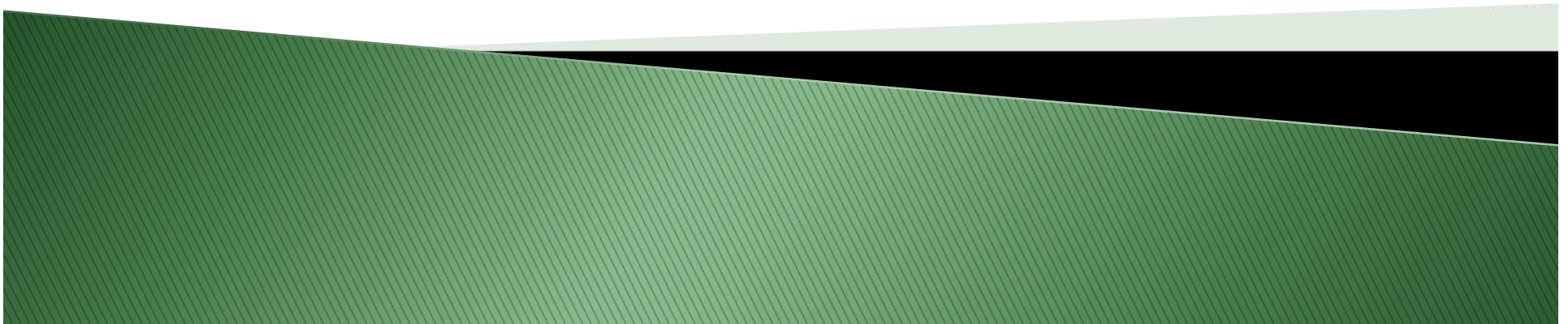


# East Stroudsburg Area School District

Comprehensive Planning 2012 – 2016

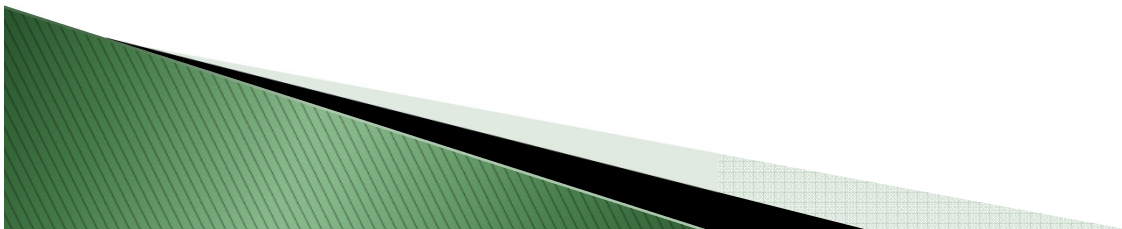


# Mission Statement

The East Stroudsburg Area School District vision is mirrored throughout our District. Our mission statement describes our commitment to prepare all students for a successful future. Our shared values delineate what is expected of our District staff, students and community and how our collective collaboration affects those endeavors.

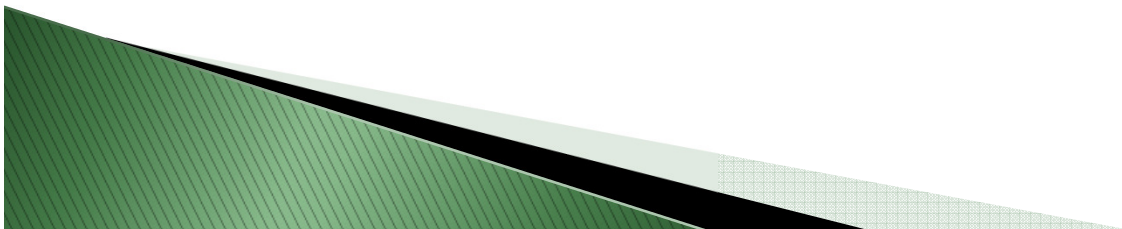
## **Mission Statement:**

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




# Vision Statement

- The East Stroudsburg Area School District embraces our rich diversity creating a school community that supports all students on their path to success. Our 21<sup>st</sup> Century Learning program shall evolve through a common core-based environment utilizing differentiated instruction, critical thinking, multi-sensory approaches, innovative use of technology, career-related activities, continued school-to home-to community outreach, and our deep commitment to inspiring a lifelong passion for learning.



