

Profile and Plan Essentials

LEA Type		AUN
School District		120483302
Address 1		
Easton Area School District		
Address 2		
1801 Bushkill Drive		
City	State	Zip Code
Easton	Pennsylvania	18040
Chief School Administrator		Chief School Administrator Email
Tracy Piazza		piazzat@eastonsd.org
Single Point of Contact Name		
Dr. Benita S Draper		
Single Point of Contact Email		
draperb@eastonsd.org		
Single Point of Contact Phone Number		
6102502400		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jena Brodhead	Staff Member	Easton Area Middle School	brodheadj@eastonsd.org
Deidre Hakimi	Administrator	Easton Area High School	hakimid@eastonsd.org
Meg Sayago	Board Member	Easton Area School District	sayagom@eastonsd.org
Katie Carr	Parent	Palmer Elementary School	katiecakes1088@gmail.com
Kyle Yanders	Administrator	Cheston Elementary School	yandersk@eastonsd.org
Katherine Schultz	Administrator	Easton Area Education Center	schultzk@eastonsd.org
Michael Koch	Administrator	Easton Area Education Center	kochm@eastonsd.org
Carly Egberts-Behm	Staff Member	Easton Area High School - Gifted	egbertsc@eastonsd.org
Garrett Oswald	Administrator	Paxinosa Elementary School	oswaldg@eastonsd.org
Andy Doster	Administrator	Easton Area Education Center	dostera@eastonsd.org
Tracy Piazza	Superintendent	Easton Area Education Center	piazzat@eastonsd.org
Elaine Valdez	Community Member	Cheston Elementary School	evaldez@crayola.com
Benita S. Draper	Administrator	Easton Area Education Center	draperb@eastonsd.org
Judie Dickerson	Community Member	Cops & Kids	copsnkidseaston@gmail.com
Keela Vincent	Community Member	Family Connections	vincentk@eastonsd.org
Nekisha Robertson	Board Member	Easton Area Education Center	robertsonn@eastonsd.org
Hector Bonilla	Administrator	Easton Area Education Center	bonillah@eastonsd.org
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Elise Jones	Administrator	Easton Area Middle School	jonese@eastonsd.org
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LEA Profile

The Easton Area School District, located in Northampton County on the eastern boundary of Pennsylvania at the confluence of the Lehigh and Delaware Rivers, encompasses the City of Easton and the townships of Palmer, Forks and Lower Mount Bethel. The District borders the state of New Jersey and is just over a one-hour drive from either New York City or Philadelphia.

The population of approximately 63,000 people in the community reside in a mixture of rural, industrial, college, urban, and residential-suburban areas. The Easton Area School District takes great pride in its history of tradition, its appreciation and celebration of diversity, and its inclusive environment.

The most appropriate general socio-economic designation for the district would be middle class. However, the student population ranges from low economic status to upper class. Additionally, the district also encompasses rural, suburban, and urban settings. A steady increase of new students is occurring as a result of home developments in Palmer and Forks Townships.

The District is comprised of nine (9) schools: Easton Area High School 9 - 12, Easton Area Middle School 6 - 8, and seven (7) elementary schools K - 5: Ada B. Cheston, Forks, Francis A. March, Palmer, Paxinosa, Shawnee and Edward Tracy.

The district provides educational opportunities for students in kindergarten through grade twelve. As of February 2024, the schools served approximately 10,317 students. They are subdivided almost equally into groupings of grades K-5, grades 6-8, and grades 9-12 schools. The population is racially and culturally diverse, with representation of approximately 37% Caucasian, 14% African-American, 27% Hispanic, 4% Asian, 2% Native Hawaiian/Pacific Islander 1% American Indian/Alaskan Native, 8% multi-racial and 7% unclassified.

The student population increases frequently due to growth within Palmer and Forks Townships. Our district has also encountered an increased transient student population as families move to and from the area from New York and New Jersey for work opportunities. This demographic and local data shows a need to increase reading skills for all of our students in order to prepare them for the 21st Century workforce.

Mission and Vision

Mission

The Easton Area School District develops responsible citizens to be effective communicators, innovative problem-solvers, empathetic collaborators, empowered citizens, continuous learners and creative and critical thinkers who will thrive locally and globally, in safe, innovative, and collaborative environments that are built upon trust and grounded in trauma-informed practices, with an emphasis on equity and access to high quality learning experiences for all students.

Vision

Easton Area School District students will thrive academically and personally, prepared for post-secondary education, careers, and challenges and opportunities of the future.

