
Rick Sanker	Staff	High School South, Teacher
Rich Schlameuss	Parent	Board of Directors, Parent
Renee Stevens	Administrator	High School North, Assistant Principal
Stefanie Stricker	Staff	ESASD Cyber Academy, Teacher
Caitlin Sullivan	Staff	JT Lambert Intermediate School, Teacher
Lisa VanWhy	Community	Board of Directors, Business Representative
William Vitulli	Administrator	ESASD Cyber Academy, Principal
Lisa Vitulli	Staff	ESASD Cyber Academy, Teacher
Debra Wisotsky	Community	Central Office, Superintendent's Office
Alicia Witcraft	Student	High School South, Student
Stephen Zall	Administrator	Central Office, Human Resources

A.   LEA Profile

Write a brief description of your LEA profile (e.g., demographics of student and personnel, types of programs and types of communities served.)

East Stroudsburg Area School District is located along the Delaware River in the Pocono Mountains of Northeastern Pennsylvania. ESASD spans approximately 214 square miles in northeastern Monroe County and southern Pike County. ESASD is comprised of the East Stroudsburg Borough and the townships of Smithfield, Middle Smithfield, and Price, all in Monroe County and the townships of Lehman and Porter, both in Pike County. ESASD is 85 miles north of Philadelphia, and 80 miles west of New York City. Although it is found in an area considered rural, ESASD has many characteristics of a suburb and much of its population has an urban flavor. Such diversity is also evidenced in the socio-economic make-up of the community. This highly diverse populace is comprised of professionals, some of whom reside in upscale neighborhoods, a large middle class, and the economically challenged who reside in low-income housing projects and small pockets of depressed areas not more than a few blocks in size. Our proximity to urban areas and many rental opportunities has created a climate favorable to transient population. This recent phenomenon is challenging for both students and teachers. As a district, 51% of our students are economically disadvantaged and receive free and/or reduced priced meals through the National School Lunch Program.

ESASD possesses a great deal of diversity in both its workforce and the means of employment available within its borders. East Stroudsburg University is located within its boundaries as are Lehigh Valley Health Systems and St Luke's Hospital and the majority of Monroe County's medical businesses. However, the most prominent commercial endeavor within ESASD limits is tourism and its related services. The many resorts offer a wide range of activities such as golf, skiing, and swimming. Parts of the Delaware Water Gap National Recreation Area offer multiple activities for outdoor enthusiasts. ESASD also possesses light industry and a significant share of Monroe County's retail trade.

ESASD currently employs approximately 580 professional employees, including elementary and secondary classroom teachers, counselors, librarians, administrators and administrative support personnel. All of the professional and support personnel engaged in supporting the delivery of instruction are highly qualified, with 100% of the professional staff possessing Pennsylvania certification in their current teaching assignment.

Currently, there are six (6) elementary, two (2) intermediate, two (2) high schools, and one (1) Cyber Academy in the District, housing approximately 6700 students for the 2018-2019 school year. Each of these facilities provides library facilities and classrooms with internet access, equipped to support students' attainment of the academic standards. Each school has at least one full-time librarian. The delivery of instruction is integrated with technology, supported by the technology department coaches. ESASD also operates a variety of programs designed to meet the individual needs of learners, including math and literacy coaches, RTII support at the elementary level, EL program, SAP programs at each level, remedial programs, and extended learning opportunities through school-day and extended day tutorial programs. The East Stroudsburg Area Cyber Academy (ESACA) is offered to families as a strong educational option. Extensive after school activities are available for all students

B.   Mission and Vision

Mission- What is your LEA's mission? (i.e., What do you do? For whom? And for what benefit?)

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- What is your LEA's vision (i.e., a picture of the "preferred future"; a statement that describes how the future will look if the district fulfills its mission.)

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.

C.   Educational Values

What does your LEA believe is vital to successful attainment of the mission and vision?

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 in mind, whether that be college, the military or 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, the additional personnel 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 with less focus on standardized testing as an academic outcome.
Administration	Administration must assist in the growth of our students, staff, district, and community by providing the proper guidance and support 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.

II. Set- Complete a Needs Assessment

A. *Future Ready PA Index:*

Strengths
On what measures are all grade levels and student groups meeting or exceeding the All-Student Statewide 2030 Goal? Please enter one strength statement in each line.

There are no categories in which either all grade levels or all student groups met or exceeded the All-Student Statewide 2030 Goal. (Table A)

On what measures are all grade levels and student groups, at minimum, meeting Statewide Interim or School Improvement Targets? Please enter one strength statement in each line.

All high schools met targets in Science growth and College and Career indicators (Table B), but not all subgroups did (Table C).
All intermediate schools met targets in Regular Attendance and College and Career indicators (Table B), but not all subgroups did (Table C).
All elementary schools met targets in Science Achievement (Table B). All subgroups except for Students with disabilities in two schools met targets (Table C).
All but one elementary school met targets in both regular attendance and in College and Career indicators (Table B). In these five schools, not all subgroups did (Table C), but in three of the six schools, all subgroups met targets in both regular attendance and C&C indicators.

Challenges
On which measure(s) is at least one grade level or student group not meeting the Statewide Interim or School Improvement Targets? Please enter one challenge per line. Full Summary in Table D.

Measure	Grade level (s)	Student group(s)
ELA Achievement	High School	HSN
	Intermediate	JTL, LIS
	Elementary	BUS, JMH, RES
ELA Growth	High School	HSN
	Intermediate	JTL, LIS
	Elementary	ESE, SMI
Math Achievement	High School	HSN
	Intermediate	JTL, LIS
	Elementary	JMH, RES
Math Growth	High School	HSN
	Intermediate	JTL, LIS
	Elementary	BUS, ESE, JMH, RES, SMI
Science Achievement	High School	HSN, HSS
	Intermediate School	JTL
Science Growth	Intermediate	JTL
	Elementary	JMH, MSM
Regular Attendance	High School	HSN, HSS
	Elementary	BUS

College & Career	Elementary	SMI
Graduation Cohort Rate	High School	HSN, HSS

Summary

Strengths- Which of the identified strengths are most positively contributing to the achievement of your Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns?
Students in all elementary schools met performance targets in Science. Students in three (3) of the four (4) secondary schools met growth targets in Science.
Students in all intermediate schools and nearly all elementary schools met performance targets in Attendance
Students in all but one (1) of our 10 schools met the College & Career targets!

