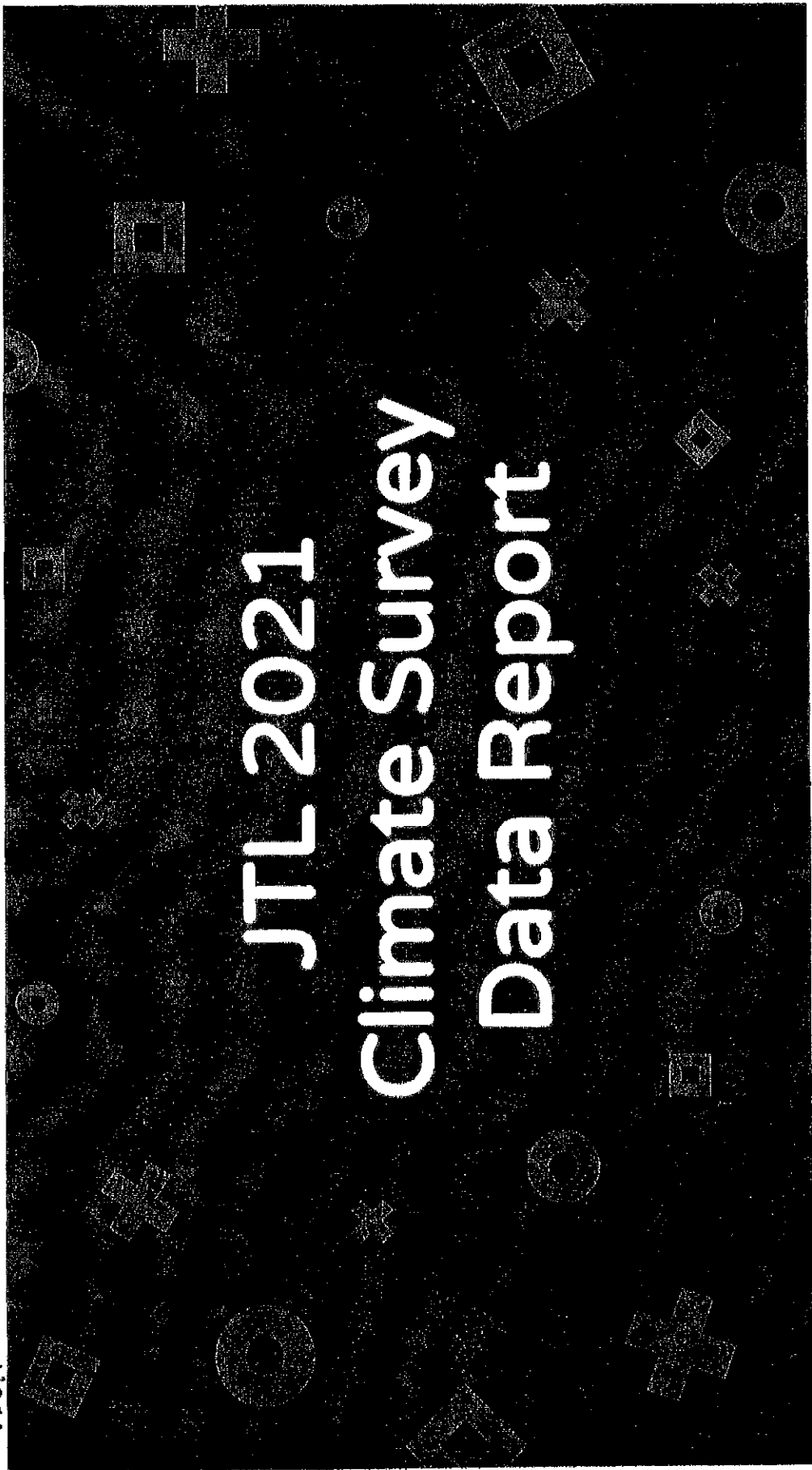


V.a.

JTL 2021 Climate Survey Data Report

V.a.

