
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
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Educational Technology Report

Wednesday, November 25, 2009

(Last Approved: Wednesday, November 25, 2009)

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Mission

East Stroudsburg Area School District, a diverse and rapidly growing community, nurtures within all students a commitment to excellence and life-long learning which prepares them to become creative, productive and responsible citizens in a continually changing and challenging world.

East Stroudsburg Area School District... Creating the Future!

Vision

The East Stroudsburg Area School District vision is reflected throughout the District. Our mission statement describes the community we serve, and our responsibility to prepare for a challenging future. Our belief statements describe what can be expected of the District and how community involvement affects those endeavors.

The future vision of East Stroudsburg Area School District includes a comprehensive plan of facility management and use in order to physically accommodate our dramatic, changing and transient population. We envision the academic program evolving through a standards-based environment utilizing differentiated instruction, career-related activities, multi-sensory approaches, creative use of technology, continued school-to-community outreach, and an extensive commitment to exemplary learning.

Shared Values

We believe that:

- All students can learn.
- Effective communication is essential to the learning process.
- All eligible students have the right to receive an education in a safe and caring environment.
- Diversity is essential for the success of our educational program and our community.
- Motivation is essential for learning.
- Clear and consistent discipline for all creates a positive school community.
- It is critical that all members of the educational community should be treated with mutual respect.
- School, family, and community partnership is vital to student self confidence, performance and success.
- A fundamental understanding of technology is imperative.
- Continuous evaluation and revision of our educational system is our commitment to our beliefs.
- Financial support of education is a meaningful investment in the entire community.
- The ability to adapt to educational requirements and district obligations is essential to our changing world.

Needs Assessment

Reflections

- **NCLB #1 Special Education-Personnel Development, Reading**

Strength Last Modified: 4/16/2009

In June of 2007 baseline data was gathered to determine the number of students with autism, who have behavior support plans, who have made progress towards their goals: 14 out of 15 students made progress towards their goals.

In June of 2007 baseline data was gathered to determine the number of students with IEPs, that scored proficient or above on our district MAP assessment: Reading 311 proficient Math 228 proficient

Our district is faced with unique challenges, including covering more than 250 square miles of the two fastest growing counties in the state, Monroe and Pike. The stress and financial strain that has been placed on the district to continually build or renovate ten schools, hire more teachers and support staff, and properly equip new classrooms often finds technology funding for equipment and professional development in the middle of deep budget cuts making it difficult to provide adequate resources to allow our teachers to truly make technology as integral in a lesson as a pencil.

As a growing district, staff is also challenged by a rapidly increasing diverse population attempting to provide a continuous program of intervention strategies to ensure that all our students are being prepared for college and work. Many of the families moving to the area are commuters to New York City or Philadelphia, therefore taking parents away from their children many hours a day, with a typical commute time of 90 minutes each way. The district enrolls approximately 8,200 students with student growth leveling off during the past three years; additionally, 18 percent require special education services and nearly 4 percent require ESL services. At one point the district faced a significant turnover in teaching staff at one intermediate/high school campus, which is in a very rural setting of Pike County, however, that trend has decreased significantly due to the stabilization of enrollment.

In response to increasing economical, societal and instructional demands East Stroudsburg Area School District will forge a technology program to enable all stakeholders to meet these demands. Recent surveys have clearly illuminated the fact that our students and their parents want to see their children receive more technology instruction at school. Despite the fact that many families have computers at home many students don't use them for educational or productive reasons. The new Pennsylvania Academic Standards call for increased student proficiency in critical thinking, problem solving and technology literacy. This is due to the information revolution changing the content of the workforce and increasing the pace of globalization. We believe the strides we have made in our educational community has and will continue to foster the growth of producing quality students equipped to excel in today's global environment.

Current Technology in Instruction

Technology is a necessary tool in all curricular areas to produce life-long learners. Improvements will be initiated in curriculum writing that aligns technology with state standards for increased student achievement. This will allow students the opportunity to construct knowledge with the help of technology tools while meeting new challenging standards. Internet access will be accessible to students for research of in-depth and current, real-world examples of learning. Technology tools will be used to develop critical thinking skills, as well as authentic and relevant learning experiences to promote the necessary 21st century workplace skills needed to compete in today's competitive global workforce.

Technology is currently embedded into the four core content areas or taught as a subject itself. Teachers use technology consistently for research, word processing, and/or multimedia presentations. They have progressed from utilizing computer labs and library

computer resources primarily for word processing research papers and have advanced to using a plethora of digital tools such as: podcasts, video streaming, wikis, blogs, forums, digital storytelling, Moodle. Teachers have transitioned to utilizing technology for detailed, student-centered projects which motivate their students to think outside the box. This is becoming the norm in our 21st century learning environment.

The district utilizes an achievement test, Measures of Academic Progress (MAP), which is a state-aligned computerized adaptive test that accurately reflects the instructional level of each student and measures growth over time. Due to the technology delivery method, immediate scores are available to the students and teachers at the completion of the test and in 48 hours teachers have class reports with standard deviation and mean calculations. This makes the data timely and relevant for the teachers. Although data has always been available, its importance has been recently emphasized to make data driven decisions. Training has been an integral part of being able to manipulate and manage student data. Additional and more in-depth training is scheduled for the future so teachers can leverage these tools effectively and efficiently.

The district has had various communication tools at its disposal for several years; however, they were under used in the past. Presently, all staff employ email as a standard form of electronic communication. Moreover, intermediate and high school teachers are required to maintain an online grade book which can be accessed by parents. In the near future, this offering will be expanded to include elementary grade levels 2 through 5.

A variety of communication technologies have been available for several years but were under-utilized such as; web-based grade reporting software, extensive district and school websites, and email. Teachers utilize email for parent-teacher, teacher-teacher, and student-teacher communication, while most principal communications to staff are carried out through the use of email. Connect-Ed, a mass call notification system has been procured to enable school administrators to record, schedule, send, and track personalized voice messages to thousands of students, parents, and staff in minutes.

The district maintains a vast amount of information on the district website, along with links to each school's website, which includes information for visitors, students, staff, and stakeholders. One prior goal that was achieved was the creation of an online repository listing instructional resources available to students and teachers categorized by grade level and eligible content. This goal has been met; however, improvements are ongoing to reflect current research, assessed needs, and best practices.

Another prior goal that has been met was the increased use of technology to support administrative functions. Prior to this plan's revision, administrative technology was under utilized. Kronos, our timeclock management system, has been fully implemented across all departments. The change in PDE's state reporting requirements, and the mandate that all school districts upload special education, student demographic, and staff information into the PIMS system has ensured that all our data within our student, special education, human resource, and financial information systems are accurate.

Other Support for Technology Integration

East Stroudsburg Area School District will establish technological equity among all schools. All students regardless of the school they attend will have equal amounts of technology and equal levels of Internet access at their respective grade levels. All schools will have higher concentrations of hardware and software as they prepare students for the 21st century workforce. Every classroom teacher will have access to a networked computer for grading, attendance, planning, e-mail and research.

East Stroudsburg Area School District has developed a network infrastructure capable of supporting emerging technology. Our Wide Area Network is now reliable, scalable, and affordable data for Internet access, email, student and financial information systems and file sharing; video for videoconferencing, streaming media content for instructional use, video for security functions; voice for interschool communications. The merging of these 3 traffic types onto a redundant fiber optic or wireless WAN saved the district considerably on telecommunications costs. Most recently the district has joined into a consortium with Colonial IU #20 and the majority of its member districts to re-bid the WAN and commodity Internet with the goal of increasing bandwidth and lowering costs.

The Board of Education will provide a fiscal commitment to maintain and promote the advancement of technology. A recurring funding stream will ensure that the previously stated initiatives come to fruition and that we don't neglect the advanced state of technology that we have become dependent on.

Students

Since overcoming many hurdles throughout the previous years, technology is successfully being integrated in multiple areas of instruction in all schools, and students have demonstrated computer literacy through many avenues. Student projects in secondary courses are often utilized to produce educational videos and create flash animations for our younger students to give elementary teachers additional instructional tools and add meaning to the projects the high school students create. These projects have often been shared at IU and State Computer Fairs, where the district has been very successful; our secondary students have earned more the 30 awards at the IU level and over 10 state level awards.

Students are a remarkable and willing resource to support technology in our high schools. The support can be as simple as students helping each other in the classroom, either because they volunteer or because they are assigned to mixed-ability groups. Often teachers have students who are capable of supporting the integration of technology into their classrooms. Through assigned tasks or just to help a classmate, more proficient students will often assist each other to complete basic computer tasks.

Students will be expected to develop high levels of technology literacy. They will graduate with a thorough understanding of word processors, spreadsheets, presentation software, databases, Internet browsers, and multimedia tools. This curriculum will give all students a variety of technology experiences to initiate life long learning. Students will graduate with a thorough understanding of the ethical and moral implications of technology and the magnitude of change it has had on our society. Higher-level courses will be developed for those students preparing to enter the highly competitive global workforce. Coursework in basic computer repair, networking, web design, e-commerce, programming and telecommunications is available to all secondary students.

A more formal program that uses students to support technology skills and use, is the School-to-Work Internship offered by the district technology department whereby a senior can earn one technology credit and work as an intern with the district's technicians. Students also have internship opportunities through the Audio-Visual coordinators and Stage Managers at the high schools.

Teachers and Staff

Each school is equipped with two Computer Coaches through a district initiative to encourage teacher adoption of technology and bridge knowledge from the technology department to the teachers. The computer coaches are each required to hold three after school trainings (total of six

per building) on technology tools significant to the buildings' goals, making a technology training session available six of the nine months school is in session. Each building also has a minimum of five Keystone Technology Integrators and the district has seven intermediate unit level Keystone Technology Integrators that attended the annual PDE state summit. These Keystone Technology Integrators are strong role models for their peers and often provide on-going staff development for their colleagues.

The Getting to One and Classrooms for the Future initiatives enabled the district to employ two Technology Integration Specialists at the secondary level. These specialists provide on-going staff development, classroom integration strategies, educational technology support, as well as foster collegial collaboration throughout the district. These two grants enabled the district to springboard its secondary technology integration model into the intermediate and elementary schools thus requiring the need for an additional Technology Integration Specialist which has been supported by district funds.

With growing teacher confidence in computer usage, we are ready to move to the next step, a paradigm shift from learning being dispensed to learning being constructed. Our goal is to create a classroom with transparent technology that empowers students to construct their own knowledge. Teachers will be encouraged to engage in a systemic revolution from the fundamental ways learning is dispensed and assessed.

Staff will utilize technology to enhance communication, productivity and efficiency of the district. The e-mail system is reliable, fast and user friendly. Teachers, administrators and staff utilize e-mail on a daily basis with a high comfort level for communications with colleagues and parents. Electronic communication is used to share papers and notes, send assignments home for absent students, schedule conferences, contact parents and many other collaborative uses. Moodle provides our teachers and administrators with a virtual foundation for collaboration in a safe, secure, password protected environment. These electronic communications tools save the district thousands of dollars per year in paper and copier maintenance costs while demonstrating an environmentally responsible operation for the students.