Challenges - Which of the identified challenges are most pressing and, if improved, would greatly impact your progress in achieving your Future Ready PA Index interim targets?
Students at 50% of our schools did not meet Math performance targets and at 80% of our schools did not meet Math growth targets
Students at 60% of our schools did not meet ELA performance targets and at 50% of our schools did not meet ELA growth targets
The graduation cohort rate at both high schools was below target

B.   *Future Ready PA Academics*

English Language Arts (Please enter one Data source per line)

Data	Comments/Notable Observations
Future Ready Achievement Data (Table E)	Students at JMH, MSE, RES, SMI had increases in achievement score. Students at HSS met interim target despite a slide in the achievement score. Students at JMH, RES had increases in achievement scores but did not attain the achievement interim target.
Future Ready Growth Data (Table F)	Students at HSS and RES exceeded target growth. Students at JMH and MSE moved into the adequate growth category. Students at HSS grew and it was not enough to be adequate.
Strengths- Which of the identified strengths are most positively contributing to the achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.	
Students at ESE MSE and SES are on track to meet performance goals if they maintain this year's level of proficiency	
Students at HSS are within one percent of meeting their target for proficiency based on this year's level of achievement	
Students at BES are within two percent of meeting the 2020 target for proficiency	
Students at JMH, MSE and HSS have over 20 points in growth over last year's cohort	
Challenges - Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.	

Students at seven of ten schools are not on track for the interim target based on this year's outcome and next year's goal	
Students at ESE and JTL dropped in over 20 points of academic growth	
Students at HSS despite increasing in academic growth score did not meet the growth target	
Students at six of our ten schools lost ground in achievement this year	

Mathematics (Please enter one Data source per line)

Data	Comments/Notable Observations
Future Ready Achievement Data (Table E)	Students at ESE, MSE and JTL sustained or increased their achievement scores. Students in the remaining 7 schools saw a decrease in their achievement scores, although SES and ESE still met the interim target score.
Future Ready Growth Data (Table F)	Growth scores of students at 8 schools showed nearly no difference in growth from the 2018 student growth scores. However, at BES and RES it was a significantly negative difference (-37 and -29). Of the 8 schools with little to no difference, the scores at MSE and HSS exceed the growth standard set by PDE.
Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.	
Math achievement and growth at Middle Smithfield Elementary needs to be investigated further to understand its high scores and attempt to replicate them at other schools. Further data analysis by grade level and/or teacher may be needed to identify a starting point.	
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.	
Patterns around both math achievement and growth show that we are not preparing our students to be successful on our standardized math assessment. Further data analysis by grade level and/or teacher may be needed to identify a starting point.	

Science, Technology, and Engineering Education (Please enter one Data source per line)

Data	Comments/Notable Observations
Future Ready Achievement Data (Table E)	All six (6) elementary schools met the interim target score. ESE, MSE, RES, and SES, increased their achievement score from the previous year while JMH and BES experienced a decrease in their achievement score from the previous year. Both intermediate schools increased their achievement score from the previous year, yet did not meet the interim target score. HS North experienced a decrease in its achievement score from the previous year and did not meet the interim target score. HS South increased its achievement score from the previous year, yet did not meet the interim target score.
Future Ready Growth Data (Table F)	Growth scores of students at 7 schools showed nearly no difference in growth from the 2018 student growth scores. However, at BES and SES it was a significantly negative difference (-13 and -27) and at HSS is was a significantly positive difference (+25). The growth scores at BES, ESE, RES, SES, LIS, HSN, and HSS meet or exceed the growth standard set by PDE.

Strengths- Which of the identified strengths are most positively contributing to the achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
All six (6) elementary schools met or exceeded the interim target achievement score.
Two (2) elementary schools met or exceeded the statewide 2030 achievement goal.
HS South demonstrated a significant increase (+25%) in the growth measure.
The growth scores at 7 out of 10 schools met or exceeded the growth standard set by PDE.
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.
The secondary schools did not meet the interim target achievement score and therefore are not on target to meet the statewide 2030 goal.

C.   Related Academics

Career Readiness (Please enter one Data source per line)

Data	Comments/Notable Observations
FRI indicator (Table C and Table D)	All schools save for one met the Career Readiness indicator and the school that did not meet it still scored in the 90+ percentile.
Chapter 339 plan	Lessons are being realigned with SmartFutures curriculum to provide K-12 continuity
Monroe County Pathways development	We are collecting course and cost ramifications of aligning our offerings to the Monroe County jointly developed pathways

Summary

Strengths- Which of the identified strengths are most positively contributing to the achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
The SmartFutures platform has provided consistency of curriculum, archiving and reporting so that counselors can spend more time with students.
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.
We believe that providing a system of relevant course offerings for students will result in ownership of their work and increased academic achievement, both on local and on state measures. We need to continue to pursue alteration of our Chapter 339 plan to include the ratification of both our college & career messaging to our community and a well supported pathway plan that is attractive to our students.

