

East Penn SD
Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
School District		121392303
Address 1		
800 Pine Street		
Address 2		
City	State	Zip Code
Emmaus	Pennsylvania	18049-2100
Chief School Administrator		Chief School Administrator Email
Kristen Campbell		kcampbell@eastpennsd.org
Single Point of Contact Name		
Janine Allen		
Single Point of Contact Email		
jallen@eastpennsd.org		
Single Point of Contact Phone Number		
610-966-8333		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Kristen Campbell	Administrator	District Office	kcampbell@eastpennsd.org
Josh Levinson	Board Member	Board of Directors	jlevinson@eastpennsd.org
Alisa Bowman	Board Member	Board of Directors	abowman@eastpennsd.org
Shonta Ford	Board Member	Board of Directors	sford@eastpennsd.org
Anna Chavolla Ramirez	Student	Emmaus High School	achavollaramirez25@eastpennsd.org
Aleshea Maurer	Staff Member	Emmaus High School	amaurer@eastpennsd.org
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Rebecca Champion	Administrator	Lincoln Elementary School	champion@eastpennsd.org
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Josh Radcliffe	Administrator	Shoemaker Elementary School	jradcliff@eastpennsd.org
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Michael Billman	Administrator	District Office	mbillman@eastpennsd.org
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Taylor Mattocks	Parent	Shoemaker Elementary School	tmattocks@eastpennsd.org
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Peter Slay	Staff Member	Lower Macungie Middle School	pslay@eastpennsd.org
Kevin Gee	Staff Member	Eyer Middle School	kgee@eastpennsd.org
Evie Gruber	Parent	Wes, LMMS, EHS	jgruber@eastpennsd.org
Alyssa Shortall	Staff Member	Wescosville Elementary School	ashortall@eastpennsd.org
Tricia Gutman	Parent	Emmaus High School	tgutman@eastpennsd.org
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Rio Johnson	Student	Emmaus High School	
Wesley Barrett	Community Member	Local Business Owner	
Jennifer Layton	Parent	LMMS, EHS	jlayton@eastpennsd.org

Harper Jones	Student	Emmaus High School	
Misty Armstrong	Administrator	District Office	marmstrong@eastpennsd.org
Sallie Yencho	Administrator	Lower Macungie Middle School	syencho@eastpennsd.org
Jessica Thacher	Administrator	District Office	jthacher@eastpennsd.org
Melissa Moxley	Staff Member	Emmaus High School	mmoxley@eastpennsd.org
Orly Marriaga	Parent	Willow Lane Elementary School	omarriaga@eastpennsd.org
Thomas Ruhf	Administrator	Eyer Middle School; parent Lincoln	truhf@eastpennsd.org
Jerald Brown	Staff Member	Emmaus High School	jbrown@eastpennsd.org
Dennine Leschinsky	Staff Member	Lower Macungie Middle School	dleschinsky@live.com

LEA Profile

The East Penn School District is located in the Lehigh Valley's metropolitan area which has a total population of a half million people. With proximity to New York City, Philadelphia, the Pocono Mountains and the New Jersey shore, East Penn is an ideal location that is experiencing residential and business growth.

Mission and Vision

Mission

We foster a community in which students become effective problem solvers, collaborators, critical thinkers and communicators.

Vision

Our students will grow into confident, adaptable, compassionate individuals who will become lifelong learners and contributors to a global society. Please view our portrait of a graduate: tinyurl.com/epsdportrait

Educational Values

Students

The expectations of the students to support East Penn in attaining the mission and vision are as follows: -All students will provide authentic and thorough data -All students will feel comfortable reaching out for help. -All students will be empathetic and listen to understand -All students will value others for who they are -All students will feel empowered to pursue the academic path that is right for them

Staff

The expectations of the staff to support East Penn in attaining the mission and vision are as follows: -Model the portrait of a graduate -Be lifelong learners -Create practices that foster a culture and climate in service of diversity, equity and inclusion -Be committed to continually growing as professionals -Foster an environment that supports students in pursuit of their learning -Adapt instructional practices based on data (through the district, PD, current best practices) Work diligently towards developing meaningful relationships with students and other staff members