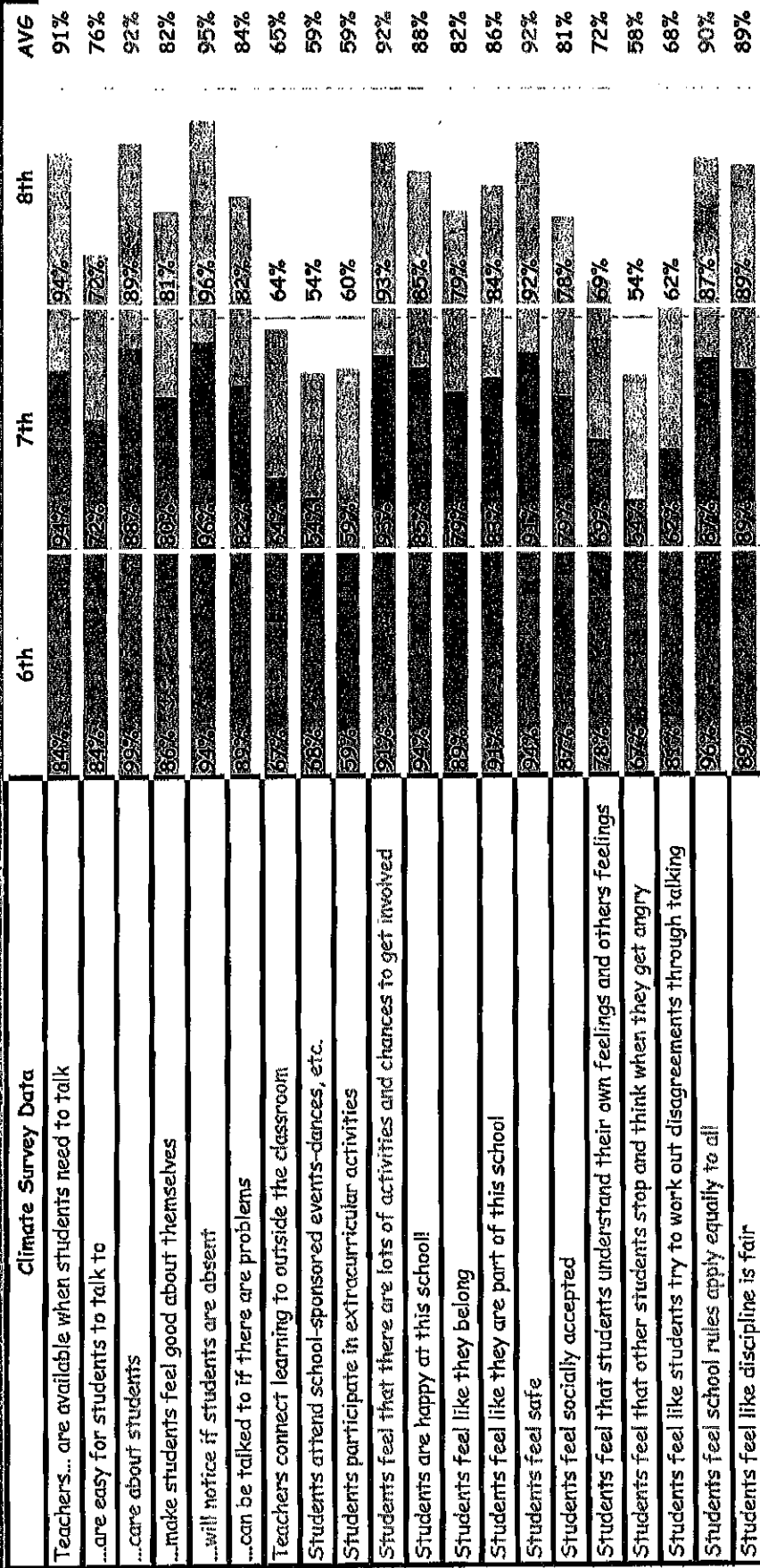


“

The data from the Climate Survey was disaggregated and analyzed for trends, patterns, and gaps.

The data reflected in the following tables indicates responses who Strongly Agree and Agree combined.