D.   *Equity Considerations*

English Learners

Data	Comments/Notable Observations
All FRI indicators	Insufficient data for District patterns to be surfaced

Students with Disabilities (See Table G, Table H, Table I**)**

Data	Comments/Notable Observations
ELA Achievement	HS (2 out of 2) - at least 35% lower than all student group
	IS (2 out of 2) - at least 33% lower than all student group
	ES - on average 41.7% lower than all student group
Math Achievement	HS (2 out of 2) - at least 30% lower than all student group
	IS (2 out of 2) - at least 12% lower than all student group
	ES - on average 27.3% lower than all student group
Science Achievement	HS (2 out of 2) - at least 30% lower than all student group
	IS (2 out of 2) - at least 37% lower than all student group
	ES (2 out of 6) - at least 30% lower than all student group. (4 out of 6) had an insufficient sample size
ELA Growth	HS (1 out of 2) - demonstrated 50% lower than all student group
	IS (2 out of 2) - at least 17% higher than all student group
	ES (1 out of 6) - demonstrated 15% higher than all student group. (4 out of 6) had an insufficient sample size
Math Growth	HS (1 out of 2) - demonstrated 28% lower than all student group
	IS (2 out of 2) - at least 20% higher than all student group
	ES (2 out of 6) - at least 17% more than all student group. (1 out of 6) demonstrated 10% lower than all student group. (3 out of 6) had an insufficient sample size
Science Growth	HS (1 out of 2) - demonstrated 18% lower than all student group
	IS (1 out of 2) - demonstrated 16% higher than all student group
Graduation Rate (4-Year)	HS (2 out of 2) at least 20% lower than all student group

Students Considered Economically Disadvantaged (See Table G & Table H**)**

Data	Comments/Notable Observations
ELA Achievement	ES (1 out of 6) demonstrated 10.3% lower than all student group
Math Achievement	ES (1 out of 6) demonstrated 11.4% lower than all student group
Science Achievement	HS (1 out of 2) demonstrated 10.8% lower than all student group
ELA Growth	HS (1 out of 2) demonstrated 19% lower than all student group. (1 out of 2) demonstrated 14% higher than all student group
Math Growth	HS (1 out of 2) - demonstrated 11% lower than all student group
	ES (1 out of 6) - demonstrated 14% lower than all student group. (1 out of 6) demonstrated 10% higher than all student group
Science Growth	HS (1 out of 2) demonstrated 11% lower than all student group.
	ES (1 out of 6) - demonstrated 10% lower than all student group.

Student Groups by Race/Ethnicity (See Table G & Table H**)**

Student Groups	Comments/Notable Observations
ELA Achievement	IS (2 out of 2) - demonstrated difference of more than +12.0% between Asian and all student group ES (1 out of 6) - demonstrated difference of -10.2% between 2 or More Races and all student group
Math Achievement	IS (2 out of 2) - demonstrated difference of more than +12.0% between Asian and all student group
	ES - (2 out of 6) - demonstrated difference of more than -10.0% between Black and all student group and -11.3% between 2 or More Races and all student group
Science Achievement	HS (1 out of 2) - demonstrated difference -15.2% between Hispanic and all student group and +13% between White and all student group
	IS (1 out of 2) - demonstrated difference -14.5% between Black and all student group and -13.7% between Hispanic and all student group
ELA Growth	HS (1 out of 2) - demonstrated difference +13% and (1 out of 2) demonstrated difference 20% between Hispanic and all student group. (1 out of 2) demonstrated difference of +19% between White and all student group
	IS (2 out of 2) - demonstrated difference of more than +15% between Black and all student group and more than +15% between Hispanic and all student group
	ES (1 out of 6) - demonstrated difference of +15% between Hispanic and all student group
Math Growth	HS (1 out of 2) - demonstrated difference of -12% between White and all student group
	IS (1 out of 2) - demonstrated difference of +14.3% between Black and all student group
	ES (1 out of 6) - demonstrated difference of +28% and (1 out of 6) demonstrated difference of -18% between Black and all student group.
	ES (1 out of 6) - demonstrated difference of -10% between Hispanic and all student group
	ES (1 out of 6) - demonstrated difference of +15% and (1 out of 6) demonstrated difference of -21% between White and all student group.
Science Growth	HS (1 out of 2) - demonstrated difference of -14% between Black and all student group and -18% between Hispanic and all student group
	ES (1 out of 6) - demonstrated difference of +21% between Black and all student group
	ES (1 out of 6) demonstrated difference of +18% and (1 out of 6) demonstrated difference of -10% between White and all student group
Regular Attendance (Table I)	1 out of 10 buildings demonstrated a difference of -11.3% between 2 or More Races and all student group
	1 out of 10 buildings demonstrated a difference of +14.3% between Asian and all student group

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
A significant gap in both achievement and growth measures between the economically disadvantaged subgroup and the all student group does not exist across the district.
A significant gap in both achievement and growth measures between the race/ethnicity subgroups and the all student group does not exist across the district.

Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.
A significant gap in both achievement and growth measures between the special education subgroup and the all student group exists across the districts. Further data analysis by special education classification (i.e. itinerant, supplemental, etc.) may be needed to identify a starting point.

E.   *Designated Schools (CSI/ATSI)*

This section is only required for LEAs that have designated schools

Describe the role of the LEA in developing school-level improvement plans (include a description of how the LEA engaged in the school-level comprehensive needs assessment; supported the schools in selecting evidence-based strategies that met ESSA's evidence provisions and were best fit for the school context; and efforts the LEA took/will take to align school improvement plans with the LEA comprehensive plan.)

ATSI Plan for High School North   ATSI Plan for High School South

Both East Stroudsburg High School North and East Stroudsburg High School South are designated ATSI schools. The LEA supported the data collection, writing, and implementation of the ATSI plans for both High School North and High School South. The Assistant Superintendent for Curriculum as well as the Director of Secondary Education actively participated on the ATSI committees at both high schools. The Assistant Superintendent for Pupil Services availed himself to both teams as needed. The Assistant Superintendents as well as the Director of Secondary Education assisted the ATSI teams in identifying the data points required for the comprehensive needs assessment. The LEA permitted the Director of Pupil Services 6-12 to conduct focus groups with students and staff members in both high schools.

Both High Schools used the LEA's established five strategic objectives to write priority statements and measurable goals. Using these objectives, the ATSI teams, including central office administration, compiled evidence-based strategies to allow for both schools to meet their written and approved goals. The LEA's five strategic objectives subsequently were used to write priority statements and measurable goals in the district comprehensive plan.