Technical Support

The Instructional Technology and Educational Computing (ITEC) department shall provide proper technical support in all buildings. Our goal is such that the quantity of ITEC personnel will be that all technical emergencies can be responded to over the phone within five minutes or in person within 15 minutes. Typical non-emergency service calls will be resolved within one week from the time the initial work order is placed. Professional development will be provide to all ITEC personnel keeping them technology current. They will have good customer support skills and will have a thorough understanding of the context in which technology is used in an instructional environment.

Technology Leadership

The district technology leaders will attend local, state, and national conferences to present and share information with others, while gaining information from trail-blazing educational institutions, vendors, and educational leaders. This information will be turnkeyed back within the district to increase the use of best practices of technology integration. Leaders also subscribe to reputable and current technology publications for the latest exposure to new technologies. Leaders also regularly attend Technology Advisory Council meetings at our Intermediate Unit that allow for further networking with peers, exchanging of ideas, and sharing of best practices on technology strategies.

Mission of this Technology Plan

The technology mission of the East Stroudsburg Area School District is to incorporate technology into an integrated, comprehensive district program to prepare students to become productive citizens, effective communicators, problem solvers and lifelong learners in globally competitive economy and continually changing world. Technology is a tool that when used with tested instructional practices and curriculum can be an effective catalyst for education reform. Technology will be embedded into each area of the curriculum so that students can develop the skills to be productive in post secondary education or the immediate workforce.

The following are the major factors necessary to support the effective application of technology within learning:

- Staff development that is individualized to the needs of the teacher.
- Technical assistance that is available when needed.
- Time for teachers to plan, research and implement technology applications.
- Long term staff development to support the integration of technology into instruction.
- Teacher-access to technology while teaching and planning.
- Involvement of teachers in planning statewide, school, and classroom uses of technology.

As evidenced in a prior perceptual survey, 52% of responders rate technology funding as poor or fair. This plan hopes to continue a computer refresh cycle to ensure that computers are replaced in a 4 year cycle throughout the district. The district began this replacement cycle in 2005-2006 and continues to follow the cycle. In the past, many computers throughout the district were more than 6 years old before funding was supplied to replace the equipment. This technology plan will extend the consideration of technical support by adding additional supports to keep equipment operating efficiently through a regular maintenance cycle for computers, printers, network equipment, software updates, and peripherals.

Goals and Strategies

Goal: Facilities

Description: East Stroudsburg Area School District facilities will be constructed and regularly maintained to provide safe, secure facilities, which are specifically designed to enhance the educational environment for all stakeholders.

Strategy: Facility and Infrastructure Maintenance/Custodial Program

Description: Maintain all facilities in an appropriate manner, upgrading those systems which have become obsolete, are nearing the end of their useful service, or require preventative maintenance to continue operating in an efficient manner.

Activity: External Audit Process

Description: Utilize findings of an external audit of personnel, procedures, training opportunities and technology resources.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007 Finish: Ongoing	\$72,000.00
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Status: In Progress — Upcoming

Date Comment

8/6/2007 Who does this --local auditor?

Activity: Regularly Scheduled Custodial Process/Maintenance

Description: Regular scheduled replacement and maintenance of equipment and yearly processes with needed staff development.

Person Responsible Timeline for Implementation Resources

Williams, Thomas	Start: 1/1/2007 Finish: Ongoing	\$40,000.00
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Status: In Progress — Upcoming

Date Comment

8/6/2007 An ongoing concern is training and background experience.

7/31/2009 On June 22, 2009 a district-wide staff development was held for all custodians at J.T. Lambert covering safety in the workplace, hazardous material handling and cleaning techniques. This will be conducted on a yearly basis. Building Level trainings will be conducted throughout the year. A district handbook for custodians has been completed and distributed to all buildings.

Strategy: Growth Planning

Description: Establish a process to monitor and address student growth within the District and community.

Activity: Facilities Planning

Description: Develop a comprehensive approach to facilities planning by committee involving board members, administrators, faculty, staff, and community at large for the purpose of constructing and maintaining safe, secure facilities to enhance the educational environment.

Person Responsible Timeline for Implementation Resources

Shearouse, James	Start: 1/1/2007 Finish: Ongoing	\$3,750.00
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Status: In Progress — Upcoming

Date	Comment
8/6/2007	Planned new elementary school and addition and renovation of an elementary school.
11/25/2008	New elementary school (East Stroudsburg Elementary) has been completed and opened for students on September 2, 2008. Middle Smithfield Elementary's renovation is currently underway and expected completion is September, 2010.
7/31/2009	Middle Smithfield Elementary in progress and following timeline. Smithfield Elementary completed. Energy analysis for improvements and savings in all buildings. Independent study to be conducted at the direction of East Stroudsburg Area School District Facilities Committee.

Activity: Five-Year Capital Improvement Plan.

Description: Building principals identify facility deficiencies and make suggestions to the Director of Maintenance on the general needs of district facilities in accordance with the five year capital improvement plan.

Person Responsible Timeline for Implementation Resources

Shearouse, James	Start: 10/6/2006 Finish: 10/7/2011	\$40,015,000.00
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Status: In Progress — Upcoming

Date	Comment
8/6/2007	Plan has been made and projects that the funds are available for are being completed.
7/31/2009	Continue to monitor progress, including Middle Smithfield Elementary and J.M. Hill Elementary.

Activity: New Building/Construction Monitoring

Description: Through building team meetings, school board reports, daily inspections and communication, progress will be supervised and monitored.

Person Responsible Timeline for Implementation Resources

Shearouse, James	Start: 1/1/2007 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
8/6/2007	Clerk of the Works appointed for projects.
7/31/2009	Establish timelines for construction projects. Team meetings should continue up to the end of construction. Punch list items should be monitored as projects near completion. Bid language should contain punch list stipulations that items listed are addressed before contractor leaves site.

Activity: Provide Academic Space for Increased Enrollments

Description: Remove students from substandard classrooms, reduce the District's reliance on portable classrooms, provide adequate classroom space for all related arts instruction, maintain current class size averages, maintain adequate space for instruction support services, and maintain technology equipment/infrastructure to support student and teacher needs.

Person Responsible Timeline for Implementation Resources

Baughman, Patricia	Start: 1/1/2007 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
8/6/2007	Completed addition and renovation at Smithfield Elementary, started construction of East Stroudsburg Elementary and planning addition and renovation for Middle Smithfield Elementary.
11/25/2008	East Stroudsburg Elementary has been completed and opened for student on September 2, 2008. Middle Smithfield Elementary's renovation project is underway and expected date of completion is September 2010.
7/31/2009	Still improving with construction. Include High School South and Administration Center. Move all classrooms out of basement in J.M. Hill.

Strategy: Network Technologies

Description: East Stroudsburg Area School district will develop a network infrastructure capable of supporting emerging technology. Our Wide Area Network will be reliable, scalable, affordable and able to support all three types of traffic. These include data for Internet access, Email, AS400 access and file sharing; video for videoconferencing, streaming media content for instructional use, video for security functions; voice for interschool Communications. The merging of these 3 traffic types onto a redundant fiber optic or wireless WAN will save the district considerably on telecommunications costs.

Activity: IU 20 WAN Partnership

Description: Partner with all school district members of CIU #20 to lower costs of commodity Internet, regional WAN, and Internet 2 while realizing an increase in bandwidth.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

5/1/2007	This is an ongoing partnership, we continue to participate
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Activity: Maintenance of Local Area Network

Description: Scheduled Wire Maintenance at IDF, MDF and Classroom Levels; Regular Scheduled Maintenance of Work Group Printers

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007	\$180,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Software Applications for Active Researchers and Learners

Description: Subscribe to products to enable users to become active researchers and learners; such as: Compass Learning, Kids College, Homeroom.com, Study Island.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007	\$288,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Technology Partnerships

Description: Identify and build technology partnerships with student, parents and the business community.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007 Finish: Ongoing	\$58,625.00
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Status: In Progress — Upcoming

Activity: Technology to Support Innovative Teaching

Description: Technology-based programming to ensure alignment with high academic standards and interesting programming to meet the needs of diverse learning populations.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/26/2006 Finish: Ongoing	\$10,000.00
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Status: In Progress — Upcoming

Date Comment

7/7/2009	The district has participated in the Classrooms for the Future grant at the high school level for the past three years. Through this program we have hired two technology integration coaches who work with teachers to develop technology-embedded projects and activities. The District also has a technology specialist who works with elementary and intermediate teachers. Professional development has focused on technology and 21st century learning skills. At the high school, we continue to implement technology based curriculum, with an Interactive Media class added in 2008-2009 and a Broadcast Journalism class being implemented in 2009-2010. At the same time, we have expanded levels of Multimedia courses. In addition, the District has implemented several Technology-based programs: KidsCollege, Compass Learning, Earobics and Study Island. Teachers have been trained in Moodle and have put many of their courses online through this content management system. Also, the district implemented on-line summer school in the summer of 2007 and a Virtual Academy for the 2008-2009 school year.
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Activity: Technology Tools to Encourage Active Learning

Description: Implement a four year replacement cycle of computers to support applications to encourage active learning opportunities for all students.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007 Finish: Ongoing	\$3,533,000.00
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Status: In Progress — Upcoming

Activity: Virtual Faculty Room to Relieve Professional Isolation of Teachers

Description: Create an on-line virtual faculty room to encourage the sharing of resources, knowledge, and ideas across buildings and grade levels.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/30/2006 Finish: Ongoing	\$20,000.00
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Status: In Progress — Upcoming

Date	Comment
4/7/2009	Professional development using Moodle has been provided; teachers, administrators and instructional coaches have developed Moodle pages to share instructional resources and websites for students and staff within the District. A link on the District's homepage allows teachers and students to access these resources for independent practice and reference.
7/7/2009	Selected groups have been trained in Google Docs and Wimba classroom. These tools have increased collaboration among teachers and administrators. There has been an increase in the use of Moodle and posting of instructional resources on the website. Moodle also facilitates discussion forums to increase dialogue among staff members. As part of the Library Science curriculum, we will develop a library Moodle page. This will allow district media specialists to share resources and ideas across the district. Plans are in place to create a Moodle site for gifted and English Language Learners.
7/22/2009	During the 2009-2010 school year, the district curricula will be available online. The library media department will develop a Moodle page on which they can share lessons and activities.

Activity: Wide Area Network

Description: Our Wide Area Network will be reliable, scalable, affordable and able to support all three types of traffic.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007 Finish: Ongoing	\$1,175,000.00
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Status: In Progress — Upcoming

Strategy: School Safety and Security

Description: Utilize physical, human and technological elements to provide safe and secure facilities.

Activity: Content Filtering

Description: While ESASD has maintained appropriate content filtering for the educational environment the district upgraded to a new and more leverageable content filtering system, Lightspeed, to ensure that the district protects our staff and students and continues to comply with CIPA requirements. In addition to providing content filtering, Lightspeed also provides email spam filtering, and antivirus protection for our users and computers. This allows the ITEC department to realize a reduction in cost by having a product where all these solutions are bundled together, and lower our total cost of ownership.

Person Responsible Timeline for Implementation Resources

Borosh, Brian	Start: 1/1/2007 Finish: Ongoing	\$101,000.00
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Status: In Progress — Upcoming

Date Comment

5/1/2007	Reviewing other proxy and filtering products Purchased larger servers for handling proxy and filtering
8/6/2007	Currently implemented stringently and haphazardly. District is considering purchase of commercial solution.