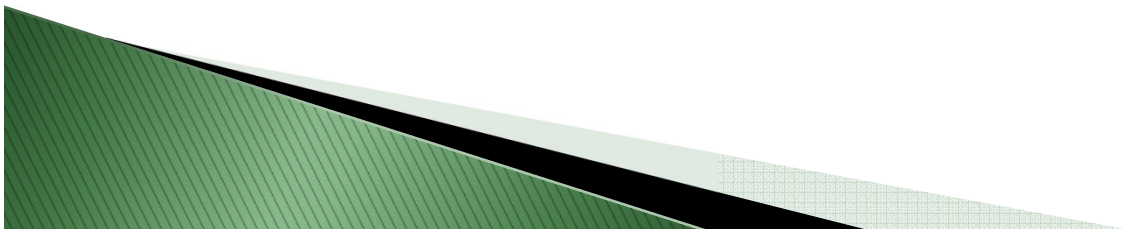
# Shared Values

## We believe that:

- Each individual has the ability and opportunity to learn.
  - Effective communication is essential to the learning process.
  - Everyone has the right to participate in a safe and supportive educational environment.
  - Diversity is a vital tenet for the success of our community.
  - A positive school community must have clear and consistent expectations for all.
  - All members of our community are to be treated with respect.
  - School, home, and community partnerships are vital to student motivation, performance and success.
  - Evaluating, adapting and utilizing technology is imperative to meet success in a digital society.
  - Financial support of education is an indispensable investment in the future of our entire community.
  - Adaptability is essential.
  - Continuous improvement of our educational system is our commitment to excellence.
  - Literacy is the foundation for and key component of success in all disciplines.
  - Literacy acquisition occurs along a continuum beginning at birth, and progressing throughout life.
- 

# PSSA AYP TARGETS

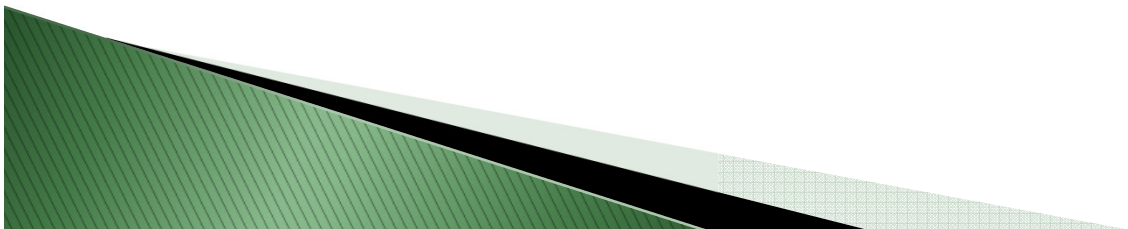
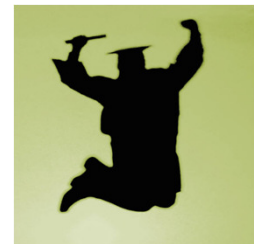
- ▶ 2011 – 2012
  - Math ~ 78%
  - Reading ~ 81%
  
- ▶ 2012 – 2013
  - Math ~ 89%
  - Reading ~ 91%
  
- ▶ 2013 – 2014
  - Math ~ 100%
  - Reading 100%



# District Accomplishments


## Grade Span 3 – 5:

- District PSSA scores in all categories were higher than the State average for the past two years
- 72.9% of students met the performance target in Reading
- 80.5% of students met the performance target in Math
- 4<sup>th</sup> Grade PSSA–M Reading average was 80% vs. the State average of 58%
- 5<sup>th</sup> Grade PSSA–M Reading average was 71% vs. the State average of 61%



# District Accomplishments

## Grade Span 6 – 8:

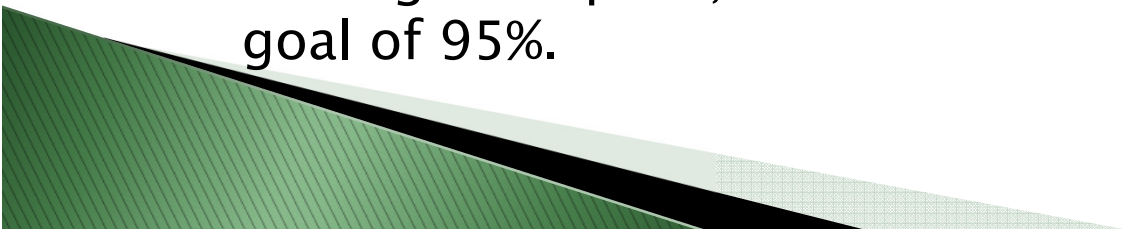
- 72.6% of students met the performance target in Math, making AYP with safe harbor
  - 75.1% of students met the performance target in Reading, making AYP with safe harbor confidence interval
  - 6<sup>th</sup> Grade PSSA–M Reading average was 64% vs. the State average of 52%
  - 7<sup>th</sup> Grade PSSA–M Reading average was 63% vs. the State average of 44%
  - 8<sup>th</sup> Grade PSSA–M Math average was 46% vs. the State average of 37%
  - 8<sup>th</sup> Grade PSSA–M Reading average was 66% vs. the State average of 37%
  - 8<sup>th</sup> Grade PSSA–M Science average was 68% vs. the State average of 44%
- 

# District Accomplishments

## Grade Span 9 – 12:

- The District graduation rate is 87% vs. the State average of 83%
- 11<sup>th</sup> Grade PSSA Reading average was 72% vs. the State average of 67%
- 11<sup>th</sup> Grade PSSA–M Math average was 61% vs. the State average of 31%
- 11<sup>th</sup> Grade PSSA–M Reading average was 50% vs. the State average of 41%
- 11<sup>th</sup> Grade PSSA–M Science average was 47% vs. the State average of 41%
- The District had 32 AP Scholars in 2012 vs. 2 in 2010
- The District had 1 National Merit Semi-finalist & 3 Commended Students in 2012 vs. 2 finalists & 2 Commended Students in 2011