What will the LEA do to support timely implementation of your school improvement plan? *List actions the LEA will take to support implementation of each school's improvement plan in the next two months.*

Action Steps	Person(s)/Position Responsible	Timeline
The LEA will allow building teams to plan professional development to meet building goals.	High School Principals & teams	*November 25, 26, 2019*
The LEA provides professional development to building principals and district administrators regarding the five strategic objectives.	Curriculum and Instruction Department	*November 27, 2019*
The LEA will provide ongoing training and support as MTSS teams are formed.	Pupil Services Department	*Ongoing*
The LEA will provide ongoing training and support as MTSS teams and supports are implemented.	Pupil Services Department	*Ongoing*

Describe the process and tools that will be used to monitor implementation and impact of school-level improvement plans.

Quarterly monitoring reports will be collected from both High School North and High School South using a report form that expands on PDE's required components. High School teams will complete the reports and share the information with the curriculum and instruction department. The high schools will also share the data collected to ensure that the programs are being implemented with fidelity. The high school teams will also communicate with the curriculum and instruction and pupil services departments any and all data points that indicate that the improvement plans are not having the desired impact.

Describe the efforts the LEA took to modify practices and policies to provide operational flexibility that enables full and effective implementation of the improvement plans established for each designated for CSI, A-TSI, or TSI (if such modifications were necessary to implement the selected evidence-based strategies).

The LEA allowed for operational flexibility through permitting the school administrators to design professional development for teachers as needed to meet the goals set forth in the ATSI plans. The LEA has shared the vision for the school district so that individual buildings can ensure that their visions are aligned to the district vision. The LEA has an increased focus on standards aligned instruction and on continually improving instruction through administrator education. The LEA has a focus on student centered learning.

*For CSI schools only: How will the LEA draw upon a diverse array of funding sources (in addition to the Title I School Improvement Formula Set-Aside) to ensure sustainability of school improvement efforts beyond CSI designation?

Not Applicable

F. Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Plan notes 5 major goals: 1. TACT II 2. Positive behavior support plans 3. Paraprofessional training 4. K-3 Reading 5. Accommodated Ch. 339 activities
Title 1 Plan	Currently, all of our elementary schools have improvement plans. They are all schoolwide for Title I services. Goals are: BUS - Principal as Instructional Leader ESE - Academic Materials Aligned to Continuous Improvement MSM - Effective Instructional Practices RES - Effective Instructional Practices JMH - Safe and Supportive Environment SMI - Effective Instructional Practices
Student Services	See "Special Education Plan"
K-12 Guidance Plans (339 Plans)	Focus is on implementation of SmartFutures for compliance with FRI indicator. The ultimate goal is to expand the Ch. 339 to correspond with the Monroe County Pathways initiative.
Technology (PATI)	Administrative team is collecting data around SAMR in the 19/20 school year, potentially around the ISTE standards in 20/21. The current plan is to make technology one of the main District goals in 21/22. In the meantime, teachers at the Secondary buildings are in year 3 of a 3 year initiative to build teacher leadership capacity in technology at the four secondary buildings.
English Language Development Program	Success is measured by how many students have met their 3-year English Language Proficiency goals or are on target to meet them.
Comprehensive Plan Part A (Professional Development)	The professional development plan contains three major areas of focus. The first is a focus on math best practices across all schools. The second is a focus on supporting our students emotionally by becoming trauma-informed. The third is a focus on supporting our students with both emotional and academic needs by implementing a system of MTSS at all buildings.

Strengths- Which of the identified strengths are most positively contributing to the achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
Concerted effort is being made to determine root cause of issues, especially those root causes that transcend plans and will influence multiple moving parts.
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.
The coordination of all plans into a system of continuous improvement would align goals and prevent redundant initiatives. Data collected could benefit multiple plans simultaneously.

G. Conditions for Leadership, Teaching and Learning

PA Essential Practices for Local Education Agencies Team Rating

Focus on Continuous Improvement of Instruction				
	Not Yet Evident	Emerging	Operational	Exemplary
Align curricular materials and resources to the PA Standards		X		
Assist schools in selecting and implementing evidence-based programs to address student learning needs			X	
Identify and address individual student learning needs		X		

Empower Leadership				
	Not Yet Evident	Emerging	Operational	Exemplary
Foster a culture of high expectations for success for all students, educators, families, and community members		X		
Collectively shape the vision for continuous improvement		X		
Develop and monitor an evidence-based plan for continuous improvement		X		
Customize and target support to meet schools' needs		X		
Build a strong community intensely focused on student learning			X	

Provide Student-Centered Support Systems				
	Not Yet Evident	Emerging	Operational	Exemplary
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically			X	
Provide, coordinate, and monitor student support systems and services			X	
Implement evidence-based strategies to engage families to support learning		X		
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA		X		

Implement Data-Driven Human Capital Strategies				
	Not Yet Evident	Emerging	Operational	Exemplary
Partner with institutions of higher education and other organizations to develop a data-informed strategy for recruitment, hiring, and match highly effective principals and teachers based on school need		X		
Adopt or create professional learning standards or criteria to ensure professional learning is of high quality and is provided consistently		X		
Align professional learning with identified needs based on personnel evaluation, school performance, and student learning needs		X		
Implement personnel evaluation systems with clear goals for personnel performance			X	
Allocate Resources Strategically and Equitably				
	Not Yet Evident	Emerging	Operational	Exemplary
Administer a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support student learning		X		
Organize and provide personnel, expertise, and services to achieve LEA and individual school goals		X		
Monitor the use of time, materials, equipment, and fiscal resources to support learning and teaching			X	

Summary

Strengths- Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
Student support systems and services are firmly operational across the buildings and the work being done to develop working MTSS teams will potentially impact all students and move this to the Exemplary column
The District processes in place to choose evidence-based programs are firmly operational and continue to be honed
Challenges- Thinking about all of the most pressing challenges and concerns identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.
Fostering a culture of high expectations among all the groups listed is a big task and one that is done at different levels at different buildings. We need to have a consistent message and understand how to sustain it in the longterm
Developing and Monitoring a District-wide evidence-based system of continuous improvement would allow for cross - accountability, allow us to more quickly address issues, allow us to more specifically pinpoint needs.