Activity: Emergency Notification System

Description: Provide the essential tools and equipment to respond and communicate in the event of an emergency. Protocols will be established for the notification and implementation of all individuals.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007 Finish: Ongoing	\$147,500.00
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Status: In Progress — Upcoming

Date Comment

8/6/2007	Implemented and used regularly. Expansion in progress to include attendance notification.
7/23/2009	The District uses the Connect Ed messaging system to keep parents notified. Building administrators use the system to remind parents of upcoming workshops, meetings, etc. This system has improved home-school communication significantly.

Activity: Facilities Access Control

Description: Utilize human, physical, and technological Facilities Access Control instruments to provide a secure educational work environment.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2007 Finish: Ongoing	\$180,000.00

Status: In Progress — Upcoming

Date	Comment
8/6/2007	Human coverage implemented at elementary schools, card access control implemented at JTL, Resica, Middle Smithfield. Implementation in additional buildings is scheduled with renovations.

Strategy: School Security

Description: Utilize physical, human and technological elements to provide secure facilities.

Activity: Site-Wise Virtual Facility Tour

Description: Create and maintain a digital district facilities virtual tour for use in planning and emergency response to ensure the safety and security of students and staff.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2007 Finish: Ongoing	\$23,000.00

Status: In Progress — Upcoming

Date	Comment
9/27/2006	All building virtual tour photos have been taken and the process has begun to download this information of DVDs.
8/6/2007	The initial tour is complete and will be revised by June 30, 2007. The current copy will then be shared with local emergency response organizations.
11/25/2008	Site-Wise tours have been completed for all elementary buildings, with the exception of East Stroudsburg Elementary. The virtual tour is currently being developed. Both intermediate buildings are complete. High School North is complete. High School South will be developed after the renovation project is completed.

Goal: Mathematics

Description: East Stroudsburg Area School District students will demonstrate ongoing improved achievement in mathematics and meet the proficiency requirements necessary to meet adequate yearly progress (AYP) as measured by the annual statewide PSSA assessments.

Strategy: Community Partnership

Description: Create partnerships with parents, community and higher education to optimize student achievement.

Activity: Administer Needs Assessment

Description: The ESASD will conduct an annual survey of parental perceptions about the progress of schools in mathematics through the online tool Zoomerang. The survey will include identifying barriers to participation by parents in mathematics programs (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the survey to design strategies for more effective parental involvement, and to revise, if necessary, parental policies.

Person Responsible Timeline for Implementation Resources

Borosh, Brian	Start: 9/4/2006 Finish: 6/30/2012	\$3,375.00
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Status: In Progress — Upcoming

Date	Comment
8/7/2007	Beginning in September 2007, the Assistant Superintendent for Curriculum and Instruction will form a committee to develop an online survey designed to determine parental perceptions about the progress of schools in meeting the mathematics goal. Information regarding the survey will be shared with parents at the fall conferences and via individual school newsletters. The online survey tool will be made available beginning in mid-November through December 2007. The survey committee will reconvene to review and summarize the results of the parent survey. The summary will be shared with the Strategic Planning Committee at an update meeting.
4/17/2009	The District is in the first year of implementation of a revised secondary mathematics curriculum with accompanying resources and is in the process of revising/adopting a new elementary curriculum and resources for the 09/10 school year. A parent survey will be authored by a committee consisting of the Assistant Superintendent for Curriculum and Instruction, the Director of Technology and District Math coaches and math department chairs. The survey will be administered using the online tool Zoomerang (or similar) and be available for parents to complete in the Spring of 2010. Results will be compiled to assist the District in designing programs/strategies for more effective parental involvement in math education.
7/23/2009	The District is generating building-specific data and offering parent workshops on specific topics to promote a stronger home-school connection and partnership. The District also feels that student perceptions are also valid and wants to create forums for generating their ideas. In addition, the District has established a Pride Committee and Student Advisory Committees as forums for discussing the strengths, needs, and

perceptions of our stakeholders. Each building sends regular newsletters to parents. Beginning with the 2009-2010 school year, the District will generate Literacy, Technology and Math newsletters for Parents. The newsletters will give examples of what their children are learning in school and how they can help their child. At the end of the 2008-2009 school year, parents K-12 received brochures and instructions on how their child could access Compass Learning to remediate, enrich or reinforce their child's skills. The District will run a report on usage and develop feedback surveys. Based on PSSA results, school improvement teams at each building will generate a survey to identify building specific concerns and generate a stronger home-school partnership. Throughout the 2008-2009 school year, the district offered parent workshops to increase their awareness of the district programs and Internet resources. as which time we solicited feedback. During the summer of 2008 and the summer of 2009, the District held a series of four workshops for incoming Kindergarten parents, one of which dealt with the Math program . A technology math night is planned for the 2009-2010 school year. The superintendent and building principals meet regularly with a Student Advisory Committee at each of our four secondary schools. HSS conducted a student survey with juniors to try to solicit student feedback and perceptions in order to identify barriers and generate solutions. The District conducted two PSSA Compass Learning nights for parents of students in grades 3-5 to inform parents of how they can assist their children. Parents participated in hands-on workshops during Family Literacy Nights held in each of our elementary buildings. District coaches presented workshops on PSSA to building PTOs. The Superintendent established a Pride Committee consisting of building and district administrators and the PTO officers from each of our ten buildings K-12. The committee has been in existence for two years and meets regularly to share perceptions and suggestions.

Activity: Parent University (math)

Description: Provide Parent University nights to familiarize parents with technology tools relating to mathematics achievement.

Person Responsible Timeline for Implementation Resources

Duggins, Irene	Start: 1/1/2007 Finish: Ongoing	\$5,000.00
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Status: In Progress — Upcoming

Date	Comment
8/7/2007	The Director of Instructional Technology will plan with principals, math and technology coaches, and the Assistant Superintendent for curriculum and Instruction to presents a series of parent workshops designed to familiarize parents with the technology resources available to them in assiting their child(ren). the parent workshop sessions will be presented in November 2007, with the locations and dates to be determined by the Director of Instructional Technology and principals.
5/11/2009	CompassLearning sessions were held in the evening to acquaint parents with this technology program. Technology presentations were embedded in reading nights held at every elementary school. Additionally, Earobics trainings for parents were conducted. Information sessions were held for parents of intermediate students, including on-line textbook resources, while their children were entertained in the school gym.

Strategy: Curriculum Alignment

Description: To implement and monitor a mathematics curriculum that has instruction, instructional strategies, resources and assessments aligned to State standards.

Activity: Best Practices

Description: Facilitate professional development for teachers that models best practices for math instruction.

Person Responsible	Timeline for Implementation	Resources
Duggins, Irene	Start: 10/9/2006 Finish: 3/9/2012	\$5,400.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Stroudsburg Area School District, East Stroudsburg University, IU 20, and PaTTAN.		Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish

Follow-up Activities	Evaluation Methods

Status: In Progress — Upcoming

Date	Comment
8/6/2007	Activity: Best Practices Monitor the implementation of: • Math Coaching Initiative • Differentiation of Instruction • Support of ELLs in the Regular Math Classroom - Penn Literacy Network • "Thinking Maps" – Use of Graphics Organizers in Mathematics Instruction • Integration of Literature in Mathematics Instruction (Investigations Program) • "Reading Apprentice Program" – Critical Reading Skills Across the Curriculum • Preparation for the PSSA Math Assessment – Test-Taking Strategies
8/7/2007	The Math Coaching Initiative will be continued, with funding approved through the Accountability Block Grant. Coaching positions are established, with assignments for Kdg./Grade 3, Grades 1 and 2, Grades 4 and 5, Grades 6-8, and Grades 9-12. The Penn Literacy Network will be offering a series of three-day trainings for classroom teachers. These trainings will focus on sheltered instruction for ELLs in the regular

classroom. The first three-day workshop will be offered in November 2007. Participants will be selected by building principals no later than October 1, 2007. The Investigations Program has been adopted as an instructional resource in kindergarten through grade 5. an important feature of the program involves the integration of literature into mathematics instruction. These resources have been cross-referenced in the K-5 Mathematics curriculum. In July 2007, Ann Catrillo, English Chairperson at High School-South and Marilyn Espinoza, 9-12 Math Coach participated in the Training-of-Trainers for the Reading Apprentice Program. These individuals will share information regarding the Reading Apprentice Program with department colleagues at a combined department meeting for the English and Mathematics departments. Following the meeting each of the trainers will identify a cohort of teachers that will be trained in the techniques and strategies from the Reading Apprentice Program. This collegial training and interaction will provide content area teachers with the skills necessary to integrate teaching of critical reading skills into their subject area instruction, continuing throughout the school year as part of the High School-South's School Improvement Program. During the Staff Development sessions scheduled for October 8, 2007, teachers of grades two and three will be trained in the use of Thinking Maps. This training will focus on the introduction of key graphic organizers that will support instruction, using concepts and strategies that are essential to learning throughout the various curricula. Future trainings will be scheduled in phases for all grade levels and subjects.

7/23/2009 Secondary and intermediate teachers received professional development training in project-based learning, differentiation of instruction and incorporation of 21st century skills during January, 08 and October, 08 professional development days. In October, 2008, all Intermediate teachers participated in a full-day technology integration training that included the use of the Promethian Board, Study Island, Kids College and United Streaming for instruction or reinforcement. Elementary teachers were offered sessions about Guided Math instruction during the January, 09 inservice day. Training was provided for all teachers in implementing CompassOdyssey in their math classrooms. Ongoing training is also provided for all teachers in accessing student data using Performance Tracker to facilitate data-driven instruction. Cooperative grouping practices and co-teaching have been modeled and employed in classrooms.

Activity: Mathematics Enrichment Program

Description: Coordinate mathematics enrichment instructional programs and technology applications as indicated necessary by student performance.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007 Finish: Ongoing	\$35,400.00
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Status: In Progress — Upcoming

Date Comment

8/6/2007	Activity: Mathematics Enrichment Program Monitor the implementation of: • Challenge Homeroom Program / Ability Grouping for Elementary Math Instruction • Acceleration of Intermediate and High School Math Course Offerings (pre- Algebra for Grade 6, Algebra I for Grade 7, Algebra II for Grade 8) • Video-conferencing of High School Mathematics Course Offerings • Introduction of Calculus III & Accounting III
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8/7/2007	Placement criteria have been developed, qualifying students for acceleration through the Challenge Program at the elementary level, acceleration through the Pre-Algebra, Algebra I, and Algebra II at the intermediate level, and through Calculus III, Accounting III, and Dual Enrollment course at the high school level.
5/11/2009	CompassLearning, Study Island, Promethean Boards, distance-learning lessons and virtual field trips provide opportunities for mathematics enrichment using available technology and software.