Administration

The expectations of the administrators to support East Penn in attaining the mission and vision are as follows: -Flexible and Creative Thinkers -Effective Communicators -Collaborators -Problem Solvers -Self-directed Learners -Critical Thinkers -Conscientious Researchers -Engaged Citizens -Innovative Creators -Calculated Risk Takers

Parents

The expectations of the parents to support East Penn in attaining the mission and vision are as follows: -Families will partner with school staff to ensure safe and supportive schools. -Families will participate in surveys and offer genuine feedback. -Families will engage with district communications to understand their child's learning environment and monitor child's progress. -Families will positively collaborate with school teams to identify and solve problems.

Community

The expectations of the community to support East Penn in attaining the mission and vision are as follows: -Seek out information and stay informed of district news -Knowledgeable of district vision and goals -Understand the role of themselves community members and how to make their voices heard. -Participate in programs that drive district goals (equity, comprehensive planning) -Think globally of the district policies -Open mindedness No implied bias toward others

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Based on 2024 PVAAS ELA data, all grades meet or exceed the growth target, including historically underserved groups.	
Based on 2024 PVAAS Math data, 3, 4, 5, 6, 7, and Alg meet or exceed the growth target, including historically underserved groups.	

Challenges

Indicator	Comments/Notable Observations
Based on FRI reporting, students' attendance decreases as students move from elementary to secondary schools.	
Based on 2024 state testing data, students' proficient/advanced performance data in ELA/Literature and Math/Algebra is below statewide goal.	
Based on 2024 PVAAS data, 8th grade math scored well-below the expected growth measure.	Several historically under served groups all scored well-below.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Based on 2024 PVAAS ELA data, all grades meet or exceed the growth target Grade Level(s) and/or Student Group(s) All grades, most sub groups	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations

Challenges

Indicator Based on FRI reporting, students' attendance decreases as students move from elementary to secondary schools. Grade Level(s) and/or Student Group(s) In our secondary schools, focus groups include: Hispanic, Economically Disadvantaged, Students w/ IEPs	Comments/Notable Observations
Indicator Based on 2024 state testing data, students' proficient/advanced performance data in ELA/Literature and Math/Algebra is below statewide goal. Grade Level(s) and/or Student Group(s) Focus groups vary by grade level	Comments/Notable Observations
Indicator Based on 2024 PVAAS data, 8th grade math scored well-below the expected growth measure. Grade Level(s) and/or Student Group(s) Students in historically underserved groups (Hispanic, Economically Disadvantaged, Students w/ IEPs), met or exceeded the growth indicator.	Comments/Notable Observations

Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Based on 2024 PVAAS ELA data, all grades meet or exceed the growth target.
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Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Based on FRI reporting, students' attendance decreases as students move from elementary to secondary schools.
Based on 2024 state testing data, students' proficient/advanced performance data in ELA/Literature and Math/Algebra is below statewide goal.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Based on 2024 EOY earlyReading screening data, K students reached 77% proficiency.	Introduced SOR aligned instructional materials.
Based on 2024 EOY aReading screening data, 2-12 grade students reached 72% proficiency.	Introduced SOR aligned instructional materials.
Based on EOY aReading screening data from Spring 2021-2024, students made limited growth 71%-72%.	Consistent across sub-groups
Based on PVAAS data, overall all grade levels met or exceeded growth targets.	This finding was consistent across most subgroups.
Our top quintile did not make as much growth and in some circumstances did not meet the growth target.	While the overall grade level made growth our students in the top quintile did not meet grow consistent with their peers. This leads us to believe that student growth may be a result of intervention and additional supports and not necessarily T1 instruction.

English Language Arts Summary

Strengths

Based on 2024 EOY earlyReading screening data, K students reached 77% proficiency.
Based on PVAAS data, overall all grade levels met or exceeded growth targets.

Challenges

Based on EOY aReading screening data from Spring 2021-2024, students made limited growth 71%-72%.
Our top quintile did not make as much growth and in some circumstances did not meet the growth target.