H. Summary of Strengths and Challenges from the Needs Assessments

	Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges and concerns? Please enter one strength statement in each line.
1	The large majority of our students are fulfilling their minimum requirements for College and Career Readiness
2	Our staff is experienced and caring
3	Our students are performing better in Science than most other subjects
4	Formal goals in our District plans are aligned with District needs
	Challenges- Thinking about all of the most pressing challenges and concerns identified in the previous sections, which of the identified concerns, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.
1	Fostering a culture of high expectations
2	Increasing student success in Mathematics for all students
3	Increasing student success in ELA for all students
4	Adopting professional learning standards for professional development of educators
5	Aligning all our formal goals with the goals in this plan and with each other
Most Notable Observations/Patterns- Reflecting back on your comments and observations throughout the needs assessment process, what stands out? Are there consistent patterns or trends as you move from Future Ready PA Index to Additional Student Data to Supplemental LEA Plans to Conditions for Leadership, Teaching and Learning that you think are important to keep in mind as you move through the planning process?	
Student success as indicated by both state and local measures is a challenge in the area of Mathematics across grades and levels. The District has an abundance of formal goals, some of which are overlapping, many that aren't, and they need to be coordinated.	

I. Analyzing (Strengths and Concerns)

Challenges Please enter one challenge per line.)		
Analyzing Challenges	Discussion Points	Priority (Y/N)
Culture of High Expectations	Discussion centered around its impact on all areas identified regardless of subject or strand. Discussion emphasized the importance of the high support needed in order to also have high expectations and agreement that this support would be both universal in nature and tied to a specific academic area (Mathematics) so it would bolster the impact of the Math goal.	Y
Student Success in Mathematics	Discussion centered around its tangibility as a quantifiable focus that can continue to be improved over the three years of the plan. Discussion included the ability of this focus to	Y

	address some of the other challenges through the action planning process.	
Others	Little discussion was had on the others as the two above were able to envelope the other challenges	N

Strengths Please enter one strength statement in each line.)	
Analyzing Strengths	Discussion Points
Caring and experienced staff	Discussion centered around solutions that include ALL members of faculty and staff, so that the effort is truly united

Priority Challenges Please enter one challenge per line.)	
Analyzing Priority Challenges	Priority Statements
Student Success in Mathematics	Supporting every student for increased academic success in Mathematics.
Culture of High Expectations	Supporting every student for increased affective success in Mathematics

III. Go

Priority ONE: To support every student for increased academic success in mathematics

Measurable Goal Statement #1

> **By the end of the 22/23 school year, 80% of K-12 math teachers will display mastery of the eight standards for mathematical practices at the routine level, making them a purposeful part of lessons and assessments.**

Measurable Goal Nickname

> **DOK & BP**

Target Year 0 2019/2020	Target Year 1 2020/2021	Target Year 2 2021/2022	Target Year 3 2022/2023
Administration displays mastery of Math Shifts (higher DOK levels and incorporation of Standards of Math Practices)	80% of early adopter math teachers will implement the standards for mathematical practice as a purposeful part of lessons and assessments.	40% of all math teachers will include the standards for mathematical practice as part of lessons and assessments.	80% of all math teachers will include the standards for mathematical practice as part of lessons and assessments. 40% of all math teachers will implement the standards for mathematical practice as a purposeful part of lessons and assessments.

Priority ONE: To support every student for increased academic success in mathematics

Measurable Goal Statement #2

> **By the end of the 22/23 school year, fully functioning MTSS teams at each building will identify and implement Tier 2 and 3 supports for 80% of students needing academic math help**

Measurable Goal Nickname

> **MTSS**

Target Year 0 2019/2020	Target Year 1 2020/2021	Target Year 2 2021/2022	Target Year 3 2022/2023
HS - Team members for MTSS teams will be identified and trained, and a workable HS framework will be built. Baseline data around current math help will be collected.	MTSS math committee will **discuss, review, and research** mathematics support for Tier II and Tier III students in the following areas: * MTSS Math needs assessment for all buildings * Scheduling * Teacher resources/ personnel * Mathematics remediation resources and programs * Mathematics data collection tools and storage * Explore partnerships with local universities MTSS Mathematics committee will **develop** a Math MTSS model, and **begin professional development** opportunities during the summer of 2021	**Develop** ESASD's Mathematics MTSS model that includes: * Scheduling * Establishing tiered interventions * Teacher resources/ personnel * Mathematics remediation resources and programs * Mathematics data collection tools and storage * Presentation to the school board * Professional Development for Principals and selected team members	**Implement** ESASD's Mathematics MTSS model in all school buildings. Schedule quarterly data review meetings throughout the year to ensure fidelity, student growth, and the effectiveness of the program Create and schedule parent workshops for parents

Priority TWO: To support every student for increased affective success in Mathematics

Measurable Goal Statement #3

> **By the end of the 22/23 school year, 100% of teachers will create classroom communities that reflect trauma-informed theory & practices.**

Measurable Goal Nickname

> **Trauma-Informed**

Target Year 0 2019/2020	Target Year 1 2020/2021	Target Year 2 2021/2022	Target Year 3 2022/2023
Teachers in every building will put into practice techniques that show they value their own mental and emotional health.	Educate all district employees on trauma-informed theories & practices through face to face and online training as well as providing guidelines for all employees to follow.	Provide follow up education for all employees. Create & Implement a tool to measure the classroom/school environment as it relates to trauma and safety Assess all employees and students with the created tool.	Create focus groups with survey respondents based on prior year assessments. Develop interventions to ensure all employees are using trauma-informed language and practices.

Priority TWO: To support every student for increased affective success in Mathematics

Measurable Goal Statement #4

> **By the end of the 22/23 school year, ALL 11 buildings in our District will be piloting a Social Emotional Learning Evidence Based Curriculum.**

Measurable Goal Nickname

> **SEL**

Target Year 1 2020/2021	Target Year 2 2021/2022	Target Year 3 2022/2023
District SEL committee will identify SEL data points to determine content of SEL Curriculum	Choose and implement the SEL curriculum on a beginning basis, TBD by Emotional Support Team	Implement the SEL curriculum on a mastery basis, TBD by the Emotional Support Team

Evidence-Based Strategies

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your LEA. The same evidenced based strategy may be used for more than one goal.