Activity: Remedial Mathematics Programs

Description: Provide remedial mathematics instructional programs as indicated necessary by student performance.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007 Finish: Ongoing	\$1,696,800.00
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Status: In Progress — Upcoming

Date Comment

8/6/2007	Activity: Remedial Mathematics Programs Monitor the Implementation of: • Mandated MathEdge Classes for Non-proficient Students – Grades 7-12 • Opportunities for Math Tutoring (EAP Extended Day and After-school Tutoring Programs) • Study Island Program
8/7/2007	The District will continue to offer extended day remedial instruction at the elementary, intermediate, and high school levels. Non-proficient students at the intermediate level will participate in mandated remedial math instruction, in lieu of the exploratory foreign language program. Students that have not demonstrated proficiency on the PSSA at the high school level will be required to participate in remedial math instruction through the MathEdge courses, in lieu of an elective course offering. Senior that were not proficient on the 2007 PSSA will be required to successfully complete the Study Island Program in order to satisfy the proficiency requirement for graduation.
5/11/2009	CompassLearning is being implemented in MathEdge and special education math courses at the secondary level. A PSSA "boot camp" was instituted to review skills from January through March, in anticipation of state assessments. Before/after school tutoring programs continue to be in place in grades K-12 to remediate students' deficiencies.

Activity: Resources & Opportunities

Description: Provide resources and opportunities for practice/review of mathematical concepts that reflect authentic instruction and assessment, perhaps utilizing technology applications.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007	\$34,500.00
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Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
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8/6/2007	Activity: Resources & Opportunities Monitor the implementation of: • Expansion of Math Resources on the District Instructional Website • Use of Data-mining Tools for Data-driven Instruction • Online Courses (High School Summer School, ESASD Cyber School Initiative,
8/7/2007	The District will continue to make the District Instructional Website posted on the ESASD website available to teachers and parents 24/7. The website will be monitored and expanded as additional programs and teacher contributions are acquired. Trainings will be conducted at the building level by the computer coaches, regarding the use of Performance Tracker. Ongoing support sessions will be offered if individual teachers indicate the need. During the summer f 2007, the District initiated the online Summer School Program, offering students the opportunity to remediate Algebra I and Algebra II, and Geometry. The District has initiated planning for the East Stroudsburg Area School District Cyber School. The design of the program and associated procedural and legal issues are currently be explored with PDE. The District is working to implement the ESASD Cyber School in 2008.

Activity: Teachers/Curriculum Mapping (reading)

Description: Educate teachers in the process of curriculum mapping.

Person Responsible	Timeline for Implementation	Resources
Duggins, Irene	Start: 10/9/2006 Finish: 3/9/2012	\$12,500.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Stroudsburg Area School District, East Stroudsburg University, IU20 and PaTTAN.		Not approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

Status: In Progress — Upcoming

Date	Comment
8/6/2007	Activity: Teachers / Curriculum Mapping Monitor the implementation of: • Use and Refinement of the Math Pacing Guides / Monthly Math Assessments (Elementary – Grade 2-5 & Intermediate – Grade 6-8 Introduce the use of: • The “Progress Book” Curriculum-Mapping Module (Spring 2008)
8/7/2007	The implementation of the 2-5 and 6-8 Math Pacing Guides will continue to be monitored and coaching support offered, whenever requested or required to insure delivery of the PSSA Assessment Content Anchors. The refinement of the content sequence and the content of the monthly assessments initiated in April-May 2007 is ongoing. Planning for the introductory training, regarding the "Progress Book" Curriculum-Mapping Module, will be ongoing through 2007. A training session for math coaches and computer coaches will be scheduled for February 2008. The teacher training regarding the program will be scheduled in Spring 2008.
5/11/2009	The district has developed a checklist of eligible content and is utilizing that to map curriculum, rather than the ICTracker system. We are focusing on enabling all teachers to efficiently utilize the components of Performance Tracker to track student performance, analyze trends in data and apply this information to differentiate instruction to meet the needs of all learners and learning styles. Our intent is to move teachers toward using it as a tool for curriculum mapping in the future.

Strategy: Extended Student Learning Opportunities

Description: Extend students learnings opportunities beyond the school day and school year.

Activity: Dual Enrollment/Online Courses

Description: Dual enrollment programs and online courses.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007 Finish: Ongoing	\$239,000.00
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Status: In Progress — Upcoming

Date	Comment
8/7/2007	During 2006-2007, the District used funds provided through the Dual Enrollment Grant, to provide financial assistance to High School-North or High School-South students that qualified for dual enrollment at Northampton Community College. The course offerings at NCACC supplemented core math courses and earned students the opportunity to waive entry level college math courses. The Dual Enrollment Grant has been funded for 2007-2008. Information regarding eligibility and participation in the Dual Enrollment Program will be shared by with students and their parents at ollege Nights to be conducted by each high school in September 2007. The Guidance Office at each hgh school will distribute program guidelines and enrollment information in October 2007. NCACC courses will be offered to ESASD and Notre Dame students

during the Spring 2008 semester.

7/23/2009 The district has participated in the Dual Enrollment grant for the past four years. Unfortunately as our funds decreased, so too the number of students able to participate. In 2005-2006, 147 students in grades 11 and 12 participated in dual enrollment courses at Northampton Community College. Of these students, 85% received a C or better. In 2006-2007 63 students took advantage of the program and in 2007-2008, 30 students participated in dual enrollment courses. Most of the participants are economically disadvantaged. Students benefited greatly from this program. The district continues to maintain 85% of the participants receiving a C or better. For the 2009-2010 school year, we have added East Stroudsburg University and Blended Schools to our list of partners. Through Blended we hope to offer some on-line enrichment courses in world languages. The district implemented the Virtual Academy during the 2008-2009 school year for students in grades 9-12. Approximately 36 students took their courses online through the academy, preventing students from dropping out of school. The District also implemented on-line summer school in the summer of 2007. Teachers continue to receive training in Moodle and teacher leaders in each building have put much of their course material on-line for 24-7 access by parents and students.

Activity: Tutoring (reading)

Description: Offer programs to support extended learning opportunities for students eligible for remediation often utilizing technology components. Contingent on EAP Grant renewal.

Person Responsible	Timeline for Implementation	Resources
Duggins, Irene	Start: 10/9/2006 Finish: 3/9/2012	\$1,882,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Stroudsburg Area School District and regional EAP training centers.		Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish

Follow-up Activities	Evaluation Methods

Status: In Progress — Upcoming

Date	Comment

8/7/2007 The District will continue to offer extended day remedial instruction at the elementary, intermediate, and high school levels. Non-proficient students at the intermediate level will participate in mandated remedial math instruction, in lieu of the exploratory foreign language program. Students that have not demonstrated proficiency on the PSSA at the high school level will be required to participate in remedial math instruction through the MathEdge courses, in lieu of an elective course offering. Senior that were not proficient on the 2007 PSSA will be required to successfully complete the Study Island Program in order to satisfy the proficiency requirement for graduation.

5/11/2009 The district continues to offer before/after school tutoring programs, as well as summer learning opportunities, including SummerSuccess, QuickStart to Kindergarten. Opportunities for remedial learning at home include Study Island, Kids College, CompassLearning, and Earobics. Student progress is monitored on a regular basis. The Learning Paths feature of CompassLearning utilizes data from NWEA to create individualized learning scenarios for students based upon their demonstrated skills and needs. At the secondary level, an intensive activity, called "boot camp", was developed to help students meet their individual needs for success on PSSA assessments.

Strategy: Student Need

Description: Develop and implement an instructional plan to meet student needs in mathematics utilizing various forms of data, including nationally normalized State and local standardized assessments, and other local assessments.

Activity: Analyze Data Results to Differentiate Instruction

Description: Apply the results of data analysis to differentiate instruction in mathematics utilizing Performance Tracker and other tools.

Person Responsible	Timeline for Implementation	Resources
Duggins, Irene	Start: 11/8/2006 Finish: 5/9/2012	\$25,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Follow-up Activities	Evaluation Methods
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Status: In Progress — Upcoming

Date	Comment
8/6/2007	Data Collection Data Processing Distribution of Data Standardize Assessments Monitoring: -Use of Performance Tracker to collect and organize data. The Tracker holds PSSA, MAP and final exam grades -Monthly assessments in math -Math pacing guide to align with standards -Use of math coaches at all levels to facilitate data use and organization -Common finals at the high schools -Lettergrade and Progressbook for class grade data -Study Island, Compass used in Edge and tutoring
8/7/2007	The Director of Instructional Technology will conduct a training session for building computer coaches to prepare them to conduct training sessions in their individual building. These building-level training sessions will be conducted in October 2007 during regularly scheduled in-building grade level meetings at the elementary level and during department meetings at the intermediate and high school levels, support teachers in the retrieval and analysis of student performance data available in Performance Tracker. During the January Staff Development, sessions will be offered to mathematics teachers at the elementary and intermediate levels on differentiation of instruction. Differentiation strategies will also be shared during monthly grade level meetings. At the high schools, differentiation strategies will be shared at department meetings, as well as be supported by the technology coaches funded through "Getting-to-One".
4/7/2009	Data-driven instructional practices have been improved to differentiate learning by content, product, and process across grade/course strands based on local and statewide assessment results. Progress monitoring practices have provided special education teachers with student-specific goals and needs. Individual learning paths, created through CompassLearning and by teachers, have allowed teachers to differentiate instruction based on student learning needs as identified through the MAP assessments given at the beginning and end of the school/course term. Teachers have been trained to access student data through Performance Tracker, NWEA database, DesCartes continuum. This same process has been used for tutoring programs and PSSA-review sessions.
7/7/2009	On June 2 and 3, 2009, with a follow-up date on August 26, 2009, building-level teams consisting of an administrator and someone from Math, Reading, and Special Education; was trained in accessing MAP (Measures of Academic Progress) reports and Climbing the Data Ladder. Teams were trained to use the Descartes Continuum to identify skill gaps and differentiate instruction. In August, teams will look at the data to set goals. These building-level teams will then be responsible for training other staff members in their respective meetings. Principals unable to attend the June training will be trained in August.

Activity: Current and Best Practices

Description: Research and disseminate information about best practices in data driven instructional decision making.

Person Responsible Timeline for Implementation Resources

Duggins, Irene	Start: 1/1/2007 Finish: Ongoing	\$25,000.00
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Status: In Progress — Upcoming

Date	Comment
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- 8/6/2007 Monitoring: -Touch Math and Touch Money at elem -Investigations at elem - Redesigned flow of math classes at Middle level: Pre-Algebra offered in sixth, ALG offerin in 7th, ALG II offered (distance learning) in 8th -Classrooms of the Future
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- 8/7/2007 The Math Coaching Initiative will be continued, with funding approved through the Accountability Block Grant. Coaching positions are established, with assignments for Kdg./Grade 3, Grades 1 and 2, Grades 4 and 5, Grades 6-8, and Grades 9-12. The Penn Literacy Network will be offering a series of three-day trainings for classroom teachers. These trainings will focus on sheltered instruction for ELLs in the regular classroom. The first three-day workshop will be offered in November 2007. Participants will be selected by building principals no later than October 1, 2007. The Investigations Program has been adopted as an instructional resource in kindergarten through grade 5. an important feature of the program involves the integration of literature into mathematics instruction. These resources have been cross-referenced in the K-5 Mathematics curriculum. In July 2007, Ann Catrillo, English Chairperson at High School-South and Marilyn Espinoza, 9-12 Math Coach participated in the Training-of-Trainers for the Reading Apprentice Program. These individuals will share information regarding the Reading Apprentice Program with department colleagues at a combined department meeting for the English and Mathematics departments. Following the meeting each of the trainers will identify a cohort of teachers that will be trained in the techniques and strategies from the Reading Apprentice Program. This collegial training and interaction will provide content area teachers with the skills necessary to integrate teaching of critical reading skills into their subject area instruction, continuing throughout the school year as part of the High School-South's School Improvement Program. During the Staff Development sessions scheduled for October 8, 2007, teachers of grades two and three will be trained in the use of Thinking Maps. This training will focus on the introduction of key graphic organizers that will support instruction, using concepts and strategies that are essential to learning throughout the various curricula. Future trainings will be scheduled in phases for all grade levels and subjects. Best instructional practices will also be shared with high school teachers by the Technology coaches funded through the "Classrooms for the Future" and "Getting-to-One" grants.
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- 4/17/2009 A cohort of teachers from all four secondary schools in the district were trained in the Reading Apprenticeship model in July, 2008 and throughout the 2008/09 school year. These teachers represent every core content area of the curriculum and will serve as building leaders as the Reading Apprenticeship model continues during the 2009/10 school year. All department chairs have been inserviced about this model and the participants have shared strategies at department meetings. Literacy and math coaches have modeled content-specific best practices and strategies of the program in secondary classrooms. Training opportunities for teachers will be offered in the Summer, 2009.