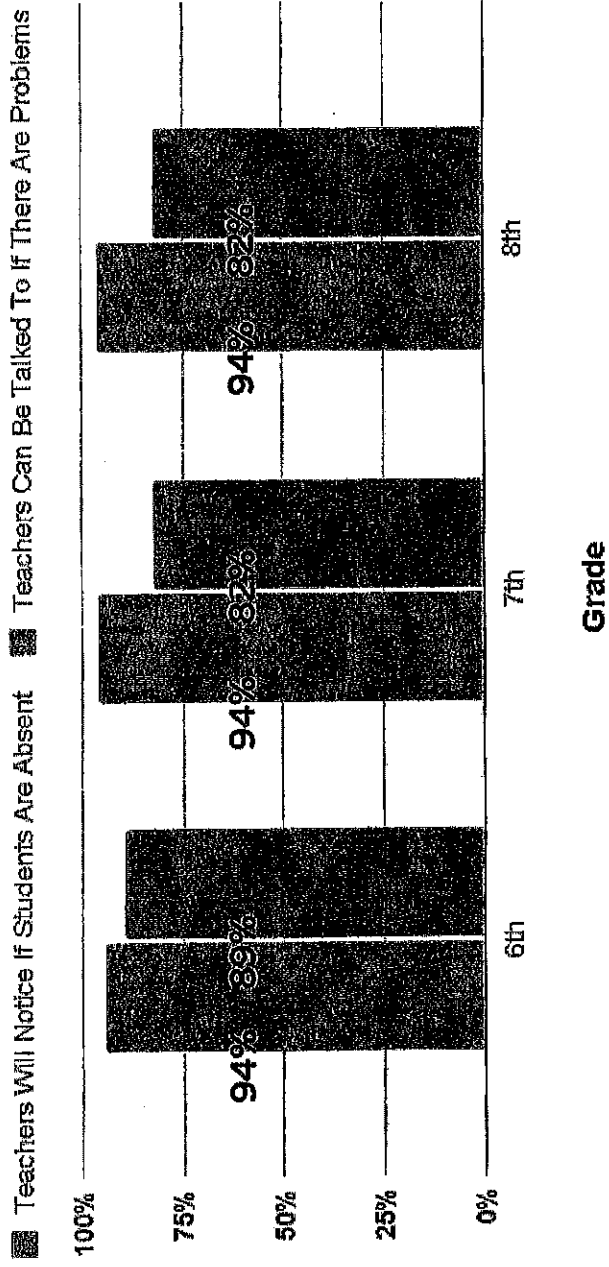
Highlights as a whole building



Highlights as a whole building

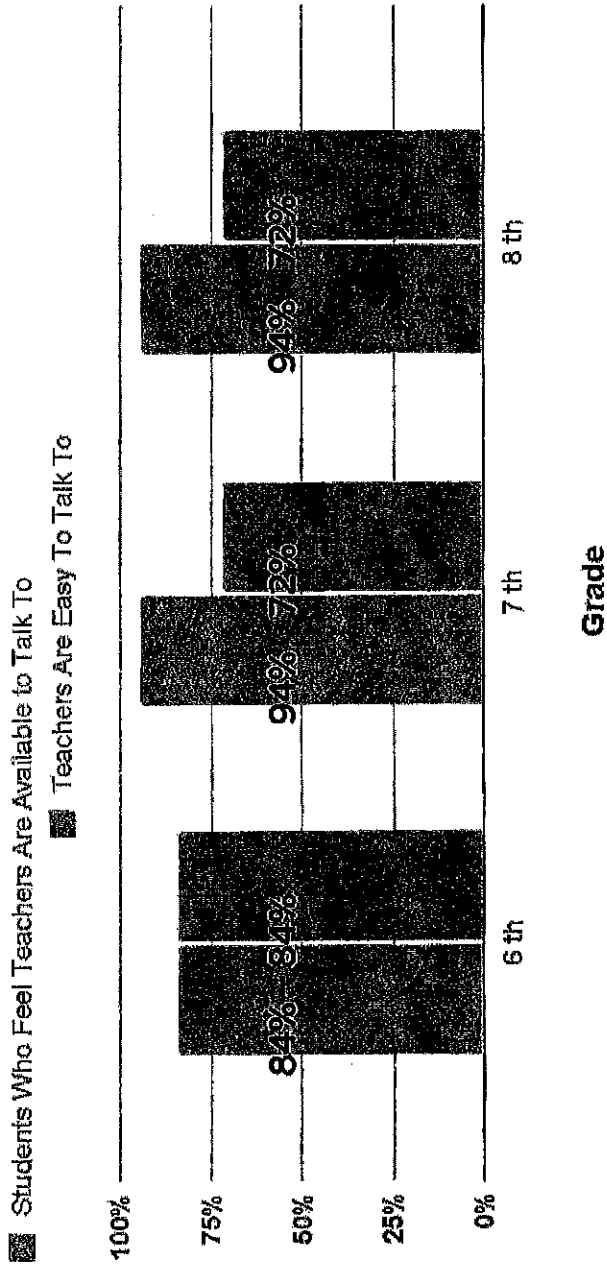
- Teachers will notice if students are absent. 95%
- Teachers care about students. 92%
- Students feel that there are lots of activities and chances to get involved. 92%
- Students feel safe. 92%
- Students feel school rules apply equally to all. 90%
- Students feel that other students stop and think when they get angry. 58%
- Students attend school sponsored events. 59%
- Students participate in afterschool activities and extracurricular activities. 59%
- Students feel that teachers are making connections to outside of the classroom. 65%

Teachers Will Notice If Students Are Absent and Teachers Can Be Talked To If There Are Problems



Most students feel that teachers notice when they are absent, though less students feel that teachers can be talked to about problems.

Students Who Feel Teachers Are Available to Talk To and Teachers Are Easy To Talk To



Observation: Students feel teachers are available to talk, but fewer feel that teachers are easy to talk to.

Talking to Teachers

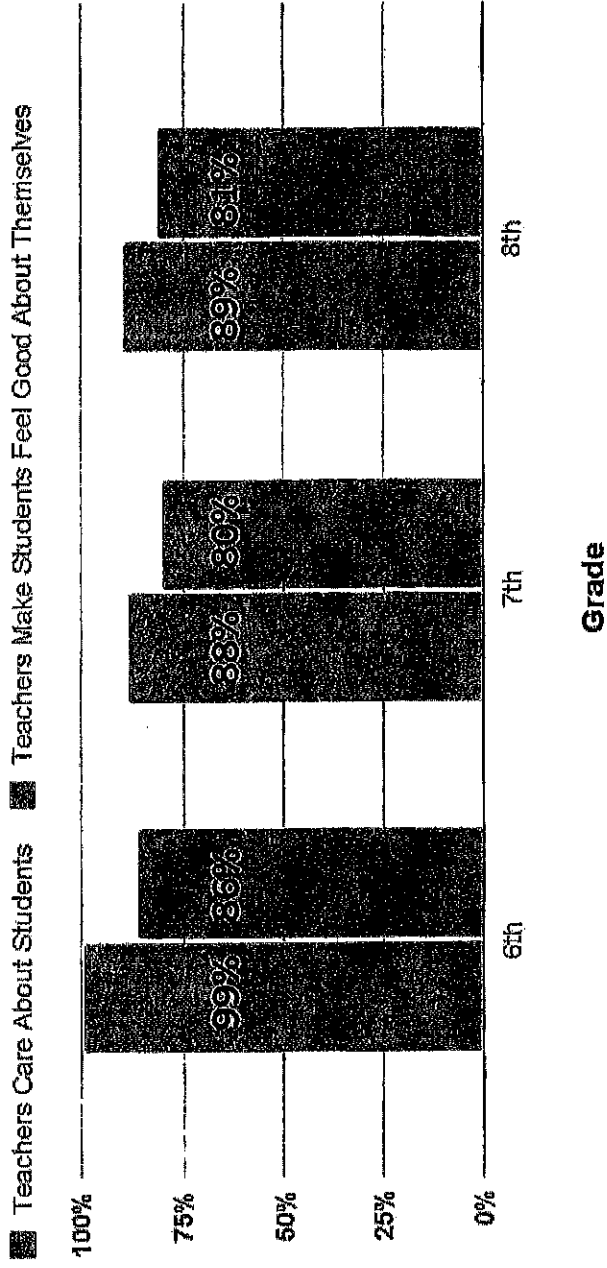
Survey Results:

Many students feel that teachers are available to talk to, but a fewer percentage of students feel teachers are easy to talk to. Most students feel that teachers notice when they are absent, though less students feel that teachers can be talked to about problems.

Next Steps:

- Continue to utilize Ripple Effects scripts to advance dialogue with students around SEL topics.
- Provide time for teachers to become more comfortable with the program scripts.
- Begin the process of Check-In/Check-Out.
 - The Leadership Team will discuss a light roll-out.
 - At the bi-weekly data meetings discuss the students who would benefit from this intervention.

Teachers Care About Students and Teachers Make Students Feel Good About Themselves



Most students feel that teachers care about them, but fewer feel that teachers make them feel good about themselves.

How Teachers Make Students Feel

Survey Results:

Students feel that teachers care about them, but fewer students feel that teachers make them feel good about themselves.