Mathematics

Data	Comments/Notable Observations
Based on 2024 EOY aMath data, students reached 70% proficiency.	This is below expectation of 80%

Based on 2024 EOY iReady data, students reached 64% early on grade level or above.	This is below expectation of 80%
Based on walkthrough data, we increased the fidelity of implementation of core programming K-7.	This is a positive change from previous years.
4, 5, 6, 7, and Algebra PVAAS data indicates students met or exceeded growth targets.	Consistent across subgroups
8th grade math did not meet the growth target.	Students in the following subgroups DID meet the growth targets: Hispanic, Free and Reduced Lunch, Bottom 33%

Mathematics Summary

Strengths

Based on walkthrough data, we increased the fidelity of implementation of core programming K-7.
4, 5, 6, 7, and Algebra PVAAS data indicates students met or exceeded growth targets.

Challenges

Based on 2024 EOY iReady data, students reached 64% early on grade level or above.
8th grade math did not meet the growth target.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Based on the 2024 Science PSSA, 4th and 8th grade out-performed the state average but remain below proficiency targets.	This is below expectation of 80%
Based on 2024 PVAAS, Bio Keystone scores exceeded growth targets.	This is a positive change from previous years.

Science, Technology, and Engineering Education Summary

Strengths

Based on 2024 PVAAS, Bio Keystone scores exceeded growth targets.

Challenges

Based on the 2024 Science PSSA, 4th and 8th grade out-performed the state average but remain below proficiency targets.

Related Academics

Career Readiness

Data	Comments/Notable Observations
All schools met the Career Readiness target.	

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

All schools met the Career Readiness target.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

None from this page.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

No additional needs.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

No additional needs.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
Student Services	
K-12 Guidance Plan (339 Plan)	
Technology Plan	
English Language Development Programs	

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

All plans are up to date and submitted to the Future Ready Portal.
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Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Exemplary
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Exemplary
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Exemplary
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Exemplary
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Exemplary
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Exemplary
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Exemplary

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction *
Establish and maintain a focused system for continuous improvement and ensure organizational coherence *

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Partner with local businesses, community organizations, and other agencies to meet the needs of the district *
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Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Based on 2024 PVAAS ELA data, all grades meet or exceed the growth target.	False
Based on 2024 EOY earlyReading screening data, K students reached 77% proficiency.	False
Based on walkthrough data, we increased the fidelity of implementation of core programming K-7.	False
Based on 2024 PVAAS, Bio Keystone scores exceeded growth targets.	False
Based on PVAAS data, overall all grade levels met or exceeded growth targets.	False
All schools met the Career Readiness target.	False
No additional needs.	False
4, 5, 6, 7, and Algebra PVAAS data indicates students met or exceeded growth targets.	False
All plans are up to date and submitted to the Future Ready Portal.	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction *	True
Establish and maintain a focused system for continuous improvement and ensure organizational coherence *	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Based on FRI reporting, students' attendance decreases as students move from elementary to secondary schools.	True
Based on 2024 state testing data, students' proficient/advanced performance data in ELA/Literature and Math/Algebra is below statewide goal.	True
Based on EOY aReading screening data from Spring 2021-2024, students made limited growth 71%-72%.	False
Based on 2024 EOY iReady data, students reached 64% early on grade level or above.	False

Based on the 2024 Science PSSA, 4th and 8th grade out-performed the state average but remain below proficiency targets.	False
None from this page.	False
No additional needs.	False
Our top quintile did not make as much growth and in some circumstances did not meet the growth target.	False
8th grade math did not meet the growth target.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district *	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Our first priority is improving attendance. If students are not in school, we cannot help them achieve. While we are proud of our growth data, we would like to see our overall proficiency improve. In our previous plan, we focused heavily on interventions. For this plan, the team wants to focus our attention on Tier 1 instruction.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Based on FRI reporting, students' attendance decreases as students move from elementary to secondary schools.		True
Based on 2024 state testing data, students' proficient/advanced performance data in ELA/Literature and Math/Algebra is below statewide goal.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction *	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Students are more likely to attend school if they have access to safe, engaging learning spaces.
	Students should have access to rigorous, evidence-based core instruction and intervention.