Educational Values

Students

Students in the Easton Area School District embrace and value the diversity of our school community, actively engage and commit to learning and positive behavior, participate in enhancing their own learning and contribute to the overall success of their peers and pride of the school community. By demonstrating good citizenship, respect for others, and a willingness to learn and grow, students help to create a positive and inclusive school culture that supports the achievement of the Easton Area School District's goals. This can and will be accomplished through the belief that all students have the ability to demonstrate effective communication, empathetic collaboration, innovative problem solving, continuous learning, empowered citizenship, and creative and critical thinking.

Staff

Faculty and staff at the Easton Area School District embrace and value the pride and diversity of our student population and school community. EASD staff are dedicated professionals who prioritize student success and well-being by engaging students in a rigorous instructional program providing support and mentorship, and fostering a safe and inclusive environment. EASD staff collaborate with colleagues, parents and the community to enhance students' overall educational experience, voice and choice in the learning environment as they model positive behavior and values that demonstrate a commitment to the continuous improvement for student learning. This can and will be accomplished through the belief that all students and adults have the capacity to demonstrate effective communication, empathetic collaboration, innovative problem solving, continuous learning, empowered citizenship, and creative and critical thinking.

Administration

All administrators of the Easton Area School District embrace and value the pride and diversity of our school community and work towards attaining the district's mission and vision while providing strong leadership that guides the implementation of the district's goals and priorities. Administrators create a positive and inclusive school culture that promotes collaboration and supports the well-being of all students and staff. Additionally, administrators provide ongoing support and professional development opportunities for staff to improve their practice to meet the evolving needs of students. This can and will be accomplished through the belief that all students and adults have the capacity to demonstrate effective communication, empathetic collaboration, innovative problem solving, continuous learning, empowered citizenship, and creative and critical thinking.

Parents

Parents embrace and value the pride and diversity of our school community and are encouraged to be active partners in their child's education by supporting their child's learning at home, promoting the value of education and being involved in school and district-wide events. Parents are encouraged to support district and school policies and initiatives and work together with EASD to ensure the district's mission and vision are achieved for all students. This can and will be accomplished through the belief that all students and adults have the ability to demonstrate effective communication, empathetic collaboration, innovative problem solving, continuous learning, empowered citizenship, and creative and critical thinking.

Community

The community of the Easton Area School District plays an active role through ongoing partnerships and support to the overall learning environment. Community partners provide opportunities for all members of the school district to engage in collaborative discussion with the end goal of improving the learning experiences and opportunities for students of the district in preparation to be life ready. Community partners are

invited to engage with students, families, and school staff to enhance the educational experience and promote student success by offering mentorship programs, internship opportunities, or other experiential learning opportunities that help prepare students for post-secondary education and careers. Community partners are encouraged to advocate for policies and practices that support student achievement and well-being, and to work collaboratively with the district to address any challenges or barriers to success. This can and will be accomplished through the belief that all students and adults have the capacity to demonstrate effective communication, empathetic collaboration, innovative problem solving, continuous learning, empowered citizenship, and creative and critical thinking.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Science/Biology Percent Proficient or Advanced	2 schools exceeded the 2030 target for science and 2 schools met their interim target.
ELA Academic Growth Score	Four of the nine district schools met or exceeded the growth target.
Attendance	Six of our nine schools met their attendance benchmark.
Career Standards Benchmark	Eight of nine district schools met the benchmark.
ELA Proficient or Advanced	Although the Black subgroup did not meet the Statewide goal, they increased in performance from the previous year.
ELA Proficient or Advanced	Although the Students with Disabilities subgroup did not meet the Statewide goal, they increased in performance from the previous year.
Math/Algebra Proficient or Advanced	Although the Hispanic subgroup did not meet the Statewide goal, they increased in performance from the previous year.
Math/Algebra Proficient or Advanced	Although the English Learners subgroup did not meet the Statewide goal, they increased in performance from the previous year.

Challenges

Indicator	Comments/Notable Observations
ELA Percent Proficient or Advanced	Seven of nine district schools did not meet or exceed the interim target.
ELA Growth	EAMS and EAHS did meet their growth target for ELA.
Math Percent Proficient or Advanced	Six of nine district schools did not meet or exceed the interim target.
Regular Attendance	Three of nine district schools did not meet the 2030 statewide goal for attendance.
Math/Algebra Proficient or Advanced	The White subgroup decreased in performance from the previous year.
Math/Algebra Proficient or Advanced	The Economically Disadvantaged subgroup decreased in performance from the previous year.
ELA Proficient or Advanced	The English Learners, Economically Disadvantaged and Hispanic subgroups decreased in performance from the previous year.