Activity: Data Collection

Description: Collect data regarding student performance in mathematics using data warehousing software.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007 Finish: Ongoing	\$65,000.00
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Status: In Progress — Upcoming

Date	Comment
8/7/2007	The Assistant Superintendent for Curriculum and Instruction and the Director of Instructional Technology will facilitate the entry of PSSA and MAP test results into Performance Tracker. The entry of Spring 2007 MAP and 2007 PSSA results will be completed by August 2007. The entry of Fall 2007 MAP results will be completed by November 2007.
5/11/2009	The Assistant Superintendent for Curriculum and Assessment and the Director of Instructional Technology will facilitate the archiving of data in Performance Tracker and oversee the distribution of PSSA and MAP data at all testing sites. The MAP data is available in Fall for grades 1-12, in Winter for grades 9-12, K, and tutoring students, and in Spring for grades K-12 in math and reading.
7/23/2009	All data for monthly assessments, PSSA, common midterms and finals are put on Performance Tracker. Teachers have access to this information in a timely manner and can generate class reports by disaggregated groups and standards. Departments and teams meet regularly to review data and identify strengths and concerns as well as solutions. Training occurs regularly to help teachers run reports and understand the instructional implications of the results.

Activity: Distribution of Data

Description: Distribute student mathematics performance data in a user-friendly format for administration, faculty, parents, students, and community.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007 Finish: Ongoing	\$25,000.00
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Status: In Progress — Upcoming

Date	Comment
8/7/2007	The District will distribute mathematics test results for the PSSA Assessment and the fall 2007 MAP Test. The School District Report Card will be revised and posted on the ESASD website and published in the District newsletter. Individual student reports regarding the PSSA Assessment will be distributed upon receipt from the GrowNetwork in October. MAP test will be distributed to parents upon completion of the fall testing.
5/11/2009	Student achievement reports are disseminated to parents and students following each MAP assessment cycle. Administrators and teachers have access to this data using username/password access to the NWEA website. Monthly math assessment results are provided for teachers in grades 2-5. Newsletters and the ESASD website provide user-friendly interpretations of math achievement data for parents and the community. The Parent Portal feature of ProgressBook gives parents 24/7 access to their child's math performance. The ESASD District Report Card is available to the public on the district webpage.
5/11/2009	Building data teams will be asked to create user-friendly brochures to publish data for

parent access. Buildings also offer parent information sessions as appropriate.

Activity: Standardized Assessments

Description: The integration of student performance data from nationally normalized State & local standardized assessments and other local assessments into planning for instruction utilizing Assessment Builder and test scanning software.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007 Finish: Ongoing	\$6,000.00
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Status: In Progress — Upcoming

Date Comment

8/7/2007	The District has implemented the MAP Test, in kindergarten through grade 12, as a standardized assessment in mathematics. The district implemented the new Primary MAPS Test beginning in September 2006. The standard MAP assessment continue to be used in grade 3 through 12.
5/11/2009	Primary MAP assessments are in place for students in grades K-2 in both reading and mathematics. Students in grades 3-12 participate in the Survey with Goals assessments in reading and math. These assessments occur twice yearly, with the option to assess a student more often if needed. Students new to the district are also assessed upon entry, using the Goals Survey tests. A mid-year checkpoint is in use to evaluate the progress of students who participate in tutoring programs and remedial programs.

Strategy: Technology Support

Description: Integrate technology to support math curriculum and instruction.

Activity: Equipment/Software Acquisition

Description: Ongoing equipment, software acquisition and upgrade to augment the academic programs.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/4/2005 Finish: Ongoing	\$175,000.00
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Status: In Progress — Upcoming

Date Comment

5/1/2007	Began the Classroom for the Future program, GTO and Project 720 concentrating on
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the use of Technology integration coaches to model differentiated technology integration experiences for students.

5/1/2007 Implement a four year replacement cycle

8/6/2007 *Equipment/Software Acquisition Tech Assessments/Software Train Teachers - Classrooms of the Future -Online offerings -Use of coaches to assist with individual trainin -Induction program with new teachers -Summer workshops

Activity: Tech. Assessments/Software

Description: Integrate technology assessments and learning software into mathematics classrooms.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007 Finish: Ongoing	\$4,000.00
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Status: In Progress — Upcoming

Date Comment

5/1/2007	Common Math finals in aligned to standards and checked for validity with Performance Tracker
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Activity: Train Teachers on the Use of Technology Tools

Description: Train Teachers on the Use of Technology Tools to Differentiate and Support Math Instruction

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007 Finish: Ongoing	\$15,000.00
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Status: In Progress — Upcoming

Date Comment

5/1/2007	Held many after school sessions focuse on Moodle (content management system), United Streaming, and Digital media.
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Goal: Reading

Description: East Stroudsburg Area School District students will demonstrate ongoing improved achievement in reading and communication arts and meet the proficiency requirements

necessary to meet adequate yearly progress (AYP) as measured by the annual statewide PSSA assessments.

Strategy: Community Partnership

Description: Create partnership with parents, community and higher education.

Activity: Administer Needs Assessment

Description: The East Stroudsburg Area School District will conduct an annual survey through the online tool Zoomerang of parental perceptions about the progress of schools in reading. The survey will include barriers to participation by parents in reading programs (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the survey to design strategies for more effective parental involvement, and to revise, if necessary, parental policies.

Person Responsible Timeline for Implementation Resources

Duggins, Irene	Start: 1/1/2007 Finish: Ongoing	\$165,525.00
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Status: In Progress — Upcoming

Date Comment

8/8/2007	Beginning in September 2007, the Assistant Superintendent for Curriculum and Instruction will form a committee to develop an online survey designed to determine parental perceptions about the progress of schools in meeting the reading goal. Information regarding the survey will be shared with parents at the fall conferences and via individual school newsletters. The online survey tool will be made available beginning in mid-November through December 2007. The survey committee will reconvene to review and summarize the results of the parent survey. The summary will be shared with the Strategic Planning Committee at an update meeting.
4/7/2009	Parents of students serviced in reading through the Title I program were surveyed to solicit their input about the program. A committee, chaired by the Assistant Superintendent for Curriculum and Instruction, will convene to review the results of this survey and make recommendations.
4/17/2009	A parent survey will be authored by a committee consisting of the Assistant Superintendent for Curriculum and Instruction, the Director of Technology, District Literacy coaches, Director of Grants and Federal Programs and English/reading department chairs. The survey will be administered using the online tool Zoomerang (or similar) and be available for parents to complete in the Spring of 2010. Results will be compiled to assist the District in designing programs/strategies for more effective parental involvement in English/reading and Title I program.
7/23/2009	The District is generating building-specific data and offering parent workshops on specific topics to promote a stronger home-school connection and partnership. The District also feels that student perceptions are also valid and wants to create forums for generating their ideas. In addition, the District has established a Pride Committee and Student Advisory Committees as forums for discussing the strengths, needs, and perceptions of our stakeholders. Each building sends regular newsletters to parents.

Beginning with the 2009-2010 school year, the District will generate Literacy, Technology and Math newsletters for Parents. The newsletters will give examples of what their children are learning in school and tips for how they can help their child. The District is also focusing on making resources easily accessible to parents through our District website. During the 2008-2009 school year, the Literacy coach generated PSSA practice activities for parents to do with their children in grades 3-5. During the 2007-2008 school year, the District conducted a Kids College incentive for students in K-5 and at one of our intermediate schools. Parents received regular newsletters. At the end of the 2008-2009 school year, parents K-12 received brochures and instructions on how their child could access Compass Learning to remediate, enrich or reinforce their child's skills. The District will run a report on usage and develop feedback surveys. Based on PSSA results, school improvement teams at each building will generate a survey to identify building specific concerns and generate a stronger home-school partnership. Throughout the 2008-2009 school year, the district offered parent workshops to increase their awareness of the district programs and Internet resources. as which time we solicited feedback. During the summer of 2008 and the summer of 2009The District held a series of four workshops for incoming Kindergarten parents, one of which dealt with the Reading program, including instruction on KidWriting and the District website resources that both parents and students could access. At the end of the sessions, parents complete feedback forms. For the past two years, the District also generated a Zoomerang survey to send to all kindergarten parents to get their perceptions of the pilot full-day kindergarten program for at-risk students in 2007-2009 and the full-day kindergarten program for all students in the 2008-2009. The District uses results from these surveys to make continual improvement. A technology liteacy night is planned for the 2009-2010 school year. The superintendent and building principals meet regularly with a Student Advisory Committee at each of our four secondary schools. HSS conducted a student survey with juniors to try to solicit student feedback and perceptions in order to identify barriers and generate solutions. The District conducted two PSSA Compass Learning nights for parents of students in grades 3-5 to inform parents of how they can assist their children. Through the Title I program, each elementary school offers four Family Literacy Nights throughout the year. Times are varied to reach the needs of both working parents and stay-at-home parents. Parents participate in hands-on workshops and activities with their childrent during Family Literacy Nights. . District coaches presented workshops on PSSA to building PTOs. The Elementary Literacy Coach conducted building-specific parent training on the Earobics program and ways their child could access the program at home. The Superintendent established a Pride Committee consisting of building and district administrators and the PTO officers from each of our ten buildings K-12. The committee has been in existence for two years and meets regularly to share perceptions and suggestions.

8/14/2009 At the mid-point review committee meeting, the committee decided to do the following:

1. Create a survey specific to reading. The committee discussed marketing the survey and using layman's language to ensure everyone understands what we are asking.
2. Provide more support to parents in understanding reading test scores results. Support needs to be given in different languages to assist parents of English Language Learners
3. Offer a Parent Advisory Committee that could meet with the Superintendent and building administrators at each school throughout the year (perhaps quarterly).
4. Offer Parent Moodle training so they can support their children in the classroom.