Goal Setting

Priority: Students are more likely to attend school if they have access to safe, engaging learning spaces.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
By creating safe, engaging learning spaces, all schools will increase their building score based on Statewide Performance Standard for Attendance (baseline FRI posted fall 2024).		
Measurable Goal Nickname (35 Character Max)		
Culture for Learning		
Target Year 1	Target Year 2	Target Year 3
Each school should see positive change from baseline.	Each school should see positive change from year two.	By creating safe, engaging learning spaces, all schools will increase their building score based on Statewide Performance Standard for Attendance (baseline FRI posted fall 2024).

Priority: Students should have access to rigorous, evidence-based core instruction and intervention.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By ensuring students have access to rigorous, evidence-based core instruction and intervention, we will see an overall increase in our state testing data proficiency (PSSA/Keystones) and/or our overall growth (PVAAS). (baseline FRI posted fall 2024 per school).		
Measurable Goal Nickname (35 Character Max)		
Instruction & Intervention		
Target Year 1	Target Year 2	Target Year 3
Each school should see positive change from baseline.	Each school should see positive change from year two.	By ensuring students have access to rigorous, evidence-based core instruction and intervention, we will see an overall increase in our state testing data proficiency (PSSA/Keystones) and/or our overall growth (PVAAS). (baseline FRI posted fall 2024 per school).

Action Plan

Measurable Goals

Culture for Learning	Instruction & Intervention
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Action Plan For: Trauma Informed Practices

Measurable Goals:
<ul style="list-style-type: none">By creating safe, engaging learning spaces, all schools will increase their building score based on Statewide Performance Standard for Attendance (baseline FRI posted fall 2024).

Action Step		Anticipated Start/Completion Date	
Each building will implement Trauma Informed Supports.		2024-08-19	2028-12-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
OTL Building Admin	District and building PD funds	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Analyze and share monthly SWPBIS data with all staff (K-8) Utilize Zones of Regulation - classroom/counselor (K-5). Create, maintain, and utilize calm down spaces (K-8). Provide and increase counseling opportunities for all students (DW). Provide opportunities for students to participate in group sessions around a common theme - Valley Youth House and other community partners (DW). Run group sessions focused on emotional regulation and sense of belonging, for all subgroups (DW). Ensure Behavioral MTSS process continues to provide greater support and fewer hoops, including support for students without IEPs.	PD attendance and feedback implemented by the PD host following each session

Action Plan For: Social Emotional Learning

Measurable Goals:
<ul style="list-style-type: none">By creating safe, engaging learning spaces, all schools will increase their building score based on Statewide Performance Standard for Attendance (baseline FRI posted fall 2024).

Action Step		Anticipated Start/Completion Date	
Each building will incorporate Social Emotional Learning.		2025-08-18	2028-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
OTL Building administration Educational Alternatives/Counseling Student Services	District and building budgets	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Continue to expand on educating the whole child, focusing on SEL, community building, and authentic learning opportunities beyond academics. Determine if a new SEL survey is necessary. If so, we will select a new survey that allows our buildings to utilize the data to provide appropriate programming. Evidence of consistent programming between levels to support Social Emotional Learning, including includes weekly lessons, a common language, and appropriate visual displays (DW) Provide teachers with training and feedback utilizing look fors to support SEL programming Continue to offer New Student Mentoring Program (9-12) Continue to implement, review, and revise SWPBIS Program (DW)	behavior incidents; if a new SEL survey is established, determine growth over baseline

Action Plan For: Attendance Improvement

Measurable Goals:
<ul style="list-style-type: none"> By creating safe, engaging learning spaces, all schools will increase their building score based on Statewide Performance Standard for Attendance (baseline FRI posted fall 2024).

Action Step		Anticipated Start/Completion Date	
Each building will prioritize Attendance Improvement.		2025-08-18	2028-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

OTL Building administration Educational Alternatives/Counseling Student Services	District and building budgets	No	Yes
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Ensure fidelity of attendance policies and procedures (DW). Utilize internal personnel resources, including counselors, student advisors, and social worker, to create family bridges (DW). Encourage “educational” field trips to be scheduled over breaks (DW). Develop attendance incentives (DW) Continue focus on attendance - Attendance will be a focal point of weekly core team meetings. Follow-up with students that are absent and ensure transparency with students.	attendance data that looks at all student attendance (not just chronically absent)

Action Plan For: Community Engagement

Measurable Goals:
<ul style="list-style-type: none"> By creating safe, engaging learning spaces, all schools will increase their building score based on Statewide Performance Standard for Attendance (baseline FRI posted fall 2024).