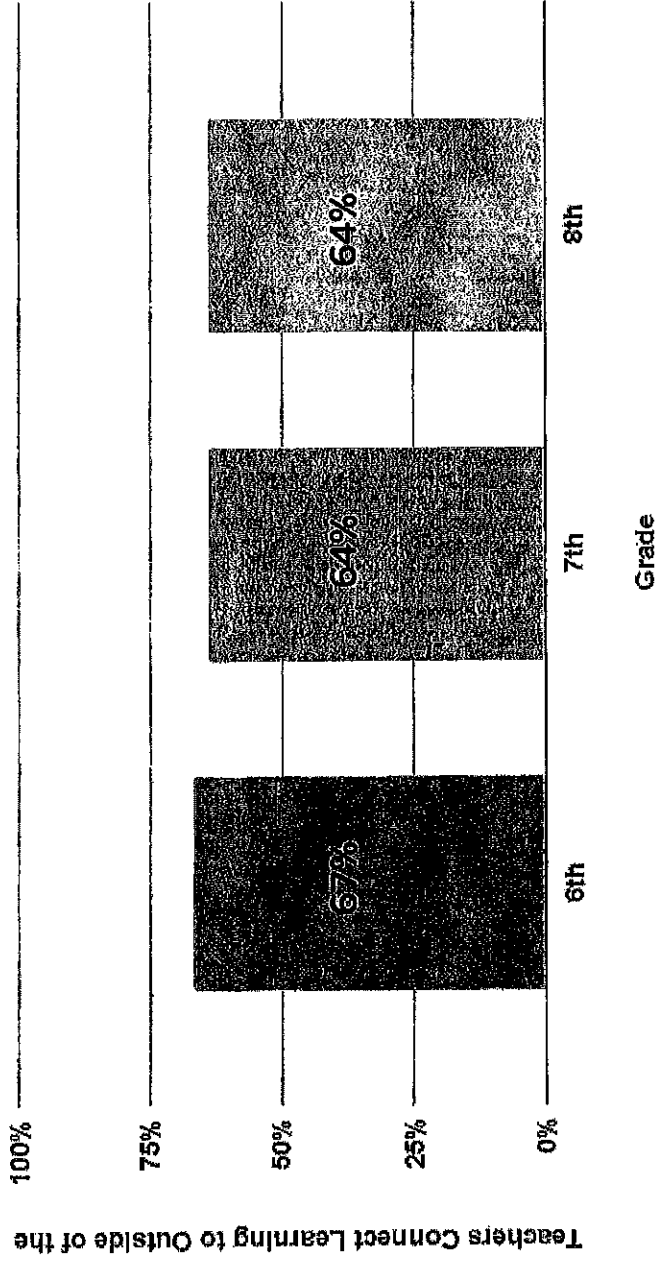
Next Steps:

- The roll-out of our NEW SWPBIS program, teachers will be able to
 - provide feedback to students regarding their positive behaviors
 - reward the students for those behaviors

JTL students...

- Are Cooperative
- Are Ambitious
- Have Values
- Are Supportive

Teachers Connect Learning to Outside of the Classroom



Just over 60% of students feel that learning is connected to outside of the classroom.

Connecting learning outside of the classroom

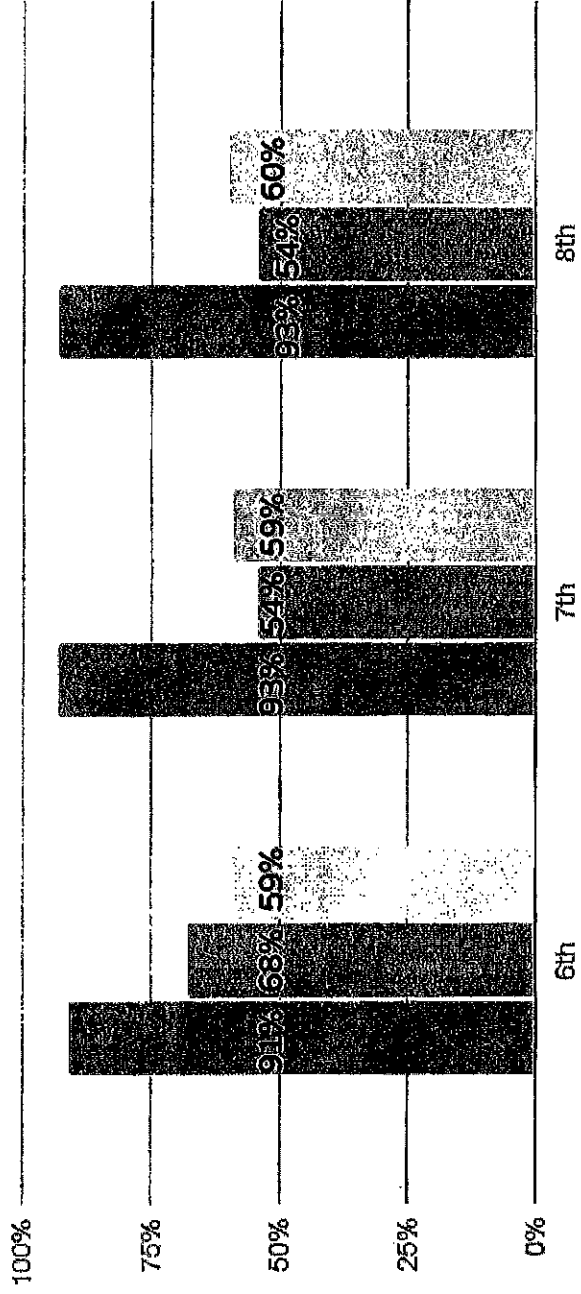
Survey Results:

Just over 60% of students feel that learning is connected to outside of the classroom.

Next Steps:

Student Activity Perception and Participation

- Students Feel There Are Lots of Activities
- Students Attend School Sponsored Events
- Students Participate in Extra-curricular Activities



Students generally feel that many activities are available to them, but participation in activities remains much lower.