Activity: Parent University

Description: Provide Parent University nights to familiarize parents with technology tools relating to reading achievement.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007 Finish: Ongoing	\$5,000.00
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Status: In Progress — Upcoming

Date	Comment
8/8/2007	The Director of Instructional Technology will plan with principals, literacy, and technology coaches, and Assistant Superintendent for Curriculum and Instruction to presents a series of parent workshops designed to familiarize parents with the technology resources available to them in assisting their child(ren). The parent workshop sessions will be presented in November 2007, with the locations and dates to be determined by the Director of Instructional Technology and principals.
5/11/2009	CompassLearning sessions were held in the evening to acquaint parents with this technology program. Technology presentations were embedded in reading nights held at every elementary school. Additionally, Earobics trainings for parents were conducted. Information sessions were held for parents of intermediate students, including on-line textbook resources, while their children were entertained in the school gym.

Strategy: Curriculum Alignment

Description: Align data driven instruction and curriculum to the reading standards, through curriculum mapping.

Activity: Data/Decision-Making

Description: Interpret available data and apply results to instructional decision-making utilizing Performance Tracker and other tools.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 10/9/2006 Finish: 3/9/2012	\$34,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

East Stroudsburg Area School District,
 East Stroudsburg University, IU20 and
 PaTTAN.

Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

Status: In Progress — Upcoming

Date	Comment
8/8/2007	The Assistant Superintendent for Curriculum and Instruction and the Director of Instructional Technology will facilitate the entry of PSSA and MAP test results into Performance Tracker. The entry of Spring 2007 MAP and 2007 PSSA results will be completed by August 2007. The entry of Fall 2007 MAP and DIBELS results will be completed by November 2007. The Director of Instructional Technology will conduct a training session for building computer coaches to prepare them to conduct training sessions in their individual building. These building-level training sessions will be conducted in October 2007 during regularly scheduled in-building grade level meetings at the elementary level and during department meetings at the intermediate and high school levels, support teachers in the retrieval and analysis of student performance data available in Performance Tracker.
5/11/2009	Trainings on the use of data found through Performance Tracker have occurred at all district buildings; review sessions are ongoing, as well as training for new teachers. Secondary coaches have initiated "Data Dates" and "Dining with Data" with staff to facilitate instructional decision-making utilizing data from Performance Tracker. Data discussions are ongoing at department/grade level meetings, using both state and local data archived in Performance Tracker, NWEA, and CompassLearning.

Activity: Remedial Reading Programs

Description: Provide remedial reading instructional programs and technology tools as indicated necessary by student performance.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2007 Finish: Ongoing	\$1,690,800.00

Status: In Progress — Upcoming

Date	Comment
8/8/2007	The District will continue to offer extended day remedial instruction at the elementary, intermediate, and high school levels. Non-proficient students at the intermediate level will participate in mandated remedial reading instruction, in lieu of the exploratory foreign language program. Students that have not demonstrated proficiency on the PSSA at the high school level will be required to participate in remedial reading

instruction through the MathEdge courses, in lieu of an elective course offering. Seniors that were not proficient on the 2007 PSSA will be required to successfully complete the Study Island Program in order to satisfy the proficiency requirement for graduation.

5/11/2009 CompassLearning is being implemented in ReadingEdge and special education reading/English courses at the secondary level. A PSSA "boot camp" was instituted to review skills from January through March, in anticipation of state assessments. Before/after school tutoring programs continue to be in place in grades K-12 to remediate students' deficiencies. At the elementary schools, Rtl (Response to Intervention) teams have been formed to address students' needs. The teams are working to create Tiers to design and deliver research-based differentiated materials, instruction and assessment for students who are in need of remediation.

Activity: Teachers/Curriculum Mapping (math)

Description: Educate teachers in the process of curriculum mapping utilizing the ICTracker system as a means for reflecting upon the planning and design of instruction. The ICTracker system would be an essential tool in this process.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 10/9/2006 Finish: 3/9/2012	\$84,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Stroudsburg Area School District, East Stroudsburg University, IU20 and PaTTAN.		Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish

Follow-up Activities	Evaluation Methods

Status: In Progress — Upcoming

Date	Comment
8/8/2007	The implementation of the K-5 Pacing Guides will be initiated during 2007-2008. Coaching support will continued to be offered, whenever requested or required to insure delivery of the PSSA Assessment Content Anchors. The refinement of the

content of the assessments will be ongoing. Planning for the introductory training, regarding the "Progress Book" Curriculum-Mapping Module, will be ongoing through 2007. A training session for math coaches and computer coaches will be scheduled for February 2008. The teacher training regarding the program will be scheduled in Spring 2008.

5/11/2009 The district has developed a checklist of eligible content and is utilizing that to map curriculum, rather than the ICTracker system. We are focusing on enabling all teachers to efficiently utilize the components of Performance Tracker to track student performance, analyze trends in data and apply this information to differentiate instruction to meet the needs of all learners and learning styles. Our intent is to move teachers toward using it as a tool for curriculum mapping in the future.

Strategy: Extended Student Learning Opportunities

Description: Extend students learning opportunities beyond the school day and school year.

Activity: Dual Enrollment/Online Courses

Description: Dual enrollment programs and online courses. Implementation of programs contingent on renewal of funding.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 10/9/2006 Finish: 3/9/2012	\$237,500.00
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Status: In Progress — Upcoming

Date Comment

8/8/2007 During 2006-2007, the District used funds provided through the Dual Enrollment Grant, to provide financial assistance to High School-North or High School-South students that qualified for dual enrollment at Northampton Community College. The course offerings at NCACC supplemented core English courses and earned students the opportunity to waive entry level college English courses. The Dual Enrollment Grant has been funded for 2007-2008. Information regarding eligibility and participation in the Dual Enrollment Program will be shared by with students and their parents at college Nights to be conducted by each high school in September 2007. The Guidance Office at each high school will distribute program guidelines and enrollment information in October 2007. NCACC courses will be offered to ESASD and Notre Dame students during the Spring 2008 semester.

7/7/2009 The district has participated in the Dual Enrollment grant for the past four years. Unfortunately as our funds decreased, so too the number of students able to participate. In 2005-2006, 147 students in grades 11 and 12 participated in dual enrollment courses at Northampton Community College. Of these students, 85% received a C or better. In 2006-2007 63 students took advantage of the program and in 2007-2008, 30 students participated in dual enrollment courses. Most of the participants are economically disadvantaged. Students benefited greatly from this program. The district continues to maintain 85% of the participants receiving a C or better. For the 2009-2010 school year, we have added East Stroudsburg University and Blended Schools to our list of partners. Through Blended we hope to offer some on-line enrichment courses in world

languages. The district implemented the Virtual Academy during the 2008-2009 school year for students in grades 9-12. Approximately 36 students took their courses online through the academy, preventing students from dropping out of school.

Activity: Tutoring (math)

Description: Offer programs to support extended learning opportunities for students eligible for remediation. Implementation of program contingent on renewal of funding.

Person Responsible	Timeline for Implementation	Resources
Duggins, Irene	Start: 10/9/2006 Finish: 3/9/2012	\$1,902,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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East Stroudsburg Area School District and regional EAP training centers.

Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Follow-up Activities	Evaluation Methods
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Status: In Progress — Upcoming

Date	Comment
8/8/2007	The District will continue to offer extended day remedial instruction at the elementary, intermediate, and high school levels. Non-proficient students at the intermediate level will participate in mandated remedial reading instruction, in lieu of the exploratory foreign language program. Students that have not demonstrated proficiency on the PSSA at the high school level will be required to participate in remedial reading instruction through the ReadingEdge courses, in lieu of an elective course offering. Senior that were not proficient on the 2007 PSSA will be required to successfully complete the Study Island Program in order to satisfy the proficiency requirement for graduation.
5/11/2009	The district continues to offer before/after school tutoring programs, as well as summer learning opportunities, including SummerSuccess, QuickStart to Kindergarten. Opportunities for remedial learning at home include Study Island, Kids College, CompassLearning, and Earobics. Student progress is monitored on a regular basis. The Learning Paths feature of CompassLearning utilizes data from NWEA to create

individualized learning scenarios for students based upon their demonstrated skills and needs. At the secondary level, an intensive activity, called "boot camp", was developed to help students meet their individual needs for success on PSSA assessments.

Strategy: Research-Based Practices

Description: Incorporate research-based practices in our reading instruction and assessment based on the FIVE BIG IDEAS of effective literacy programs into our communication arts program.

Activity: Technology Integration

Description: Educate teachers regarding the integration of technology to serve as a planning and instructional resource for students in reading.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 10/16/2006 Finish: 10/11/2010	\$6,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Stroudsburg Area School District instructional technology department, literacy coaches, and outside sources including IU20 and PaTTAN.		Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish

Follow-up Activities	Evaluation Methods

Status: In Progress — Upcoming

Goal: Science

Description: East Stroudsburg Area School District students will demonstrate ongoing improved achievement in science and meet the expectations for proficiency established by PDE.

Strategy: Technology

Description: Identify and provide access to a variety of technology resources to be integrated into science instruction.

Activity: Instructional Resources Website

Description: Develop the District "Instructional Webpage" and links to technology resources available through District science textbook series programs as well as a variety of external web resources. Information will be made available to all teachers K-12. Develop addendums to the core science curriculum integrating resources.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007 Finish: Ongoing	\$3,000.00
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Status: In Progress — Upcoming

Date	Comment
5/1/2007	Framework created, some files implemented

Activity: Professional Development for Science and Technology Integration

Description: Familiarize/update teachers with software and hardware available to enhance science instruction.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 10/9/2006 Finish: 3/9/2012	\$6,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Stroudsburg Area School District and IU 20		Not approved

Knowledge and Skills	Research and Best Practices Designed to Accomplish
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Follow-up Activities**Evaluation Methods****Status:** In Progress — Upcoming

Date	Comment
5/1/2007	Several workshops have been implemented on data mining, Moodle (Conent Management system), and united streaming.
5/11/2009	Study Island training occurred with all secondary science teachers, who also received on-line resources tied to the textbook. Elementary teachers were provided with a link to the on-line version of the textbook, as well as additional resources found there. Students participated in virtual science field trips. Teachers were inserviced about how to find instructional resources on the District website, using United Streaming and through NetTrekker.

Activity: Virtual Field Trip Integration**Description:** Familiarize teachers with virtual field trips, webinaires and their integration into instruction.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 10/8/2007 Finish: 3/9/2012	\$6,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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East Stroudsburg Area School District and IU 20		Not approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Follow-up Activities**Evaluation Methods****Status:** In Progress — Upcoming

Date	Comment
5/1/2007	All High School and Intermediate Schools of IP Video Conference equipment

Strategy: Technology Standards Curriculum

Description: Develop an East Stroudsburg Area School District Technology Standards Curriculum

Activity: K-12 Internet Safety Curriculum

Description: Develop a K-12 internet safety curriculum to ensure acceptable use of district Internet resources and provide safe and secure internet environment for users.

Person Responsible	Timeline for Implementation	Resources
Wescott, Shawn	Start: 9/27/2006 Finish: 5/23/2007	\$3,750.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.50	1	700
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
East Stroudsburg Area School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The professional staff were trained in copyright laws and how they apply to the teaching field. Additional information was provided to the professional staff in the new District AUP Policy	In order for teachers to effectively apply best practices and use material in their classrooms that can be obtained from the internet, they must know how to properly obtain the information or materials.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals School counselors Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	<ul style="list-style-type: none"> Science and Technology

Follow-up Activities

Evaluation Methods

Status: Complete

Date Comment

7/7/2009 The K-12 Library Science curriculum was revised during the 2008-2009 school year for implementation in the 2009-2010 school year. Internet Safety is addressed at all grade levels through this curriculum. Many of the lessons will come from www.cybersmart.org.