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

Strengths

Indicator ELA Growth Grade Level(s) and/or Student Group(s) K-5	Comments/Notable Observations Four of our seven elementary schools met their growth target.
Indicator Science Percent Proficient or Advanced Grade Level(s) and/or Student Group(s) K-5	Comments/Notable Observations Four of seven district elementary schools met the target.
Indicator Career Standards Benchmark Grade Level(s) and/or Student Group(s) K-6	Comments/Notable Observations All seven of the district's elementary schools and the middle school met the Career Standards benchmark.
Indicator Science Percent Proficient or Advanced Grade Level(s) and/or Student Group(s) Grades 4 and 8	Comments/Notable Observations There was an increase in the number of students scoring proficient or advanced.
Indicator Math Percent Proficient or Advanced Grade Level(s) and/or Student Group(s) Grades 3-8	Comments/Notable Observations There was a slight increase in the percentage of students scoring proficient or advanced from the previous year in grades 3 through 8.

Challenges

Indicator ELA Percent Proficient or Advanced Grade Level(s) and/or Student Group(s)	Comments/Notable Observations Five of seven district elementary schools did not meet the target.
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K-5	
Indicator ELA Percent Proficient or Advanced Grade Level(s) and/or Student Group(s) 9-12	Comments/Notable Observations The high school did not meet the target and declined in performance from the previous year.
Indicator ELA Percent Proficient or Advanced Grade Level(s) and/or Student Group(s) 7-8	Comments/Notable Observations The middle school did not meet the target and declined in performance from the previous year.
Indicator Math Percent Proficient or Advanced Grade Level(s) and/or Student Group(s) 7-8	Comments/Notable Observations The middle school did not meet the target.
Indicator Science/Biology Percent Proficient or Advanced Grade Level(s) and/or Student Group(s) 9-12	Comments/Notable Observations The high school did not meet the target.
Indicator Career Standards Benchmark Grade Level(s) and/or Student Group(s) 9-12	Comments/Notable Observations The high school did not meet the benchmark.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

ELA Growth Score/Benchmark - Four of the nine district schools met or exceeded the growth target
Career Standards Benchmark - Eight of nine district schools met the target
Science/Biology Percent Proficient or Advanced -2 schools exceeded the 2030 target for science and 2 schools met their interim target.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

ELA Percent Proficient or Advanced - Seven of nine district schools did not meet or exceed the interim target.
Math Percent Proficient or Advanced -Six of nine district schools did not meet or exceed the interim target.

Regular Attendance - Three of nine district schools did not meet the 2030 statewide goal for attendance.
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ELA Growth - Both secondary school (EAMS and EAHS) did meet their growth target for ELA.
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Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS	78% of kindergarten students were at or above benchmark at year end. 64% of 1st grade students were at or above benchmark at year end. 67% of 2nd grade students were at or above benchmark at the end of the year.
Star Reading Benchmark	The average percentage of students at or above benchmark at the end of the year was 45%. The range was a low of 34% in grade 6 and a high of 58% in grade 2.
Star Reading Growth Data	The average percentage of students meeting their growth target of 35 SGP at the end of the year was 57%. The range was a low of 46% in grade 6 and a high of 65% in grade 7.

English Language Arts Summary

Strengths

78% of our kindergarten students were at or above the benchmark at year end as measured by the DIBELS.
65% of our students in grade 7 met their growth target of 35 SGP.

Challenges

Only 57% of students met their growth target of 35 SGP on the Star Reading assessment.
Only 45% of our students in grades 2-8 were at or above benchmark a year end on the Star Reading assessment.

Mathematics

Data	Comments/Notable Observations
Star Math Benchmark Data	The average percentage of students at or above benchmark at the end of the year was 76%. The range was a low 67% in grade 6 and a high of 91% in grade 3.
Star Math Growth Data	The average percentage of students meeting their growth target of 35 SGP at the end of the year was 69%. The range was a low 59% in grade 3 and a high of 81% in grade 7.

Mathematics Summary

Strengths

81% of our 7th grade students met their growth target of 35 SGP on the Star Math assessment at the end the year.
91% of 3rd grade students were at or above benchmark on the Star Math assessment at the end of the year.

Challenges

Only 69% of our students met their growth target of 35 SGP in grades 1-8.

Only 67% of our students were at or above benchmark on the Star Math assessment at the end of the year.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
NOCTI-Engineering	58% of 12th grade students scored proficient or advanced on the 2023 NOCTI assessment.
AP Science	Increase of 38 students taking the AP Science (Biology, Chemistry, Physics, and Environmental Science) course/test in 2023. 48% of the students scored a 3 or higher on the assessment in 2023.
AP Math	18% of students scored a 3 or higher on the AP Math courses (Calculus AB, BC, and Statistics) in 2023.
AP Computer Science	Increase of 3 students taking the AP Computer Courses and assessment in 2023. 46% of the students scored a 3 or higher on the exam.