Student Involvement

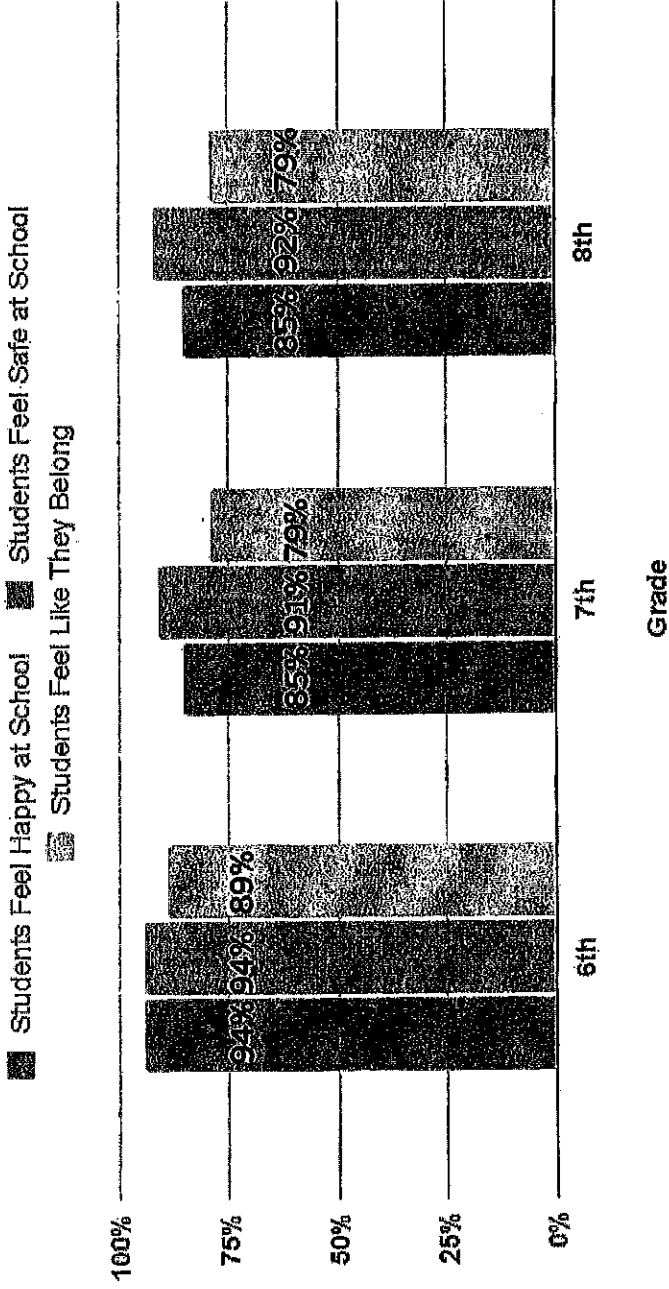
Survey Results:

The majority of students feel like there are enough chances and activities to get involved, but much fewer are participating.

Next Steps:

- Reach out to students and find out their interests using Interest Surveys
- Survey students to determine why they are not involved in the activities.
- Provide more after school clubs and activities that would allow more students to participate and be involved.

Students Who Feel Happy, Safe, and Like They Belong



Most students feel happy and safe, but slightly fewer feel like they belong.

Student Happiness and Belonging

Survey Results:

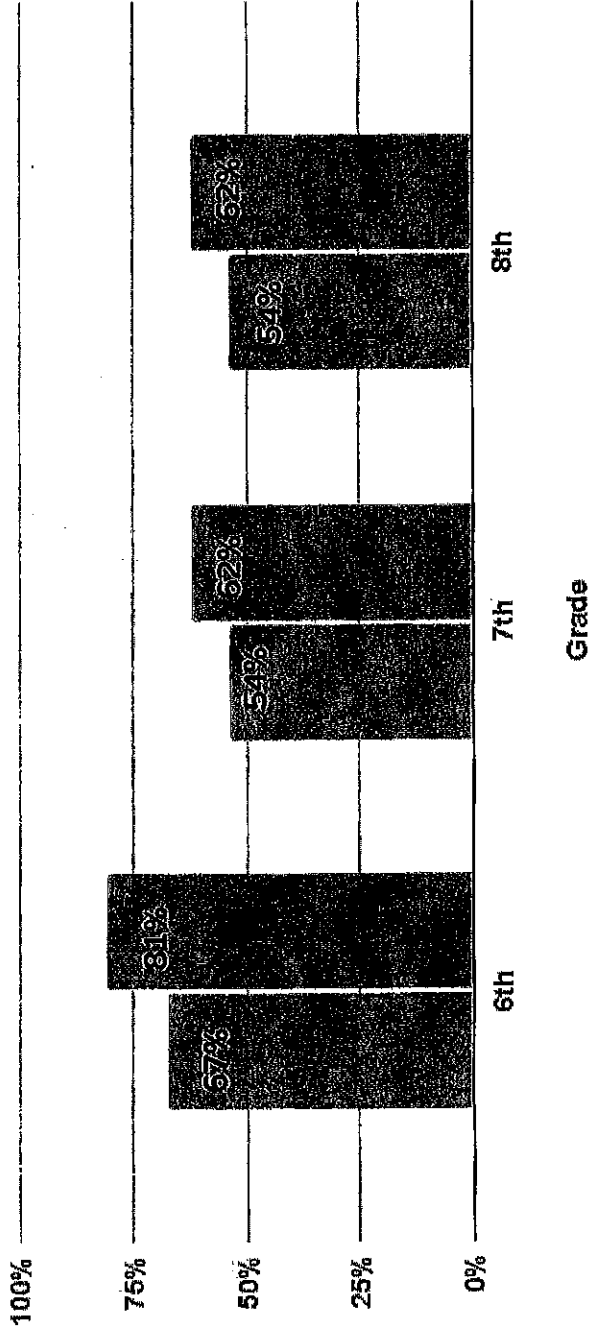
The majority of students are happy, but fewer students feel like they belong.

Next Steps:

- Continue Team Building activities to increase working together and helping building relationships.
- Increase the after school clubs and activities.
- Provide an alternative lunch space for students.

Student Feelings About Conflict and Resolution

- Students Who Feel That Other Students Stop and Think When They Get Angry
- Students Who Feel That Other Students Work Things Out Through Talking When They Get Angry



Students feel other students don't stop and think when they get angry, or work things out through talking when they get angry

Student Conflict and Resolution

Survey Results:

In 7th and 8th grade, about half of students feel that other students don't stop and think before they get angry. Two-thirds of 6th graders feel students don't stop and think before they get angry.