Activity: Technology Skills K-12

Description: Create a scope and sequence for K-12 technology skills and develop integrated lesson for each core content area per grade level.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/30/2006 Finish: Ongoing	\$9,000.00
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Status: In Progress — Upcoming

Date Comment

5/1/2007 Just beginning to identify the 21st century skill sets to address

7/7/2009 The District has formed a K-12 Technology curriculum to develop a scope and sequence for technology skills. The committee will meet in August to work on this. There will be a focus on the ISTE standards for students as we create projects to integrate 21st century skills into each core content level per grade.

7/22/2009 Through Classrooms for the Future grant and the Technology Integration Coaches, teachers K-12 have developed and implemented technology integrated lessons in all content areas although the major focus has been on core area teachers. During the 2008-2009 school year, all intermediate teachers were trained in Promethean Board. The district implemented Virtual Field Trips and e-Missions at all levels. Teachers were trained in Web 2.0 tools and had classroom support through the technology integration coaches.

8/14/2009 The K-12 committee met on August 3rd. We have developed a Scope and Sequence for Technology. The next step is to develop project-based assignments to teach and assess the tech literacy skills at each grade level. Projects will be designed to enhance student achievement. Training will be needed. Grade level committees will meet to accomplish this goal. Technology integration coaches and building computer

assistants will provide classroom support. Our goal is to have all students demonstrate tech literacy skills by the end of 8th grade. Students will then be able to enhance and apply those skills at the secondary level. The committee is following ISTE (International Standards for Technology Education) in preparing students with 21st century learning skills.

Budget

Potential Budget for an AMENDMENT to the currently approved plan report that spans 7/1/2010 to 6/30/2013.

Funding Source	2010-2011	2011-2012	2012-2013	Total
010 - ADMINISTRATIVE BUDGET	\$8,083,275.00	\$28,400.00	\$0.00	\$8,111,675.00
020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES	\$38,300.00	\$0.00	\$0.00	\$38,300.00
208 - Staff And Program Development	\$27,250.00	\$0.00	\$0.00	\$27,250.00
211 - Tutoring	\$1,523,740.00	\$0.00	\$0.00	\$1,523,740.00
212 - PA Accountability Grants	\$32,000.00	\$0.00	\$0.00	\$32,000.00
290 - OTHER PROGRAM SUBSIDIES	\$105,000.00	\$0.00	\$0.00	\$105,000.00
340 - REVENUE FOR TECHNOLOGY (EDUCATIONAL AND OTHER)	\$961,325.00	\$0.00	\$0.00	\$961,325.00
390 - EXTRA GRANTS	\$26,500.00	\$0.00	\$0.00	\$26,500.00
411 - NCLB - Title I, Part A - Improving Basic Programs Operated by LEAs	\$1,000.00	\$0.00	\$0.00	\$1,000.00
412 - NCLB - Title I, Part B - Includes Reading First, Even Start	\$1,000.00	\$0.00	\$0.00	\$1,000.00
674 - Part F - Supplementary State Grants For Facilities And Equipment And Other Program Improvement Facilities (Secondary)	\$10,000.00	\$0.00	\$0.00	\$10,000.00
eRATE	\$176,750.00	\$0.00	\$0.00	\$176,750.00
Other (Secondary)	\$54,000.00	\$12,000.00	\$0.00	\$66,000.00
Grand Total	\$11,040,140.00	\$40,400.00	\$0.00	\$11,080,540.00

Goal: Facilities

East Stroudsburg Area School District facilities will be constructed and regularly maintained to provide safe, secure facilities, which are specifically designed to enhance the educational environment for all stakeholders.

Facility and Infrastructure Maintenance/Custodial Program	2010-2011	2011-2012	2012-2013	Total	Funding Source
External Audit Process	\$3,000.00	\$0.00	\$0.00	\$3,000.00	010 - ADMINISTRATIVE BUDGET
External Audit Process	\$7,000.00	\$0.00	\$0.00	\$7,000.00	208 - Staff And

Regularly Scheduled Custodial Process/Maintenance	\$8,000.00	\$0.00	\$0.00	\$8,000.00	Program Development 010 - ADMINISTRATIVE BUDGET
Growth Planning	2010-2011	2011-2012	2012- Total 2013		Funding Source
Facilities Planning	\$500.00	\$0.00	\$0.00	\$500.00	010 - ADMINISTRATIVE BUDGET
Facilities Planning	\$250.00	\$0.00	\$0.00	\$250.00	010 - ADMINISTRATIVE BUDGET
Five-Year Capital Improvement Plan.	\$8,000,000.00	\$0.00	\$0.00	\$8,000,000.00	010 - ADMINISTRATIVE BUDGET
Five-Year Capital Improvement Plan.	\$3,000.00	\$0.00	\$0.00	\$3,000.00	340 - REVENUE FOR TECHNOLOGY (EDUCATIONAL AND OTHER)
Network Technologies	2010-2011	2011-2012	2012- Total 2013		Funding Source
Maintenance of Local Area Network	\$24,000.00	\$0.00	\$0.00	\$24,000.00	eRATE
Maintenance of Local Area Network	\$12,000.00	\$0.00	\$0.00	\$12,000.00	Other
Software Applications for Active Researchers and Learners	\$24,000.00	\$0.00	\$0.00	\$24,000.00	010 - ADMINISTRATIVE BUDGET
Software Applications for Active Researchers and Learners	\$25,000.00	\$0.00	\$0.00	\$25,000.00	211 - Tutoring
Software Applications for Active Researchers and Learners	\$16,000.00	\$0.00	\$0.00	\$16,000.00	212 - PA Accountability Grants
Technology Partnerships	\$125.00	\$0.00	\$0.00	\$125.00	010 - ADMINISTRATIVE BUDGET
Technology Partnerships	\$15,000.00	\$0.00	\$0.00	\$15,000.00	010 - ADMINISTRATIVE BUDGET
Technology to Support Innovative Teaching	\$2,000.00	\$0.00	\$0.00	\$2,000.00	212 - PA Accountability Grants
Technology Tools to Encourage Active Learning	\$825,000.00	\$0.00	\$0.00	\$825,000.00	340 - REVENUE FOR TECHNOLOGY (EDUCATIONAL AND OTHER)
Virtual Faculty Room to	\$4,000.00	\$0.00	\$0.00	\$4,000.00	390 - EXTRA

					GRANTS
Relieve Professional Isolation of Teachers					
Wide Area Network	\$82,250.00	\$0.00	\$0.00	\$82,250.00	340 - REVENUE FOR TECHNOLOGY (EDUCATIONAL AND OTHER)
Wide Area Network	\$152,750.00	\$0.00	\$0.00	\$152,750.00	eRATE
School Safety and Security	2010-2011	2011-2012	2012- Total 2013		Funding Source
Content Filtering	\$28,400.00	\$28,400.00	\$0.00	\$56,800.00	010 - ADMINISTRATIVE BUDGET
Emergency Notification System	\$32,500.00	\$0.00	\$0.00	\$32,500.00	340 - REVENUE FOR TECHNOLOGY (EDUCATIONAL AND OTHER)
Facilities Access Control	\$30,000.00	\$0.00	\$0.00	\$30,000.00	Other
School Security	2010-2011	2011-2012	2012- Total 2013		Funding Source
Site-Wise Virtual Facility Tour	\$6,400.00	\$0.00	\$0.00	\$6,400.00	340 - REVENUE FOR TECHNOLOGY (EDUCATIONAL AND OTHER)
Subtotal	\$9,301,175.00	\$28,400.00	\$0.00	\$9,329,575.00	

Goal: Mathematics

East Stroudsburg Area School District students will demonstrate ongoing improved achievement in mathematics and meet the proficiency requirements necessary to meet adequate yearly progress (AYP) as measured by the annual statewide PSSA assessments.

Community Partnership	2010-2011	2011-2012	2012- Total 2013		Funding Source
Administer Needs Assessment	\$500.00	\$0.00	\$0.00	\$500.00	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES
Administer Needs Assessment	\$175.00	\$0.00	\$0.00	\$175.00	340 - REVENUE FOR TECHNOLOGY (EDUCATIONAL AND OTHER)
Parent University (math)	\$1,000.00	\$0.00	\$0.00	\$1,000.00	411 - NCLB - Title I, Part A - Improving Basic Programs Operated by LEAs

Curriculum Alignment	2010-2011	2011-2012	2012- Total 2013	Funding Source
Best Practices	\$1,200.00	\$0.00	\$0.00 \$1,200.00	208 - Staff And Program Development
Mathematics Enrichment Program	\$1,800.00	\$0.00	\$0.00 \$1,800.00	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES
Mathematics Enrichment Program	\$1,000.00	\$0.00	\$0.00 \$1,000.00	208 - Staff And Program Development
Mathematics Enrichment Program	\$5,000.00	\$0.00	\$0.00 \$5,000.00	340 - REVENUE FOR TECHNOLOGY (EDUCATIONAL AND OTHER)
Remedial Mathematics Programs	\$3,000.00	\$0.00	\$0.00 \$3,000.00	340 - REVENUE FOR TECHNOLOGY (EDUCATIONAL AND OTHER)
Remedial Mathematics Programs	\$336,370.00	\$0.00	\$0.00 \$336,370.00	211 - Tutoring
Resources & Opportunities	\$3,500.00	\$0.00	\$0.00 \$3,500.00	208 - Staff And Program Development
Resources & Opportunities	\$4,000.00	\$0.00	\$0.00 \$4,000.00	340 - REVENUE FOR TECHNOLOGY (EDUCATIONAL AND OTHER)
Teachers/Curriculum Mapping (reading)	\$2,500.00	\$0.00	\$0.00 \$2,500.00	208 - Staff And Program Development
Extended Student Learning Opportunities	2010-2011	2011-2012	2012- Total 2013	Funding Source
Dual Enrollment/Online Courses	\$52,500.00	\$0.00	\$0.00 \$52,500.00	290 - OTHER PROGRAM SUBSIDIES
Tutoring (reading)	\$387,500.00	\$0.00	\$0.00 \$387,500.00	211 - Tutoring
Tutoring (reading)	\$14,000.00	\$0.00	\$0.00 \$14,000.00	211 - Tutoring
Student Need	2010-2011	2011-2012	2012- Total 2013	Funding Source
Analyze Data Results to Differentiate Instruction	\$1,000.00	\$0.00	\$0.00 \$1,000.00	208 - Staff And Program Development
Analyze Data Results to	\$4,000.00	\$0.00	\$0.00 \$4,000.00	212 - PA

Differentiate Instruction					Accountability Grants
Current and Best Practices	\$5,000.00	\$0.00	\$0.00	\$5,000.00	212 - PA Accountability Grants
Data Collection	\$12,000.00	\$0.00	\$0.00	\$12,000.00	211 - Tutoring
Data Collection	\$4,000.00	\$0.00	\$0.00	\$4,000.00	010 - ADMINISTRATIVE BUDGET
Distribution of Data	\$5,000.00	\$0.00	\$0.00	\$5,000.00	212 - PA Accountability Grants
Technology Support	2010-2011	2011-2012	2012- Total	2013	Funding Source
Equipment/Software Acquisition	\$25,000.00	\$0.00	\$0.00	\$25,000.00	211 - Tutoring
Equipment/Software Acquisition	\$10,000.00	\$0.00	\$0.00	\$10,000.00	674 - Part F - Supplementary State Grants For Facilities And Equipment And Other Program Improvement Facilities (Secondary)
Train Teachers on the Use of Technology Tools	\$1,800.00	\$0.00	\$0.00	\$1,800.00	208 - Staff And Program Development
Subtotal	\$881,845.00	\$0.00	\$0.00	\$881,845.00	

Goal: Reading

East Stroudsburg Area School District students will demonstrate ongoing improved achievement in reading and communication arts and meet the proficiency requirements necessary to meet adequate yearly progress (AYP) as measured by the annual statewide PSSA assessments.