Science, Technology, and Engineering Education Summary

Strengths

Increase of 3 students taking the AP Computer Courses and assessment in 2023. 46% of the students scored a 3 or higher on the exam.
Increase of 38 students taking the AP Science (Biology, Chemistry, Physics, and Environmental Science) course/test in 2023. 48% of the students scored a 3 or higher on the assessment in 2023.

Challenges

18% of students scored a 3 or higher on the AP Math courses (Calculus AB, BC, and Statistics) in 2023.
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Related Academics

Career Readiness

Data	Comments/Notable Observations
Xello Career Readiness Data	98% of grade 5 students completed their career readiness activities and submitted their artifacts.
Xello Career Readiness Data	99% of grade 8 students completed their career readiness activities and submitted their artifacts.
Xello Career Readiness Data	92.2% of grade 11 students completed their career readiness activities and submitted their artifacts.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
NOCTI Reporting	58% of our students scored proficient or advanced on the NOCTI Engineering assessment.
NOCTI Reporting	40% of our students scored proficient or advanced on the NOCTI Accounting assessment.
NOCTI Reporting	22% of our students scored proficient or advanced on the NOCTI Administrative Assistant assessment.
NOCTI Reporting	68% of our students scored proficient or advanced on the NOCTI 21st Century Workplace assessment.

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

False 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.

Partnering Institution

Northampton Community College

Agreement Type

Dual Credit

Program/Course Area

Education/ General Education

Uploaded Files

MOU NCC Dual Enrollment .pdf

Partnering Institution

East Stroudsburg University

Agreement Type

Dual Credit

Program/Course Area

General Education

Uploaded Files

EASTON SD ESU Dual Enrollment Agreement.pdf

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.

68% of our students scored proficient or advanced on the NOCTI 21st Century Workplace assessment.
98% of students completed their career readiness activities and submitted their artifacts.
99% of grade 8 students completed their career readiness activities and submitted their artifacts.

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.

22% of our students scored proficient or advanced on the NOCTI Administrative Assistant assessment.
40% of our students scored proficient or advanced on the NOCTI Accounting assessment.
92.2% of grade 11 students completed their career readiness activities and submitted their artifacts.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Star Reading	13% of EL students were at or above benchmark at the end of the 2023 year on the Star Reading assessment (Grades 2-8).
Star Math	35% of EL students were at or above benchmark at the end of the 2023 school year on the Star Math assessment (Grades 1-8).

Students with Disabilities

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

Data	Comments/Notable Observations
Star Reading	27% of students with disabilities were at or above benchmark at the end of the 2023 school year on the Star Reading assessment (Grades 1-8).
Star Math	32% of students with disabilities were at or above benchmark at the end of the 2023 school year on the Star Math assessment (Grades 1-8).

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.

35% of EL students were at or above benchmark at the end of the 2023 school year on the Star Math assessment (Grades 1-8). This was 3X more than the number at or above the Reading benchmark.

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.

Only 13% of EL students were at or above benchmark at the end of the 2023 year on the Star Reading assessment (Grades 2-8).
Only 27% of students with disabilities were at or above benchmark at the end of the 2023 school year on the Star Reading assessment (Grades 1-8).
32% of students with disabilities were at or above benchmark at the end of the 2023 school year on the Star Math assessment (Grades 1-8).

Designated Schools

Easton Area MS

Priority Challenge	Comments and Notable Observations
Foster a culture of high expectations for success for all students, educators, families, and community members	Easton Area Middle School will foster a culture of high expectations for student learning through goals setting and support.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Easton Area Middle School will engage all stakeholders in building a positive school environment where all members feel welcomed, supported, and safe in school, socially, emotionally, intellectually, and physically.
Implement an evidence-based system of school-wide positive behavior interventions and supports	Easton Area Middle school will continue to build a school-wide positive behavior system that focuses on core supports and strategic interventions.

Systemic LEA Challenges
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction *
Build the capacity of central office and school building administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A
Title 1 Program	N/A
Student Services	N/A
K-12 Guidance Plan (339 Plan)	The 339 Plan will be reviewed annually and adjusted when necessary. The 339 standards is aligned to the curriculum review plan and will be considered when completing our Profile of a Graduate.
Technology Plan	N/A
English Language Development Programs	N/A

Strengths

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

The 339 Plan will be reviewed annually and adjusted when necessary. The 339 standards are aligned to the curriculum review plan and will be considered when completing our Profile of a Graduate.

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	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

Focus on Continuous Improvement of Instruction

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

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	Operational

Implement Data-Driven Human Capital Strategies

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

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	Emerging
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Emerging

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.

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

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.