Evidence-Based Strategy	Measurable Goals
Instruction in Math Shifts	Goal #1
MTSS	Goal #2
Trauma Informed Schools	Goal #3
Social Emotional Learning	Goal #4

A. *Action Plan Steps for Goal #1*

Evidence-based Strategy Name	Measurable Goals
Understanding and Implementing the Math Shifts	Math Learning Walk data will show:
	100% of teachers will display standards by end of 2020
	100% calibration of Admin team to desired outcomes
	(Increased) DOK levels in some Math classrooms

Action Step #1 Target Year 0 (2019/2020)	Anticipated Start	Completion Date
Administrative team will conduct walkthroughs to calibrate their own understanding of Standards alignment to instruction/assessment and what the Math shifts look like in the classroom. Administrative team will begin conversations with math teachers around alignment of standards to instruction and assessment. Administrative team will collect benchmark data around Math Practices and Technology use in the classroom.	August, 2019	July, 2020
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
Learning Walk tool, self-developed Math Learning Walk tool, self-developed Collation tools, self-developed Time to meet and discuss findings Time to plan the training based on identified administrative need	See below	See below
Lead Person/Position	ILC planning team	

Anticipated Outcomes	Monitoring/Evaluation
100% of our teachers will understand that the standards are our starting point & will have them displayed daily. The majority of our ILC cohort members will: 1. Correctly evaluate a lesson for alignment to the appropriate standard in its objectives and assessments 2. Successfully guide math teachers to independently align their objectives and assessments to appropriate standards. Walkthrough data will show movement from the left to the right of the overall tally box (see attached) by the end of the year. Benchmark data around Math Practices and Technology use will be obtained for planning for 2020/2021.	Heather Piperato will collate all data from each building and ILC cohorts 1 and 2 will analyze during the three annual trainings and administrative retreat AND ILC Planning team OR Learning Experiences team (if formed) OR Comp Plan Goal #1 Action Plan team will review data and adjust action steps for Target Year 1 (2020/2021) by July of 2020. The official plan will then be updated on the District website and on PDE's Comprehensive Plan Portal

Action Step #2 Target Year 1 (2020/2021)	Anticipated Start	Completion Date
Work with Colonial IU math experts to develop an early adopter program for implementation 20/21	Spring 2020	August 2020
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
TBD with IU team	TBD with IU team	TBD with IU team
Lead Person/Position	ILC planning team	

Anticipated Outcomes	Monitoring/Evaluation
80% of <u>early adopter</u> math teachers will implement the standards for mathematical practice as a purposeful part of lessons and assessments	ILC planning team will measure outcomes on a quarterly basis for the year **AND** ILC Planning team OR Learning Experiences team (if formed) OR Comp Plan Goal #1 Action Plan team will review data and adjust action steps for Target Year 2 (2021/2022) by July of 2021. The official plan will then be updated on the District website and on PDE's Comprehensive Plan Portal

Action Step #3 Target Year 2 (2021/2022)	Anticipated Start	Completion Date
Work with Colonial IU math experts to develop a full roll out program for all math teachers	Spring 2021	August 2021
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
TBD with IU team	TBD with IU team	TBD with IU team
Lead Person/Position	ILC planning team	

Anticipated Outcomes	Monitoring/Evaluation
40% of <u>all</u> math teachers will include the standards for mathematical practice as part of lessons and assessments.	ILC planning team will measure outcomes on a quarterly basis for the year AND ILC Planning team OR Learning Experiences team (if formed) OR Comp Plan Goal #1 Action Plan team will review data and adjust action steps for Target Year 3 (2022/2023) by July of 2022. The official plan will then be updated on the District website and on PDE's Comprehensive Plan Portal

Action Step #4 Target Year 3 (2022/2023)	Anticipated Start	Completion Date
Work with Colonial IU math experts to continue the full roll out program for all math teachers	Spring 2022	August 2022

Material/Resources/Supports Needed	Prof Development Step	Communication Step
TBD with IU team	TBD with IU team	TBD with IU team

Lead Person/Position	ILC planning team

Anticipated Outcomes	Monitoring/Evaluation
80% of all math teachers will include the standards for mathematical practice as part of lessons and assessments. 40% of all math teachers will implement the standards for mathematical practice as a purposeful part of lessons and assessments.	ILC planning team will measure outcomes on a quarterly basis for the year AND ILC Planning team OR Learning Experiences team (if formed) OR Comp Plan Goal #1 Action Plan team will review data and adjust further action steps needed

B. *Professional Development Steps for Goal #1*

Professional Development Activity Name:	
Action Step	Training on Standards alignment in lesson planning
Audience	All ESASD building and Act 93 level administrators (ILC cohorts 1 and 2)
Topics to be Included	Standards alignment to learning objectives, to planned instruction, and to assessment. Math Best Practices DOK levels
Evidence of Learning	Qualitative: conversations held during our four trainings
Lead Person/Position	ILC planning team
Anticipated Timeline	**Start:** Sep 30, Oct 1, Nov 27, Mar 31, Apr 1, June 16 **Completion:** July 22 and 23

Types of Activities	Station Learning using technology; collaborative coaching with peers	Frequency	Four times per year
Danielson Framework Component Met in this Plan	Domain 1, Component 1F		
This Step Meets the Requirements of State Required Trainings	N/A		

C. *Communications for Goal #1*

Communication Activity Name:		
Action Step	1. Send updates to the School Board via Board Briefs 2. Communicate with teachers regarding goals and implications	
Audience	1. School Board 2. Teachers and Department Chairs	
Topics to be Included	1. Updates on the ILC trainings 2. Updates on the goals and implications and how they fit into the District Strategic Objectives	
Lead Person/Position	1. Heather Piperato will send to Dr. Riker 2. Building level administrative teams will communicate with staff during in-services, faculty meetings and department chair meetings.	
Anticipated Timeline	Start: August, 2019	Completion: July, 2020
Type of Communication	1. Email with pictures to Dr. Riker for inclusion in the Board Briefs 2. Written emails, PowerPt presentations and oral discussions during multiple meetings	Frequency 1. As often as ILCs meet (4x) 2. As often as faculty meetings, department chair meetings and in-service days are held