Community Partnership	2010-2011	2011-2012	2012- Total	2013	Funding Source
Administer Needs Assessment	\$36,000.00	\$0.00	\$0.00	\$36,000.00	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES
Parent University	\$1,000.00	\$0.00	\$0.00	\$1,000.00	412 - NCLB - Title I, Part B - Includes Reading First, Even Start
Curriculum Alignment	2010-2011	2011-2012	2012- Total	2013	Funding Source
Data/Decision-Making	\$4,500.00	\$0.00	\$0.00	\$4,500.00	208 - Staff And Program

Remedial Reading Programs	\$336,370.00	\$0.00	\$0.00	\$336,370.00	Development 211 - Tutoring
Teachers/Curriculum Mapping (math)	\$12,000.00	\$12,000.00	\$0.00	\$24,000.00	Other (Secondary)
Teachers/Curriculum Mapping (math)	\$2,500.00	\$0.00	\$0.00	\$2,500.00	208 - Staff And Program Development
Extended Student Learning Opportunities	2010-2011	2011-2012	2012- Total 2013		Funding Source
Dual Enrollment/Online Courses	\$52,500.00	\$0.00	\$0.00	\$52,500.00	290 - OTHER PROGRAM SUBSIDIES
Tutoring (math)	\$387,500.00	\$0.00	\$0.00	\$387,500.00	211 - Tutoring
Tutoring (math)	\$22,500.00	\$0.00	\$0.00	\$22,500.00	390 - EXTRA GRANTS
Research-Based Practices	2010-2011	2011-2012	2012- Total 2013		Funding Source
Technology Integration	\$750.00	\$0.00	\$0.00	\$750.00	208 - Staff And Program Development
Subtotal	\$855,620.00	\$12,000.00	\$0.00	\$867,620.00	

Goal: Science

East Stroudsburg Area School District students will demonstrate ongoing improved achievement in science and meet the expectations for proficiency established by PDE.

Technology	2010-2011	2011-2012	2012- Total 2013	Funding Source	
Professional Development for Science and Technology Integration	\$1,500.00	\$0.00	\$0.00	\$1,500.00	208 - Staff And Program Development
Subtotal	\$1,500.00	\$0.00	\$0.00	\$1,500.00	
Grand Total	\$11,040,140.00	\$40,400.00	\$0.00	\$11,080,540.00	

Staff Development

East Stroudsburg Area School District shall create a comprehensive technology-training program for all staff members. Sessions will be offered on a regular basis for new and existing staff. All course material will be current and revised when new technologies or teaching practices emerge. Likely courses will include: initiating a technology mentoring system and online courses allowing staff to choose help in the areas they need, consequently individualizing instruction for teachers, the same as we do for students. Another targeted initiative will be online collaboration for idea sharing through list-servs and discussion forums to encourage more project-based learning opportunities for teachers and students equally. Although only one in-service day has been specifically reserved for technology-related professional development, the Alternative Professional Development plan allows for flexible learning hours to be accrued throughout the year with most of these opportunities being technology-based.

Staff will utilize technology to enhance communication, productivity and efficiency of the district. The e-mail system will be reliable, fast and user friendly. Teachers, administrators and staff will use e-mail on a daily basis with a high comfort level for communications with colleagues and parents. Electronic communication will be used to share papers and notes, send assignments home for absent students, schedule conferences, contact parents and many other collaborative uses. Teachers will be able to use our district intranet to enter notes and information in a collaborative manner through the Open Directory system being supported in this new technology plan.

The district is also beginning to design on-line training for teachers to earn alternative professional development hours through a number of training topics available on Moodle, our content management system. This process will be monitored by the Director of Instructional Technology. This form of professional development will take advantage of the emerging technologies available, such as Web 2.0 software to improve the education for our students and staff and allow us to reach a young and growing teaching staff.

Additional professional development opportunities will be offered to teachers and support staff during department and grade level meetings, department chairs conducting the training of their peers whenever possible; as the most successful professional development usually occur when peers are the facilitators. The initial trainings will be conducted by our Instructional Technology Coordinator, Director of Instructional Technology, and Staff Development Coordinator in a "train the trainer" format to teacher leaders, such as: Instructional Support Teachers, Literacy Coaches, Math Coaches, and Department Chairs. This turn-key training approach will allow for a strong sustainable model of support for all stakeholders in the learning community. Also, other teachers who demonstrate strong technology skills are invited to earn extra compensation by providing after school professional development opportunities.

Parent and Community Outreach Training

Teachers will also be working to share their new technology skills with parents and community members through the hosting of "Parent University" opportunities. A "Parent University" allows for any community member to attend a training session of various technology subjects outside the school day throughout the school year. Teachers will further develop and hone their skills through this sharing of knowledge with community members while the district provides opportunities for students and parents to increase their engagement and enhance the use of technology.

Administrators

The district level and building level administrators are all required to attend three days at an administrative retreat each summer. At least 6 hours of the retreat time is devoted to technology or technology related tools. This training specifically targets the needs of administrators. Also, administrators are required to attend teacher professional development programs that are focused on technology.

Technical Support

Formal training will be offered to the Instructional Technology and Educational Computing (ITEC) staff to ensure their ability to maintain the systems for educational use. The ITEC analyst will also have introductory training on all the applications in use by the district for educational purposes to make certain installation and processing needs are sufficient. Ample funds are set aside to make sure the analyst is able to attend conferences and trainings that will keep their technical skills sharp.

Technology Integration Mentor

The district is also implementing a Technology Integration Grant through the Pennsylvania Department of Education to encourage the integration of technology to support differentiated instruction at the high school level. This project will specifically target the use of technology tools to improve teaching and learning. This grant will provide a dedicated educator to work with teachers in designing strong differentiated learning opportunities and projects for students while conferencing and training teachers to embrace new technology tools, such as: digital camera, digital video cameras, streaming video, wikis, blogs, and personal response systems are just a few examples.

Outside Professional Development Opportunities

All staff is eligible to attend higher educational institutions with district provided reimbursement. Course offerings at local universities and on-line courses from other higher education institutions are often promoted and shared with staff to encourage their involvement. Many staff members are also encouraged to attend the Pennsylvania Educational Technology Expo and Conference (PETE & C) along with the ITEC analyst to expand their thinking as new technologies emerge. This plan will encourage teachers to utilize distance learning opportunities and Internet 2 resources to continue district growth.

Monitoring

Effective application of technology to support education involves careful review and re-planning of the classroom, school, and district-level programs. Research generally suggests that effective technology use is a complicated and involved process of planning and ongoing support with serious consideration of the current and emerging research findings on its use. In order to ensure adequate monitoring of this plan a variety of methods will be in place, with all monitors reporting their findings bi-annually to the Director of Instructional Technology for any redesign of the plan or minor modifications to make sure the goals of this plan are working in harmony with the goals of Chapter 4, Professional Education and Teacher Induction plans.

The Assistant Superintendent of Curriculum and Instruction and Director of Instructional Technology will identify all performance measures for this plan with the support of the Technology Planning Committee. A rubric will be designed as an assessment tool for each goal of the technology plan. The rubric will define the degree at which each goal has been achieved along with success indicators. Other assessment data will be gathered using a combination of student portfolios, observation and test results to establish what barriers were encountered and how they were addressed, along with any redesign or changes in the action plans. Surveys will be utilized when goals are more subjective in nature, such as technology integration and comfort levels of new technologies.

Monitoring of Partnerships

District expenditures and savings will be monitored and compared to the prices paid prior to joining the IU 20 regional WAN. Also, usage of the WAN will be monitored on a monthly basis. Each month's usage log will be compared to the previous month to assure that the Wide Area Network is meeting the district's needs. Other partnerships, such as the Student Internship Program through ITEC will also be monitored from a cost effective perspective.

Professional Development

Professional Development will be monitored by the Director of Technology with the Instructional Technology Coordinator implementing the program and holding the train the trainer activities while guiding course and program offerings to fit the needs of teachers at all levels and schools.

Budgeting Process

Budgeting and forward planning for the network, instructional computing, applications, and other technology tools will be the responsibility of the Director of Instructional Technology with collaborative input from the Information Technology and Educational Computing (ITEC) analyst and a focus group of users throughout the district. All activities will be monitored on a quarterly schedule for updates and alterations to the plan.

Technology Integration

Technology Integration will be evaluated by building principals through informal and formal teachers evaluations (administrative evaluation), Computer Coach/Technology Integration Mentor (peer evaluation), and teachers (self-evaluation). Consistent findings through the three types of monitoring will be used to further develop professional development opportunities, increase equipment access, additional software tools, or quicker response to keeping technology in working order.

Evaluation

Technology is related to increases in student performance when interactivity and other important features of instructional design are applied to its use. Teacher preparation, follow-up staff development, and technical assistance are critical prerequisites for effective technology applications. Planned integration of technology in education that directly involves the teacher consistently allows teachers to engage students in meaningful educational experiences and allows more time for individualized instructional opportunities.

The Assistant Superintendent of Curriculum and Instruction and the Director of Instructional Technology and identify all performance measures for this plan. With the support of the technology planning committee a rubric will be designed as an assessment tool for each goal of the technology plan. The rubric will define the degree at which each goal has been achieved along with success indicators. Other assessment data will be gathered using a combination of student portfolios, observations, and test results showing what barriers were encountered and how they were addressed, along with any redesign or changes. The action plans surveys will be utilized when goals are more subjective in nature, such as technology integration and comfort levels of new technologies.

A yearly evaluation of the plan will determine if the plan was successful in meeting the goals. This evaluation will largely rely on a compilation of each goal's rubric with additional feedback coming in forms of staff surveys, observations, and informal/formal assessments. Goals and strategies that are met will be identified in the yearly evaluations of the plan. Evaluating the plans progress will list specifically the extent to which the goal was met, any needed follow-up strategies to sustain the effort, unexpected outcomes of benefits, and any barriers that were encountered. During the yearly plan evaluations, goals and strategies that have not been meet will be focused on in upcoming years with the development of a small steering committee to provide additional supports to ensure progress is made in the attainment of this goal/strategy. Another part of the yearly plan evaluations will be to assess any emerging technologies, tools or strategies that need to be included in the plan and/or goal/strategies that are no longer relevant and should be deleted from the plan.