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction *
Build the capacity of central office and school building administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers *

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
ELA Growth Score/Benchmark - Four of the nine district schools met or exceeded the growth target	True
Career Standards Benchmark - Eight of nine district schools met the target	False
Science/Biology Percent Proficient or Advanced -2 schools exceeded the 2030 target for science and 2 schools met their interim target.	True
Increase of 3 students taking the AP Computer Courses and assessment in 2023. 46% of the students scored a 3 or higher on the exam.	False
78% of our kindergarten students were at or above the benchmark at year end as measured by the DIBELS.	False
65% of our students in grade 7 met their growth target of 35 SGP.	False
	False
68% of our students scored proficient or advanced on the NOCTI 21st Century Workplace assessment.	False
98% of students completed their career readiness activities and submitted their artifacts.	False
99% of grade 8 students completed their career readiness activities and submitted their artifacts.	False
Coordinate and monitor supports aligned with students' and families' needs	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	False
35% of EL students were at or above benchmark at the end of the 2023 school year on the Star Math assessment (Grades 1-8). This was 3X more than the number at or above the Reading benchmark.	False
The 339 Plan will be reviewed annually and adjusted when necessary. The 339 standards are aligned to the curriculum review plan and will be considered when completing our Profile of a Graduate.	False
81% of our 7th grade students met their growth target of 35 SGP on the Star Math assessment at the end the year.	False
91% of 3rd grade students were at or above benchmark on the Star Math assessment at the end of the year.	False
Increase of 38 students taking the AP Science (Biology, Chemistry, Physics, and Environmental Science) course/test in 2023. 48% of the students scored a 3 or higher on the assessment in 2023.	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
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ELA Percent Proficient or Advanced - Seven of nine district schools did not meet or exceed the interim target.	True
Math Percent Proficient or Advanced -Six of nine district schools did not meet or exceed the interim target.	True
Regular Attendance - Three of nine district schools did not meet the 2030 statewide goal for attendance.	False
Only 69% of our students met their growth target of 35 SGP in grades 1-8.	False
Only 57% of students met their growth target of 35 SGP on the Star Reading assessment.	False
18% of students scored a 3 or higher on the AP Math courses (Calculus AB, BC, and Statistics) in 2023.	False
32% of students with disabilities were at or above benchmark at the end of the 2023 school year on the Star Math assessment (Grades 1-8).	False
22% of our students scored proficient or advanced on the NOCTI Administrative Assistant assessment.	False
92.2% of grade 11 students completed their career readiness activities and submitted their artifacts.	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction *	True
Build the capacity of central office and school building administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning	True
40% of our students scored proficient or advanced on the NOCTI Accounting assessment.	False
ELA Growth - Both secondary school (EAMS and EAHS) did meet their growth target for ELA.	False
Only 45% of our students in grades 2-8 we at or above benchmark a year end on the Star Reading assessment.	False
Only 67% of our students were at or above benchmark on the Star Math assessment at the end of the year.	False
Only 13% of EL students were at or above benchmark at the end of the 2023 year on the Star Reading assessment (Grades 2-8).	False
Only 27% of students with disabilities were at or above benchmark at the end of the 2023 school year on the Star Reading assessment (Grades 1-8).	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers *	True

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.

- EASD achieved some success on the Pennsylvania System of School Assessments (PSSA). Four schools met or exceeded the ELA growth target, two schools exceeded the 2030 target for the Science/Biology PSSA, and two schools met their interim target. District stakeholders acknowledge that the coordination of supports align with students' and families' needs. It is also noted that seven of the nine schools did not meet or exceed the PSSA ELA interim target and six schools did not meet or exceed their interim target. It is essential that EASD work towards supporting schools in implementing evidence-based strategies and programs to ensure all students have access to rigorous, standards-aligned instruction and that administration support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals and priorities. Additionally, EASD will build the capacity of central office and school building administrators as instructional