Next Steps:

- SAP anger management groups
- Administration will be going into classrooms to discuss various topics.



Thank You!

Clubs and activities

Admin in classrooms to discuss

SWPBS- changes updates

Classroom rewards to motivate students

Alternative lunch space

Check-in Check-

MTSS teachers- WIN- Pull/Out

Classroom- Push/in

Ripple Effects- Discussion and PD

Interest Surveys for students

Staff climate survey

Do SAP Groups qualify as mitigation for Student Feelings About Conflict and

Resolution? Ripple Effects?

Ripple Effects provides a script for discussion. Can we encourage its use? Allow

staff to become comfortable with the framework? Monitor?

Can we re-administer Climate Survey again in the spring to compare?

Check-In/Check-Out forward analysis from slide 5 to Check-In/Check-Out

Leadership team to discuss and determine how to accomplish a "light" roll out of

Check-In/Check-Out based on Data Team Meeting information - a plan that would

not tax the staff but would utilize the process. We are already seeing teachers

willing to have conversations with students and monitor them. Can we turn this

into a very light roll out that occurs within the confines of the Data Meeting

Students of Concern?



Knowledge of Reading



Instructional Research



Reading Research



Standards Aligned

Elementary English Language Arts Update: Focus on Research and Practice

**"DO THE BEST YOU
CAN UNTIL YOU
KNOW BETTER. THEN
WHEN YOU KNOW
BETTER, DO BETTER."
— MAYA ANGELOU**

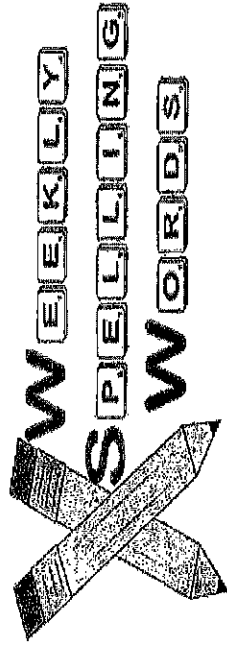
THE BODY OF WORK REFERRED TO AS THE "SCIENCE OF READING" IS

an ideology, a philosophy, a political agenda, a one-size-fits-all approach, a program of instruction, nor a specific component of instruction. It is the emerging consensus from many related disciplines, based on literally thousands of studies, supported by hundreds of millions of research dollars, conducted across the world in many languages. These studies have revealed a great deal about how we learn to read, what goes wrong when students don't learn, and what kind of instruction is most likely to work the best for the most students.

Dr. Louisa Moats



Spelling Then...



19th Century

- Blue-backed Speller was used to teach spelling, pronunciation, and grammar.
- Utilized long lists presented as tasks for rote memorization.
- Focused on words that were thought to be the most rare and erudite words that literate adults should know.

Late 1930s - 1940s

Memory research was combined with controlled word lists and the "Study Method" evolved.

Look at word, pronounce word, close eyes and spell word, write word, check and repeat as necessary.

Practice Method added: missed words rewritten 3 times each.

Study-Tes Study method which included a pretest was added.

The pretest led to increasing awareness of individual differences.

20th Century

Focus of spelling books narrowed focusing more directly on spelling abandoning language arts.

Focus continued on the rote memorization of pre-determined weekly word lists.

Like those words used during the 19th century, there was no particular focus on orthographic principle.

1930s

Educators began organizing spelling lists around words most frequently used in reading and writing.

Lists were identified for difficulty by their frequency with the most common words used taught first.

Found that 4000 of the most frequently used words constituted 98% of vocabulary used by adults and children.

1950s

Focused on presentation of words in Spellers.

Experts realized that words were not organized to promote orthographic generalization (old not illustrate spelling patterns or transfer to other contexts).

ANB neglected phoneme-grapheme correspondences.

Resulted in moving away from high frequency vocabulary.

* Orthographic Principle: The awareness of the symbols (letters or groups of letters) used to represent the individual sounds of spoken language in written form. To spell fluently, students also need to know the rules about how written letters are arranged in English.

Lessons learned leading to spelling now...

Fast forward to the 21st century

- Attention turned to focusing on how students acquire orthographic knowledge.
- Effective spelling instruction involved having learners move from simple concrete sound-letter mapping to pattern driven spelling which increased focus on meaning-by-pattern spellings of low-frequency Latin and Greek derived vocabulary.

Teaching Patterns

- Use lists (eliminates distractions and complexities of meanings, syntax, punctuation, and handwriting (context in meaning only appears advantageous when instructing homonyms and unknown (meaning) words.
- Proofreading does not lead to better spellers.
- Importance of teaching patterns as the brain recognizes patterns.



Why Word Study?

- Moves away from the focus on memorization
- Approach reflects lessons learned about the alphabetic, pattern, and meaning layers of English orthography by examining the relationship between letters and sounds (single and pairs of letters) as a means to create words
- Helps students understand how the English spelling system can directly reflect the semantic relationship between across related words
- By examining the layer of the orthography, students are able to see the regularities, patterns, and derivations in English words.

Ultimate goal of word study to support each student's development of a working knowledge of orthography, knowledge that can be applied to both reading and writing.

Handwriting



Writing by hand engages the brain in learning and especially activates the reading centers of the brain

(White Paper, Zaner-Bloser, 1997)

Handwriting automatically predicted reading performance across time

(Mabbott, Piro, Pasternak, and Roberto, 2019)

Research shows significant links between children's early attempts at writing and their developing knowledge about how books and printed materials work and how words on a page can create meaning