A. *Action Plan Steps for Goal #2*

Evidence-based Strategy Name	Measurable Goals
MTSS MATHEMATICS	**By the end of the 22/23 school year, fully functioning MTSS teams at each building will identify and implement Tier 2 and 3 supports for 80% of students needing math help.**

Action Step #1 Target Year 1 (2020/2021)	Anticipated Start	Completion Date
Central and building level administrators, mathematics and special education teachers, instructional mathematics coaches, CIU20 personnel, and board members will create a MTSS Math committee to discuss, review, and research mathematics support for Tier II and Tier III students in the following areas: ● MTSS Math needs assessment for all buildings ● Scheduling ● Teacher resources/personnel ● Mathematics remediation resources and programs ● Mathematics data collection tools and storage ● Explore partnerships with local universities	Summer 2020	March 2021
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
Act 80 days, Substitutes, meeting time, conferences, workshops, consultation trips	TBD by team	TBD by team
Lead Person/Position	Academic Solutions Team	

Anticipated Outcomes	Monitoring/Evaluation
Fully formed MTSS Math committee under the direction of the Academic Solutions team will have begun to develop Tier II and Tier III interventions at every building	Academic Solutions team leader or C&I/PS will monitor quarterly **AND** MTSS Math committee OR Academic Solutions team (if formed) OR Comp Plan Goal #2 Action Plan team will review data and adjust action steps for Target Year 2 (2021/2022) by July of 2021. The official plan will then be updated on the District website and on PDE's Comprehensive Plan Portal

Action Step #2 Target Years 2, 3 (2021-2023)	Anticipated Start	Completion Date

Develop the Mathematics MTSS model that includes:
    Scheduling
    Establishing tiered interventions
    Teacher resources/personnel
    Mathematics remediation resources and programs
    Mathematics data collection tools and storage
	March 2021	July 2023

Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
Professional Development opportunities for mathematics MTSS committee members	TBD by team	TBD by team
Lead Person/Position	Academic Solutions Team	

Anticipated Outcomes	Monitoring/Evaluation
Fully formed MTSS Math committee under the direction of the Academic Solutions team will solidify Tier II and Tier III interventions at every building to reach at least 80% of needy students	Academic Solutions team leader or C&I/PS will monitor quarterly **AND** MTSS Math committee OR Academic Solutions team (if formed) OR Comp Plan Goal #2 Action Plan team will review data and adjust action steps for Target Year 3 (2022/2023) by July of 2022. The official plan will then be updated on the District website and on PDE's Comprehensive Plan Portal

B. *Professional Development Steps for Goal #2*

Professional Development Activity Name:	
Action Step #1	Establish a MTSS Committee or team under the Academic Solutions team
Audience	Mathematics MTSS Team: Central and building level administrators, mathematics and special education teachers, instructional mathematics coaches, CIU20 personnel, and board members
Topics to be Included	- MTSS Math needs assessment for all buildings - Scheduling - Teacher resources/personnel - Mathematics remediation resources and programs - Mathematics data collection tools and storage - Explore partnerships with local universities
Evidence of Learning	Result of action step. Review of all information Readiness for year 2 (March 2021)
Lead Person/Position	Academic Solutions Team
Anticipated Timeline	Start: July 2020 through March 2021	Completion: March 2021

Types of Activities	Discuss, Review, and Research components of Mathematics MTSS models	Frequency	Monthly/as needed
Danielson Framework Component Met in this Plan	Component 1E		
This Step Meets the Requirements of State Required Trainings	N/A		

Professional Development Activity Name:	
Action Step #2	Develop a Mathematics MTSS model under the umbrella of the Academic Solutions team
Audience	Mathematics MTSS Team: Central and building level administrators, mathematics and special education teachers, instructional mathematics coaches, CIU20 personnel, and board members

Topics to be Included	Develop the Mathematics MTSS model that includes:
	       Scheduling
	       Establishing tiered interventions
	       Teacher resources/personnel
	       Mathematics remediation resources and programs
	       Mathematics data collection tools and storage
	       Presentation to the school board
	       Professional Development for Principals and selected team members

Evidence of Learning	Development of the Mathematics MTSS model for implementation Readiness for professional development for personnel
Lead Person/Position	Academic Solutions Team
Anticipated Timeline	Start: March 2021 Completion: July 2021

Types of Activities	Professional Development	Frequency	Monthly
Danielson Framework Component Met in this Plan	None - system development		
This Step Meets the Requirements of State Required Trainings	N/A		

C. *Communications for Goal #2*

Communication Activity Name:		
	TBD by team	
Audience	TBD by team	
Topics to be Included	Purpose of MTSS	
Lead Person/Position	Academic Solutions Team	
Anticipated Timeline	Start: July 2020	Completion: March 2021
Type of Communication	Meetings, conferences, workshops, consultation trips, school board, superintendent, business office	Frequency Monthly/as needed

A. *Action Plan Steps for Goal #3*

Evidence-based Strategy Name	Measurable Goals
Trauma Informed Schools	By the end of the 22/23 school year, 100% of teachers will create classroom communities that reflect trauma-informed theory & practices.