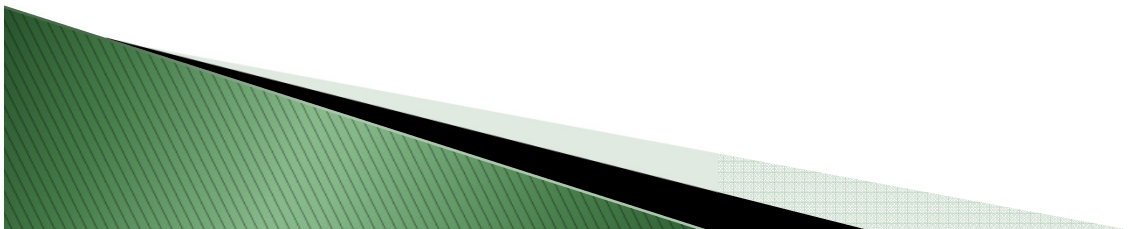
At all grade spans, we met or exceeded the participation goal of 95%.





# District Concerns / Challenges

- ▶ Grade Span 3 – 5: 26 out of 28 targets met
  - Math ~ 52.3% of Special Education students met the performance target
  - Reading ~ 33.2% of Special Education students met the performance target



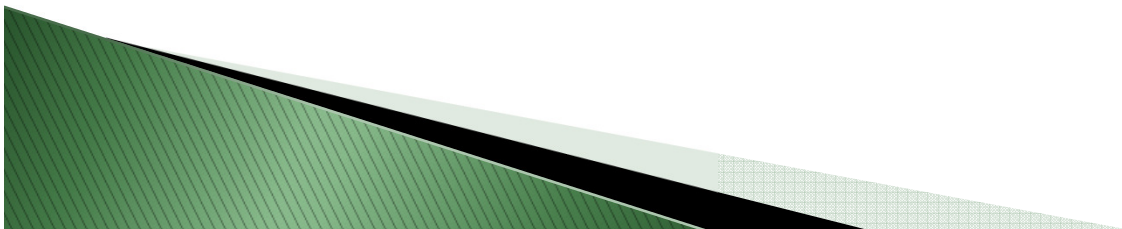
## District Concerns / Challenges – (continued)

- ▶ Grade Span 9 – 12: 13 out of 24 targets met
  - Math (percentage of students meeting performance target):
    - 50.4% of All students
    - 54% of White student sub-group
    - 47.3% of Black student sub-group
    - 42% of Latino student sub-group
    - 23.8% of Special Education student sub-group
    - 46% of Economically Disadvantaged student sub-group
  - Reading (percentage of students meeting performance target):
    - 67.8% of All students
    - 71.2% of White student sub-group
    - 64.8% of Latino student sub-group
    - 31.8% of Special Education student sub-group
    - 62.2% of Economically Disadvantaged student sub-group



# School Growth Plans

- ▶ Each building has a School Improvement Team that has worked together on their Building-Level Comprehensive Plan.
- ▶ Using the building plans, the district has identified four systemic challenges and action plans to meet those needs.
- ▶ The Comprehensive Planning Committee met in multiple sessions to comprise the following plan . . .



# Systemic Challenge #1

- ▶ Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

## Action Steps:

- Map out Common Core State Standards and align to existing curriculum, identifying gaps within and across grade levels.
- Train Administrative Team & Teachers in Teacher Effectiveness Model
- Continue and expand content literacy training
- Train teachers in the use of PDE SAS resources
- Professional Learning Communities ~ evaluate, establish and train
- Core Birth to 12 Literacy Team will evaluate literacy framework and develop comprehensive plan



# Systemic Challenge #1 (continued)

- ▶ Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

## Action Steps:

- Compile a list of effective instructional strategies
- Professional development for differentiated instruction
- Analyze data to identify individual building / district level strengths, weaknesses and gaps
- Provide opportunities to celebrate success and marginalize weakness



# Systemic Challenge #2

- ▶ Establish a district that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

## Action Steps:

- Transition process to increase graduation rate
- Strategic Planning Survey
- Community Awareness/Partnership Events
- School-Wide Positive Behavior Support Programs



# Systemic Challenge #3

- ▶ Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

## Action Steps:

- Train Administrators & Teachers on Teacher Effectiveness Model
- Continue and expand content literacy training
- Train teachers in the use of PDE SAS resources
- Professional Learning Communities ~ evaluate, establish and train
- Core Birth to 12 Literacy Team will evaluate literacy framework and develop comprehensive plan
- Professional development for differentiated instruction
- School-Wide Positive Behavior Support Programs



# Systemic Challenge #4

- ▶ Establish a district system that fully ensures specifically designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

## Action Steps:

- School-Wide Positive Behavior Support Programs
- Paraprofessional training
- Autism training
- Map out Common Core State Standards and align to existing curriculum, identifying gaps within and across grade levels.
- Implement effective instructional strategies
- Professional development for differentiated instruction