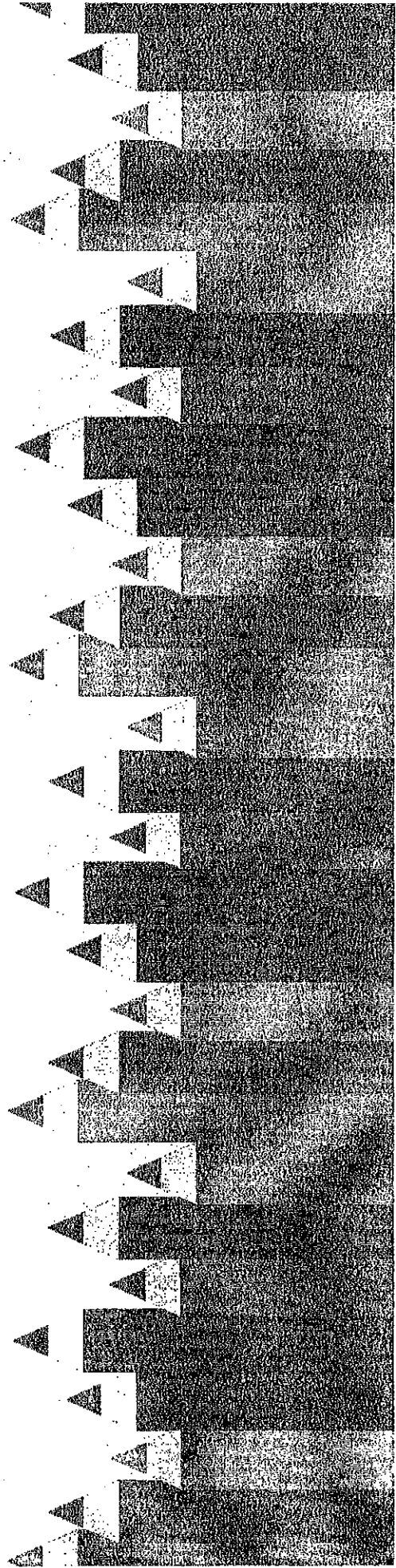
(Zhang, Liu, Diamond, & Pavel, 2015)

Educators should know that teaching skills for fluent handwriting can be a powerful intervention for children struggling with literacy, and successful instruction in primary classrooms may well prevent development of attention problems and written language disabilities

(Young, Rose, and Nelson, 2019)



QUESTIONS





Suntex International

3311 Fox Hill Road
Easton, PA 18045

Quotation

(tel) 610-253-5255
(fax) 610-258-2180

Quotation Date: 10/25/2021

Quotation No: 40593

Payment Terms: Net30
Customer Code: EAST0014
Salesperson: Kevin ODonnell

Valid Through: 12/31/2021
Ship Via: UPS Ground
F.O.B.: Easton, PA

Sold To: East Stroudsburg Area Sch Dist
50 Vine St
East Stroudsburg PA 18301

Ship To: East Stroudsburg Area Sch Dist
50 Vine St
East Stroudsburg PA 18301

THIS IS NOT AN INVOICE

Qty	Item No	Description	Unit Price	Total
90	60001-FIM-TEAM	FIM Team	\$0.00	\$0.00
1,805	21-FIM-USER-ID	FIM Single Student Subscription	\$8.00	\$14,440.00

Notes: 2021/2022 School Year
Clever
Grades 2-5
6% Discount applied

Subtotal:	\$ 13,573.60
Freight:	0.00
Sales Tax:	\$ 0.00
Total:	\$ 13,573.60



Sales & Support Enquiries
 Tel: +1.866.387.9139
 Fax: +1.866.387.3220
 Email: support.usa@3plearning.com

3P Learning Inc
 PO BOX 392751
 Pittsburgh, PA 15251-9751
 United States

East Stroudsburg Area School District
 50 Vine Street
 East Stroudsburg, PA 18301

EIN 80-0768793

Return To: Stephanie Vandertholen
 941.993.2587
stephanie.vandertholen@3plearning.com

QUOTATION

Created Date: 10/29/2021

Quote Valid Until: 11/28/2021

Subscription

STUDENT LICENSES : 850	Subscription Start Date:
<input type="checkbox"/> 1 Year \$7,650	<input type="checkbox"/> 3 Years \$17,340 (\$5,610 Savings)
Recommended Professional Development	
<p>Each session is 60 mins in duration for up to 25 participants</p> <ul style="list-style-type: none"> <input type="checkbox"/> Intro to Mathseeds – Teachers will have the opportunity to explore features most frequently used in Mathseeds. <input type="checkbox"/> Reporting for Leadership – Delve into reporting to track student progress, as well as explore resources to assess students. <input type="checkbox"/> Differentiated Instruction – Teachers will investigate resources to support the diverse math needs for their classroom. <input type="checkbox"/> Custom Session – personalized session designed to meet the specific objectives of your school. <p style="text-align: right;">\$500 Each x _____ Professional Development Total \$ _____</p>	

By signing this quotation you are agreeing to the terms of use relating to all of the 3P Learning resources listed above. The terms of use can be found online at the following location: <http://www.3plearning.com/terms-conditions/> and includes our privacy policy.

By signing, you are also agreeing to the terms and conditions of purchase, which are appended to this quotation.

You can choose to sign this quotation using an e-signature or physical signature. The signed quotation will be taken as confirmation of a sales order and represents your formal agreement with 3P Learning. Please retain a copy for your records. A non-negotiable invoice will follow.

Subscription Cost	\$	Professional Development Cost	\$	GRAND TOTAL	\$
Name of Authorized Purchaser					
Signature					
Date					

Payment Method:

Purchase Order Credit Card

Invoice Us

Name on Card:		
Card Number:		
Expires:	CVV:	Zip Code:

Standard Purchase Terms and Conditions

3P Learning will supply its products and services to the Customer under a licence to use them (the Licence) in accordance with this purchase agreement and the 3P Learning terms of use, which includes our privacy policy, set out at <http://www.3plearning.com/terms-conditions/> (collectively, the Agreement). The Licence provided to the Customer allows an assigned number of students selected by the Customer the right to use the purchased product(s) at home or school.

Unless otherwise indicated, the start date for the Licence shall be the date this Agreement is accepted.