Action Step	Anticipated Start/Completion Date		
Each building will integrate opportunities for Community Engagement.	2025-08-18	2028-06-18	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
OTL Building administration	District and building budgets	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Enhance the ways families engage with our schools, including Family themed nights & Parent Engagement Series to build home-school connections. Utilize community volunteers - supporting stations, recess, school stores (K-5) Increase community participation and representation on committee (for example, Federal Programs Stakeholders Committee) Continue to increase learning opportunities that benefit children beyond education, including community engagement.	Attendance and involvement in events; connection with outside agencies

Action Plan For: Equitable Practices

Measurable Goals:
<ul style="list-style-type: none"> By ensuring students have access to rigorous, evidence-based core instruction and intervention, we will see an overall increase in our state testing data proficiency (PSSA/Keystones) and/or our overall growth (PVAAS). (baseline FRI posted fall 2024 per school).

Action Step		Anticipated Start/Completion Date	
Utilize Equitable Practices to ensure classroom instruction is engaging and relevant for learners.		2024-08-19	2028-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
OTL Building administration Educational Alternatives/Counseling Student Services	District and building budgets	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Focus on Equitable Practices during Learning Walks and Classroom Walkthroughs (DW) Professional development series (two year plan): Equitable practices through a trauma informed lens (DW) Increase opportunities for students to receive academic support, including after-school and/or summer, and ensure support opportunities are available to all students (DW) Continue to strengthen the Academic and Behavior MTSS process at all levels. Utilize PD time and common planning to provide opportunities for teachers to reflect on and share best practices Utilize a sustainable PD model - including explicit instruction, follow up, and reflection - to ensure faculty has a clear understanding of what is expected of them (DEI, Equitable Practices).	Instructional rounds data collection; walkthroughs

Action Plan For: Equitable Grading and Assessment

Measurable Goals:

- By ensuring students have access to rigorous, evidence-based core instruction and intervention, we will see an overall increase in our state testing data proficiency (PSSA/Keystones) and/or our overall growth (PVAAS). (baseline FRI posted fall 2024 per school).

Action Step		Anticipated Start/Completion Date	
Each building will provide Equitable Grading and Assessment practices		2024-08-19	2028-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Each building will provide Equitable Grading and Assessment practices	District and building budgets	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
PLCs occur on a regular basis to ensure instructional and assessment practices are normed across classrooms/teachers (DW). Students participate in data conversations to set goals, celebrate growth, and have ownership in their learning (DW). Incentivize universal screeners to increase meaningful participation from students (DW). Administer Common Assessments - Teachers by Department/Grade Level (DW). Teachers provide students with feedback so students can self-evaluate (DW). Provide opportunities for small group re-teaching in learning stations (DW). Three-Year Plan: Ensure grading and assessment expectations, including late work and make-up work, are consistent; Ensure Second Chance Learning expectations and opportunities are consistent school-wide (Sec). Analyze failure data and create a response plan, including following up with students.	course failure data

Action Plan For: Evidence-based Instruction

Measurable Goals:
<ul style="list-style-type: none"> By ensuring students have access to rigorous, evidence-based core instruction and intervention, we will see an overall increase in our state testing data proficiency (PSSA/Keystones) and/or our overall growth (PVAAS). (baseline FRI posted fall 2024 per school).