leaders to effectively monitor, supervise, and support high-quality teaching and learning, and recruit and retain fully credentialed, experienced and high-quality leaders and teachers.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ELA Percent Proficient or Advanced - Seven of nine district schools did not meet or exceed the interim target.	There is a lack of a clearly articulated, K-12 curriculum focused on key literacy skills and analysis. A gap also exists in our teachers' knowledge of the teaching of reading. At the secondary level, teachers also struggle with assisting students with comprehension gaps. There tends to be a lack of focus on reading non-fiction and literacy in the content areas outside ELA.	False
Math Percent Proficient or Advanced -Six of nine district schools did not meet or exceed the interim target.	There has been more time dedicated to the teaching of reading at our primary grades and not as much time dedicated to mathematics. The intervention strategies for Tier 2 could be improved and additional small group differentiation is required. There appears to be a lack of formative assessment to determine student need. The curriculum needs to better reflect more math problem solving opportunities and application activities.	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction *	Although there has been a focus on curriculum revisions with a focus on skills and transfer, the instructional practice needs focus and attention. The purchase and implementation of evidence-based programs are also required to support the written curriculum.	True
Build the capacity of central office and school building administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning	The district lacks a clearly articulated learning model in which to guide the learning experiences in classrooms and drive the planning for professional development activities. The district also lacks an articulated professional coaching model for central office and building leadership to support the continued growth in the areas of supervision and evaluation.	True
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers *	The districts procedures for retention right now are reactive and our current staff doesn't reflect of the diversity of our student population. We need to find more innovative ways to secure a more diverse candidate pool and screening process.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Coordinate and monitor supports aligned with students' and families' needs	The district should continue to secure funds and work with families to support our students. The district should also continue to utilize partnerships to provide these supports.

ELA Growth Score/Benchmark - Four of the nine district schools met or exceeded the growth target	The district should use this progress to build on the continuous improvement of instruction in ELA. The district can learn from what is working instructionally and programmatically for these schools in building supports across the district.
Science/Biology Percent Proficient or Advanced -2 schools exceeded the 2030 target for science and 2 schools met their interim target.	The district should review the causes for this increased performance and determine how the strategies or programming can be used in other schools.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The Easton Area School District will provide resources and targeted training that are both aligned to school needs and support evidence-based and standard aligned instruction. These supports will be prioritized based on the highest need students, staff, and schools. The district will also provide resources and academic supports that ensure all students have access to evidence-based and standards aligned instruction.
	The Easton Area School District will define a clear vision of what it means to be an instructional leader at the district, school and teacher level. Through the development of a Principal Academy, the district will articulate clarity around the roles and responsibilities of building principals to use data to improve teacher pedagogy, student learning, and building management which will be supported by frequent monitoring and feedback.

Goal Setting

Priority: The Easton Area School District will define a clear vision of what it means to be an instructional leader at the district, school and teacher level. Through the development of a Principal Academy, the district will articulate clarity around the roles and responsibilities of building principals to use data to improve teacher pedagogy, student learning, and building management which will be supported by frequent monitoring and feedback.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of the 2026-2027 school year, EASD will develop a sustainable Principal's Academy where 100% of district and school administrators will complete leadership training.		
Measurable Goal Nickname (35 Character Max)		
EASD Leadership Academy		
Target Year 1	Target Year 2	Target Year 3
Principal Academy Focus: Building Principals	Principal Academy Focus: Building Principals and Assistant Principals	By the end of the 2026-2027 school year, EASD will develop a sustainable Principal's Academy where 100% of district and school administrators will complete leadership training.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
EASD will implement Instructional Rounds in all elementary and secondary schools with 100% participation from C&I district leaders and building leadership by the end of the 2026-2027 school year.		
Measurable Goal Nickname (35 Character Max)		
Instructional Rounds		
Target Year 1	Target Year 2	Target Year 3
Central Office Admin, Building Principal and Assistant Principals participate in instructional rounds.	Building principals conduct instructional rounds with Assistant Principals	EASD will implement Instructional Rounds in all elementary and secondary schools with 100% participation from C&I district leaders and building leadership by the end of the 2026-2027 school year.

Priority: The Easton Area School District will provide resources and targeted training that are both aligned to school needs and support evidence-based and standard aligned instruction. These supports will be prioritized based on the highest need students, staff, and schools. The district will also provide resources and academic supports that ensure all students have access to evidence-based and standards aligned instruction.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of the 2026-2027 academic year, EASD will increase the percentage of grade 3 students reading on or above grade level by having 80% of students reading at or above grade level		
Measurable Goal Nickname (35 Character Max)		
Students Reading by Grade 3		
Target Year 1	Target Year 2	Target Year 3
70% of all grade K-3 students reading on grade level.	75% of all grade 3 students are reading on grade level.	By the end of the 2026-2027 academic year, EASD will increase the percentage of grade 3 students reading on or above grade level by having 80% of students reading at or above grade level

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of the 2026-2027 academic year, EASD will achieve a proficiency rate of 80% or higher in both ELA and Math for students in grades K-8		
Measurable Goal Nickname (35 Character Max)		
Benchmark Goal		
Target Year 1	Target Year 2	Target Year 3
65% of students will achieve proficiency in both ELA and Math in grades K-8	75% of students will achieve proficiency in both ELA and Math in grades K-8	By the end of the 2026-2027 academic year, EASD will achieve a proficiency rate of 80% or higher in both ELA and Math for students in grades K-8

Action Plan

Measurable Goals

EASD Leadership Academy	Students Reading by Grade 3
Instructional Rounds	Benchmark Goal

Action Plan For: Instructional Leadership

Measurable Goals:
- By the end of the 2026-2027 academic year, EASD will increase the percentage of grade 3 students reading on or above grade level by having 80% of students reading at or above grade level - By the end of the 2026-2027 academic year, EASD will achieve a proficiency rate of 80% or higher in both ELA and Math for students in grades K-8 - By the end of the 2026-2027 school year, EASD will develop a sustainable Principal's Academy where 100% of district and school administrators will complete leadership training. - EASD will implement Instructional Rounds in all elementary and secondary schools with 100% participation from C&I district leaders and building leadership by the end of the 2026-2027 school year.