Action Steps	Anticipated Start	Completion Date
Educate all-district employees on trauma-informed theories & practices	June 2020	May 2023
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
Face-to-Face & Online training system - online forms, edgenuity, research, online video tools	Develope year long program	Start of year roll-out and staff meetings
Lead Person/Position	Emotional Support Team	

Action Steps	Anticipated Start	Completion Date
Create & Implement a tool to measure the classroom/school environment. Assess all employees and students with the created tool.	June 2021	May 2022
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
Online forms, research, online video tools	Work with teams to create appropriate tools from related research	Start of the year roll-out, staff meetings
Lead Person/Position	Emotional Support team	

Action Steps	Anticipated Start	Completion Date
Create focus groups based on prior year assessments. Develop interventions to ensure all employees are using trauma-informed language and practices.	June 2022	May 2023
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
Time to meet with staff and students	TBD by team	Communicate with all staff
Lead Person/Position	Emotional Support Team	

Anticipated Outcomes	Monitoring/Evaluation
100% of teachers will create classroom communities that reflect trauma-informed theory & practices.	Emotional Support team will monitor on a quarterly basis **AND** Supervisors of support services K-12 OR Emotional Support team (if formed) OR Comp Plan Goal #3 Action Plan team will review data and adjust action steps for successive Target Years by July of each year. The official plan will then be updated on the District website and on PDE's Comprehensive Plan Portal

B. *Professional Development Steps for Goal #3*

Professional Development Activity Name:	
Action Step	Educate all-district employees on trauma-informed theories & practices
Audience	All employees
Topics to be Included	Trauma
Evidence of Learning	Response surveys, in training assessments, small group modeling & discussion, case studies
Lead Person/Position	Emotional Support Team
Anticipated Timeline	Start: June 2020 Completion: May 2021

Types of Activities	Online & face-to-face training		Frequency	Quarterly
Danielson Framework Component Met in this Plan				
This Step Meets the Requirements of State Required Trainings		Yes - Trauma informed schools		

Professional Development Activity Name:	
Action Step	Create & Implement a tool to measure the classroom/school environment as it relates to trauma and safety. Assess all employees and students with the created tool.
Audience	Students & employees
Topics to be Included	Trauma
Evidence of Learning	Response surveys
Lead Person/Position	Emotional Support Team
Anticipated Timeline	Start: June 2021 Completion: May 2022

Types of Activities	Survey	Frequency	1
Danielson Framework Component Met in this Plan	.		
This Step Meets the Requirements of State Required Trainings	N/A		

Professional Development Activity Name:		
Action Step	Create focus groups based on prior year assessments. Develop interventions to ensure all employees are using trauma-informed language and practices.	
Audience	Students & employees	
Topics to be Included	Trauma	
Evidence of Learning	Development of focus groups and interventions	
Lead Person/Position	Emotional Support Team	
Anticipated Timeline	Start: June 2022	Completion: May 2023

Types of Activities	Focus groups & environment survey	Frequency	2 times
Danielson Framework Component Met in this Plan			
This Step Meets the Requirements of State Required Trainings	N/A		

C. *Communications for Goal #3*

Communication Activity Name:		
Action Step	Dissemination of the interventions developed through focus groups and surveys.	
Audience	Students, employees, community	
Topics to be Included	Trauma	
Lead Person/Position	Emotional Support Team	
Anticipated Timeline	Start: June 2022	Completion: May 2023
Type of Communication	Online, face-to-face	Frequency 2 times

A. Action Plan Steps for Goal #4

Evidence-based Strategy Name	Measurable Goals
Social Emotional Learning Evidence Based Curriculum	By the end of the 22/23 school year, ALL 11 buildings in our District will be piloting a Social Emotional Learning Evidence Based Curriculum.

Action Steps	Anticipated Start	Completion Date
Pull Major Infraction Discipline for the 19/20 school year to determine the need of Social Emotional Learning Curriculum.	03/2020	07/2020
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
Sapphire/ Discipline Data	- None needed	- Inform Administrators from each building on findings from the data that was collected
Lead Person/Position	Emotional Support Team	

Action Steps	Anticipated Start	Completion Date
- Identify an Social Emotional Learning Evidence Based Curriculum for each grade level.	06/2020	11/2020
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**
SEL curriculum/ SEL Committee	- None	- Meet as a team to review and pick a SEL curriculum at each grade level.
Lead Person/Position	Emotional Support Team	

Action Steps	Anticipated Start	Completion Date
Educate Staff on Social Emotional Learning and Educate the individuals on the SEL curriculums that they will be using.	11/2020	2/2021
Material/Resources/Supports Needed	**Prof Development Step**	**Communication Step**

SEL curriculum/ Powerpoint Presentations	For teachers who will be delivering a Social Emotional Learning Curriculum. All staff will be instructed on what Social Emotional Learning is.	-Meet with all Administrators from each building to ensure that everyone is on the same page. -Staff will be trained on Social Emotional Learning. an item.
Lead Person/Position	Emotional Support Team	

Anticipated Outcomes	Monitoring/Evaluation

B. *Professional Development Steps for Goal #4*

Professional Development Activity Name:	
Action Step	Educate Staff on Social Emotional Learning and Educate the staff members who will be facilitating the SEL curriculums that they will be using.
Audience	Administrators and Faculty members
Topics to be Included	What is Social Emotional Learning? How does our data support the use of Social Emotional Learning? What our curriculum is.
Evidence of Learning	Post Survey where Audience members will be able to identify what Social Emotional Learning is.
Lead Person/Position	Emotional Support Team
Anticipated Timeline	Start: 12/2020 Completion: 02/2021

Types of Activities		Frequency	
Danielson Framework Component Met in this Plan			
This Step Meets the Requirements of State Required Trainings		N/A	

C.   *Communications for Goal #4*

Communication Activity Name:		
Action Step	Hold Leadership team building	
Audience	Leadership Team	
Topics to be Included	What is Social Emotional Learning? How does our data support the use of Social Emotional Learning? What role do you play in this?	
Lead Person/Position	Emotional Support Team	
Anticipated Timeline	Start: 06/2020	Completion: 08/2020
Type of Communication	Meeting	Frequency 1 time

Communication Activity Name:		
Action Step	Educate Faculty Members on SEL	
Audience	Faculty members	
Topics to be Included	What is SEL? What is the importance of SEL?	
Lead Person/Position	Emotional Support Team	
Anticipated Timeline	Start: 09/2020	Completion: 01/2021

Plan Communications

Describe how you will inform internal and external stakeholders about the Mission, Vision and Goals set forth in the Comprehensive Plan.

Communication Step	Website posting	Audience	District Residents
Topics of Message	Process and Product of Comprehensive Plan		
Mode of Communication	Digital posting	Anticipated Timeline	February 15, 2020