Action Step	Anticipated Start/Completion Date
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Each building will ensure Tier 1 instruction aligns to Evidence-based Instruction		2025-08-18	2028-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
OTL Building administration Educational Alternatives/Counseling Student Services	District and building budgets	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Administrators will conduct classroom walkthroughs to provide feedback to teachers on instructional routines and district core curriculum materials utilizing walkthrough form at elementary and secondary levels. Instructional Specialists will conduct coaching cycles with teachers to align with evidence based practices (K-8) utilizing the district coaching cycle tools and student data. Teachers will engage in learning walks with a focus created from SILT teams. Teachers and administrators will engage in monthly PLCs to create goals specific to needs of student cohorts based on data. During PLC meetings a focus of the meeting will be geared towards ensuring that instructional materials are accessible to all students. Teachers and administrators will participate in evidence-based professional development. Teachers and administrators will evaluate tier 1 programming annually during data retreats/data stepbacks to identify strengths and areas for improvement and use of SILTs (School Improvement Teams) to improve instruction based on data.. Administrators will annually build master schedules which allow for common planning time for grade level teams and departments and proper placement of core instruction outside of intervention blocks.. Administrators and teachers will annually align SLO to district and building goals with checkpoints based on data. Administrators and teachers will participate in Universal Design Learning (UDL)	screening data, common assessments

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Trauma Informed Practices	Each building will implement Trauma Informed Supports.
Equitable Practices	Utilize Equitable Practices to ensure classroom instruction is engaging and relevant for learners.
Evidence-based Instruction	Each building will ensure Tier 1 instruction aligns to Evidence-based Instruction

Trauma Informed Practices Training

Action Step		
<ul style="list-style-type: none">Each building will implement Trauma Informed Supports.Utilize Equitable Practices to ensure classroom instruction is engaging and relevant for learners.		
Audience		
All		
Topics to be Included		
Safety plans for teachers and students Evidence-based practices for establishing a safe supportive learning environment SEL Programming		
Evidence of Learning		
End of session surveys Equitable practices look-fors SEL Walkthroughs		
Lead Person/Position	Anticipated Start	Anticipated Completion
Outside presenter OTL	2024-08-26	2026-06-26

Learning Format

Type of Activities	Frequency
Workshop(s)	Trimester
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Learning Format

Type of Activities	Frequency
Classroom/school visitation	Trimester
Observation and Practice Framework Met in this Plan	

This Step Meets the Requirements of State Required Trainings
At Least 1-hour of Trauma-informed Care Training for All Staff

Equitable Practices for Engagement

Action Step		
<ul style="list-style-type: none"> Utilize Equitable Practices to ensure classroom instruction is engaging and relevant for learners. 		
Audience		
All		
Topics to be Included		
Responsive engagement strategies Teaching Diverse Learners Use of Universal Design for Learning Job Embedded Follow Up		
Evidence of Learning		
Walkthroughs Collaboration Coaching Cycles Instructional Rounds		
Lead Person/Position	Anticipated Start	Anticipated Completion
OTL Building principals Coaches Outside presenters as applicable	2025-08-26	2028-06-26

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Trimester
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Evidence-based Instruction

Action Step		
<ul style="list-style-type: none"> Each building will ensure Tier 1 instruction aligns to Evidence-based Instruction 		
Audience		
All		
Topics to be Included		
Use of core research based instructional strategies during tier 1 instruction Structured Literacy		
Evidence of Learning		
Walkthroughs Formal Observations Coaching sessions Learning Walks		
Lead Person/Position	Anticipated Start	Anticipated Completion

Building principals OTL	2025-08-26	2028-06-26
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Learning Format

Type of Activities	Frequency
Classroom/school visitation	Quarter
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Communications Activities

Social Emotional Learning					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Each building will incorporate Social Emotional Learning. 	District families and community	SEL in action District and community resources	District PR Building Leaders	06/26/2028	06/26/2028
Communications					
Type of Communication			Frequency		
Posting on district website			At least monthly		

Continuation of Strive for Five

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Each building will prioritize Attendance Improvement. 	All students and families	Proactive attendance support Sharing information about the importance of attendance	Student Services Building Principals	08/26/2024	08/26/2028
Communications					
Type of Communication			Frequency		
Other			Monthly		

Community Engagement					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Each building will integrate opportunities for Community Engagement. 	Building Communities	Will vary by building to meet the needs of that community	Building principal Building IS Building Counselors	08/26/2024	06/26/2028
Communications					
Type of Communication			Frequency		
Other			At least once a quarter		

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">EPSD Board of School Directors. Board Meeting.Minutes.3.10.25.pdf

Chief School Administrator	Date
Dr. Kristen M. Campbell	2025-12-04