Action Step		Anticipated Start/Completion Date	
Establish a set of goals with the Central Office Leadership Team and building leaders to be the focus of the EASD Leadership Academy for the 2024-2025 school year		2024-07-01	2024-08-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent of C & I	Assessment data, walkthrough and evaluation data	No	Yes
Action Step		Anticipated Start/Completion Date	
Develop agendas for each of the monthly and quarterly meetings based on the goals		2024-08-02	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent of C & I	Professional Development Materials	No	Yes
Action Step		Anticipated Start/Completion Date	
Develop the learning activities for each of the monthly meetings to align with the agendas and 2024-2025 goals		2024-07-01	2024-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent of C & I	Professional Development Materials	No	Yes
Action Step		Anticipated Start/Completion Date	

Conduct monthly leadership meetings with professional development activities for the academy		2024-07-01	2027-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent of C & I	Meeting Agendas, Professional Development Activities, and Materials	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Collect data on the implementation of the leadership academy and the impact on the professional growth of our leaders		2024-08-01	2024-05-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent of C & I	Meeting Agendas, Professional Development Activities and Materials, Survey Feedback	No	No
Action Step		Anticipated Start/Completion Date	
Develop the leadership academy goals, agendas, and activities for 2025-2026 based on the collection of data and feedback from the 24-25 school year		2025-05-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent of C & I	Meeting Agendas, Professional Development Activities and Materials, 2024-2025 Data	No	Yes
Action Step		Anticipated Start/Completion Date	
Develop the learning activities for each of the monthly meetings to align with the agendas and 2024-2025 goals		2025-08-01	2026-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent of C & I	Meeting Agendas, Professional Development Activities and Materials, 2024-2025 Data	No	No
Action Step		Anticipated Start/Completion Date	
Conduct monthly leadership meetings with professional development activities for the academy		2025-08-01	2026-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent of C & I	Meeting Agendas, Professional Development Activities and Materials, 2024-2025 Data	No	No
Action Step		Anticipated Start/Completion Date	
Collect data on the implementation of the leadership academy and the impact on the professional growth of our leaders		2025-08-01	2026-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Assistant Superintendent of C & I	Meeting Agendas, Professional Development Activities and Materials, Survey Feedback	No	No
Action Step		Anticipated Start/Completion Date	
Develop leadership academy goals, agendas, and activities for 2026-2027 based on the collection of data and feedback from the 25-26 school year		2026-05-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent of C & I	Meeting Agendas, Professional Development Activities and Materials, 2025-2026 Data	No	No
Action Step		Anticipated Start/Completion Date	
Collect data on the implementation of the leadership academy and the impact on the professional growth of our leaders. Make adjustments to the plan and the activities based on school and/or district need		2026-08-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent of C & I	Collection of leadership data and survey data collected from district administrators.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased instructional leadership capacity of our district and school leadership team	Monitoring/Evaluating: Curriculum & Instruction Assistant Team Yearly Goal Analysis for the Leadership Academy Quarterly Reflections of the Leadership Sessions Bi-Annual Survey Feedback

Action Plan For: Mentoring and Coaching

Measurable Goals:
- By the end of the 2026-2027 academic year, EASD will increase the percentage of grade 3 students reading on or above grade level by having 80% of students reading at or above grade level - By the end of the 2026-2027 academic year, EASD will achieve a proficiency rate of 80% or higher in both ELA and Math for students in grades K-8 - By the end of the 2026-2027 school year, EASD will develop a sustainable Principal's Academy where 100% of district and school administrators will complete leadership training. - EASD will implement Instructional Rounds in all elementary and secondary schools with 100% participation from C&I district leaders and building leadership by the end of the 2026-2027 school year.