Unless otherwise indicated, charges to the Customer by 3P Learning are based on the number of unique students the Customer has requested receive access to the product(s). The Customer can transfer the right to access the product from an existing student to a new student at no additional cost, but only once the previous student's use of the product has ended. You can request additional assigned students at any time. If more than the number of assigned students set out in this Agreement use the product(s), then 3P Learning has the right to invoice the Customer for the access provided to the additional students. Such amounts will be based on the number of additional students and the current price per student pro-rata for the remaining month(s) of the Licence. Where this Agreement relates to an individual school subscription, access must be assigned to student users within the Customer's school.

All fees are non-cancellable and non-refundable and are based on access quantity or professional services purchased and not on actual usage. A minimum purchase quantity of the total student roll for at least one Customer class applies. A minimum purchase quantity (\$) may also apply.

Unless otherwise stated, this offer expires 30 days from the quote date. We may from time to time offer discounts and other promotions. Special pricing, offers, discounts and complimentary access apply to the specified product, service and period of service specified in this Agreement, in addition to any other terms and conditions forming part of the relevant promotion or offer. Unless otherwise stated, complimentary subscriptions will be applied on the lowest price item(s). Pricing and terms of this offer are subject to change without notice before acceptance of the offer.

Unless otherwise indicated on the quote or invoice, the invoice will be payable within 30 days of invoice date.

We reserve the right to suspend or terminate your access to our products and services with notice to you if you're in breach of the Agreement, including where payment of your invoices is outstanding.

We won't provide notice before termination where:

1. you're in material breach of this Agreement,
2. doing so would cause us legal liability or compromise our ability to provide products and services to our other customers and end-users, or
3. we're prohibited from doing so by law.

Invoices not paid in accordance with the payment terms will be subject to a 2% interest charge.

You're responsible for all applicable taxes, and we'll charge tax when required to do so.

If applicable to your Licence, "whole school" shall mean a subscription for all students within a school or, where relevant, all students within a school phase such as "primary" or "secondary" years.

Schools opting for a multi-year Licence (paid annually) agree to maintain the access quantity (i.e. number of students) ordered in year 1 across all years of the subscription period and will be invoiced annually in advance of the following twelve month period. The unit price set out in the Licence shall apply throughout the multi-year Agreement, regardless of any changes to the recommended retail price during that period, provided always that any increase to applicable taxes or third party fees during the period shall be added to the invoice.

Cancellation of a multi-year Licence (paid annually) prior to the Licence expiry date will require written notice to 3P Learning. In the event of an early termination, the Customer will be required to pay 25% of the remaining amounts due under the Agreement ("Early Termination Fee"). This means that if a Customer signs up for a three (3) year Licence and terminates after one (1) year, then 25% of the remaining 2 years of the subscription period will be due and payable to 3P Learning.

Within 30 days of the Licence start date, a Customer may request a downward revision to the access quantity purchased, up to a maximum reduction of 10%. 3P Learning reserves the right to revise the per unit price (i.e. price per student access) to reflect the removal of any discounts previously provided.

If the Agreement includes the provision of Professional Services, the following terms shall also apply.

Professional Services means all learning & development, user training, education and implementation services detailed in the applicable quote, order form, purchase agreement or otherwise agreed to in writing, and may include, without limitation, onsite training, live online consultation and webinars.

The Professional Services shall be provided during regular working hours and on business days unless otherwise agreed in writing between 3P Learning and the Customer.

Professional Services will be provided for the fees outlined in the order form or quote, which may include travel and out of pocket expenses, plus applicable taxes. Changes to the agreed scope of Professional Services may result in an increase in fees and additional charges. Rescheduling or late cancellation of Professional Services may also result in fees being payable by the Customer in accordance with the order form or quote.

The Customer and 3P Learning shall each provide a primary point of contact for the Professional Services and the Customer shall provide 3P Learning with such accurate and timely information as is reasonably required to scope and deliver the Professional Services. 3P Learning will comply with all reasonable directions of the Customer in respect of the delivery of the Professional Services, provided that such directions are consistent with the requirements of this Agreement and not in breach of 3P Learning's policies, procedures or applicable law. Where such direction:

1. causes 3P Learning's costs to increase, the Customer must pay for any increase in 3P Learning's costs plus any expenses; or
2. causes 3P Learning not to be able to meet any timetable for delivery, then the timetable must be extended to the extent reasonable given the nature of the Professional Services.

Any work product or deliverable made, created or conceived by 3P Learning or its personnel as part of the Professional Services (Service Materials) shall vest in 3P Learning unless explicitly agreed otherwise.

Any Customer materials and intellectual property used by 3P Learning in the course of providing the Professional Services (Customer Materials) shall remain the property of the Customer. The Customer grants 3P Learning a non-exclusive, non-transferable right to use the Customer Materials solely for the benefit of the Customer in the performance of the relevant Professional Services.

Unless otherwise agreed, subject to the Customer's payment of amounts due in respect of the Professional Services and compliance with the terms of this Agreement, 3P Learning grants the Customer a non-exclusive, non-transferable, irrevocable and perpetual licence, without the right to sublicense, to use and copy the Service Materials, for the Customer's internal operational and teaching purposes only.

3P Learning warrants that the Professional Services will be provided using reasonable care and skill in a manner consistent with industry standards and practices applicable to the relevant Professional Services. The Customer must notify 3P Learning of any alleged breach of this warranty within 10 days from the completion of the applicable Professional Services. 3P Learning's entire liability (and that of its personnel, including employees, agents and contractors) and the Customer's sole remedy for 3P Learning's breach of this warranty, will be for 3P Learning to, at its option (i) use reasonable efforts to correct that breach, or (ii) terminate the applicable order and refund the portion of any fees received that correspond to that breach. 3P Learning makes no other warranty or representation, and to the extent permitted by applicable law, disclaims all other warranties whether express or implied or statutory, including any implied warranties of merchantability or fitness for a particular purpose.

By signing, you confirm that you are an authorised signatory of the Customer and you are authorised to bind the Customer to the terms and conditions of this Agreement.

Signature (written or electronic) on a 3P Learning Agreement signifies acceptance of these terms on behalf of the subscribing school/institution as a whole and continuity of employment by the authorised signatory has no bearing on this Agreement.