Action Step		Anticipated Start/Completion Date	
Develop core, administrative teams of 4-8 members from the overall administrative staff. These teams will be selected based upon make-up and roles to conduct instructional rounds in specific buildings, for specific purposes.		2024-05-01	2024-07-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent of C & I	None	No	No
Action Step		Anticipated Start/Completion Date	
Develop common documentation forms for administrative team use when conducting instructional rounds. These forms will include documentation of instructional round process and activities, debriefing process and documentation, as well as building and district level action planning.		2024-05-01	2024-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent of C & I	None	No	No
Action Step		Anticipated Start/Completion Date	
Conduct data/needs analysis, on an annual basis, identifying three core problems of practice to drive the focus of the Instructional Rounds and observations for the subsequent academic year		2024-05-01	2026-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent of C & I	None	No	No
Action Step		Anticipated Start/Completion Date	
Develop Instructional Rounds schedule for each academic year. This schedule will indicate dates, times, buildings, problem of practice, and administrative team conducting the rounds. Instructional rounds will occur on a monthly basis, utilizing different administrative core teams to address specific problems of practice.		2024-06-17	2026-08-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent of C & I	None	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased administrative capacity to identify key areas for improvement, analyze corresponding data and provide targeted, focused improvement planning around those key areas.	District level administration will monitor these instructional rounds on a monthly basis for the duration of the plan. This will be done through the debriefing process and subsequent action planning.

Action Plan For: Collaborative Learning Groups

Measurable Goals:
By the end of the 2026-2027 school year, EASD will develop a sustainable Principal's Academy where 100% of district and school administrators will complete leadership training.

Action Step		Anticipated Start/Completion Date	
Identify collaborative learning groups based on individual strengths and need for growth		2024-05-01	2024-07-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Directors of Elementary and Secondary Education	None	No	No
Action Step		Anticipated Start/Completion Date	
Identify topics for collaboration that are aligned with organizational goals and establish specific meeting times		2024-05-01	2024-07-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent & Directors of Elementary and Secondary	None	No	No
Action Step		Anticipated Start/Completion Date	
Conduct meetings and professional development activities for the groups based on the identified needs and the organizational goals		2024-06-10	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent of C & I	None	Yes	No
Action Step		Anticipated Start/Completion Date	
Monitor progress of the group and collect feedback		2024-09-02	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Assistant Superintendent of C & I	None	No	No
Action Step		Anticipated Start/Completion Date	
Assess, reflect and identify areas for further improvement		2025-05-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent of C & I	None	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase district and building administrators' leadership capacity to solve complex problems and to benefit from other perspectives to address building-wide challenges	District level administration will monitor these collaborative learning groups on a monthly basis for the duration of the plan through debriefing and subsequent action planning.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Instructional Leadership	Conduct monthly leadership meetings with professional development activities for the academy
Collaborative Learning Groups	Conduct meetings and professional development activities for the groups based on the identified needs and the organizational goals

Principal Academy Professional Development

Action Step		
Conduct monthly leadership meetings with professional development activities for the academy		
Audience		
K-12 Principals		
Topics to be Included		
Instructional Leadership, Data Analysis, Structured Literacy, MTSS		
Evidence of Learning		
Increased instructional leadership capacity and student academic growth.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent of Curriculum and Instruction	2024-07-01	2027-07-01

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly Meetings
Observation and Practice Framework Met in this Plan	
3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy 2c: Managing Classroom Procedures	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Workshop(s)	Summer 2024, 2025, and 2026
Observation and Practice Framework Met in this Plan	

• 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning
This Step Meets the Requirements of State Required Trainings

Collaborative Learning Groups

Action Step		
• Conduct meetings and professional development activities for the groups based on the identified needs and the organizational goals		
Audience		
K-12 Principals		
Topics to be Included		
Instructional Leadership, Structured Leadership		
Evidence of Learning		
Increased instructional leadership capacity and student academic growth.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent of Curriculum and Instruction	2024-07-01	2027-07-01

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
• 3d: Using Assessment in Instruction • 2c: Managing Classroom Procedures • 1f: Designing Student Assessments • 1a: Demonstrating Knowledge of Content and Pedagogy	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	Frequency
Learning walk	Monthly
Observation and Practice Framework Met in this Plan	
• 3c: Engaging Students in Learning	

- 3e: Demonstrating Flexibility and Responsiveness
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 2b: Establishing a Culture for Learning

This Step Meets the Requirements of State Required Trainings

Communications Activities

Leadership Academy Goal Setting					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Building level administrators	Instructional Pedagogy, data analysis, assessment, supervision and evaluation, improvement planning	Assistant Superintendent for Curriculum & Instruction	05/13/2024	06/14/2024
Communications					
Type of Communication			Frequency		
Email			Weekly		

Approvals & Signatures

Uploaded Files	
EASD 2024-2027 Comprehensive Plan.pdf	
Chief School Administrator	Date
Tracy A. Piazza	2024-07-24