

Profile and Plan Essentials

LEA Type		AUN
School District		120452003
Address 1		
50 Vine St		
Address 2		
City	State	Zip Code
East Stroudsburg	PA	18301
Chief School Administrator		Chief School Administrator Email
Dr Margaret Vitale		margaret-vitale@esasd.net
Single Point of Contact Name		
Andrew Snyder		
Single Point of Contact Email		
andrew-snyder@esasd.net		
Single Point of Contact Phone Number		
570-424-8500 ext 10220		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Margaret Vitale	Administrator	Central Administration	margaret-vitale@esasd.net
Andrew Snyder	Administrator	Central Administration	andrew-snyder@esasd.net
Dr. Karen Bukoski	Administrator	Central Administration	karen-bukoski@esasd.net
Stephen Zall	Administrator	Central Administration	stephen-zall@esasd.net
Dr. Marilyn Pryle	Administrator	Central Administration	marilyn-pryle@esasd.net
Dr. Tabitha Bradley	Administrator	Central Administration	tabitha-bradley@esasd.net
Amy Polmounter	Administrator	Central Administration	amy-polmounter@esasd.net
Michael Catrillo	Board Member	Board of Directors	michael-catrillo@esasd.net
Ann Catrillo	Board Member	Board of Directors	ann-catrillo@esasd.net
Jill Greenwood	Staff Member	Teacher	jill-greenwood@esasd.net
Stephanie Reese	Staff Member	Teacher	stephanie-reese@esasd.net
Fabiola Souffrant	Staff Member	Teacher	fabiola-souffrant@esasd.net
Keleisha Stringer	Community Member	Community Member	keleishaphillip@gmail.com
Aimee Gardina	Parent	Parent	atgardina@gmail.com
Damary Bonilla Rodriguez	Community Member	Community Member	alatinaleadershipprofile@gmail.com
Valerie Wickberg	Parent	Paraprofessional/Parent	valerie-wickberg@esasd.net
Kristen Long	Administrator	Principal- Middle Smithfield Elementary	kristen-long@esasd.net
Thomas Tancin	Administrator	Principal- JT Lambert Intermediate	thomas-tancin@esasd.net
Matthew Triolo	Administrator	Principal- High School South Principal	matthew-triolo@esasd.net
Tammy Miller	Staff Member	Secretary	tammy-miller@esasd.net
Layton Heller	Staff Member	Maintenance	layton-heller@esasd.net
Jumari Wright	Student	Student-4th Grade	205801@esasd.net
Thiago Carcedo	Student	Student-5th Grade	204859@esasd.net
Simon Hernandez	Student	Student-8th grade	200988@esasd.net
Ely Pena	Student	Student-8th grade	201871@esasd.net
Isabella Wickberg	Student	East Stroudsburg Area High School South	140389@esasd.net
Alexandra Solony	Student	Bushkill Elementary	207512@esasd.net
Dylan Perry	Student	East Stroudsburg Area HS North	138898@esasd.net
Thea Kitt	Student	JM Hill Elementary	205852@esasd.net
Nikohlas Young	Student	Resica Elementary	mpbeyah@gmail.com
Harmony Lowrey	Student	Middle Smithfield Elementary	204861@esasd.net

LEA Profile

District Profile: East Stroudsburg Area School District (ESASD)

East Stroudsburg Area School District (ESASD) is located in Northeastern Pennsylvania, spanning approximately 214 square miles across Monroe and Pike Counties. The district includes East Stroudsburg Borough and the townships of Smithfield, Middle Smithfield, and Price in Monroe County, as well as Lehman and Porter townships in Pike County. ESASD lies roughly 85 miles north of Philadelphia and 80 miles west of New York City.

Though geographically rural, ESASD exhibits many suburban characteristics due to its proximity to major metropolitan areas. The district serves a socioeconomically and culturally diverse population. Over 50% of students are economically disadvantaged and qualify for free or reduced-price meals under the National School Lunch Program. The population includes a mix of professionals, middle-income families, and individuals residing in low-income or transitional housing.

The district benefits from a broad employment base, including East Stroudsburg University, Lehigh Valley Health Network, St. Luke's University Health Network, and a variety of medical providers. While tourism remains a significant—though declining—industry, ESASD also supports light manufacturing and a large share of Monroe County's retail sector.

Staffing and Certification

ESASD employs approximately 610 professional staff members, including classroom teachers, counselors, librarians, administrators, and instructional support staff. Nearly 100% of professional employees hold valid Pennsylvania certification in their assigned areas. Instructional and support staff are qualified and committed to meeting state academic standards.

Facilities and Enrollment

As of the 2025–2026 school year, the district serves approximately 6,558 students across the following facilities:

6 Elementary Schools

2 Intermediate Schools

2 High Schools

1 Cyber Academy (East Stroudsburg Area Cyber Academy - ESACA)

All buildings are equipped with libraries and internet-connected classrooms to support 21st-century teaching and learning. Instruction is integrated with technology and supported by district technology coaches.

Programs and Student Supports

ESASD offers a wide range of academic and support services designed to meet the diverse needs of its student population, including:

Multi-Tiered System of Supports (MTSS) at all grade levels

English Learner (EL) Programming

Literacy and Mathematics Instructional Coaches

- Technology Coaches

Student Assistance Program (SAP) at each school level

Remedial and Intervention Services

Extended Learning Opportunities (during and after school hours)

Comprehensive Cyber Education through ESACA

Extracurricular and Co-curricular Programming across academic and enrichment areas

- A member of the Pennsylvania Interscholastic Athletic Association (PIAA)

These services are designed to promote equity and support achievement for all students, in alignment with the district's mission and PDE's Comprehensive Planning expectations.

Mission and Vision

Mission

East Stroudsburg Area School District champions these guiding principles to support success for all: *Ensuring safety and belonging*Committing to inclusion*Valuing diversity*Uniting our communities*Cultivating curiosity*Fostering solution-focused thinking*Learning without limits*Building resilience and hope

Vision

Maximizing Today's Potential for Tomorrow's Success

Educational Values

Students

Students are essential partners in achieving the East Stroudsburg Area School District's mission and vision. They are expected to actively engage in their learning, demonstrate curiosity, and take ownership of their academic growth to maximize today's potential for tomorrow's success. Students are expected to contribute to a safe, inclusive, and respectful learning environment by valuing diversity, embracing differences, and fostering a sense of belonging for all. They are encouraged to think critically, approach challenges with a solution-focused mindset, and demonstrate resilience and hope in the face of adversity. Through collaboration, responsible citizenship, and positive participation in the school community, students help unite and strengthen the district, playing a vital role in supporting a culture of equity, inclusion, and limitless learning.

Staff

Staff in the East Stroudsburg Area School District are expected to actively model and uphold the district's mission and vision through their daily interactions, instructional practices, and professionalism. Staff members are responsible for creating and maintaining safe, inclusive, and supportive learning environments where every student feels a sense of belonging. Staff are expected to value and appreciate diversity, implement equitable practices, and foster a culture of inclusion in every classroom and school setting. They are committed to cultivating curiosity, encouraging critical thinking, and supporting students in becoming problem-solvers and lifelong learners. By building strong relationships with students, families, and community partners, staff help unite and strengthen the broader school community. They are also expected to demonstrate resilience, maintain high expectations for all learners, and inspire hope through their dedication to student success. In alignment with the district's guiding principles, staff play a vital role in maximizing each student's potential today to ensure their success tomorrow.

Administration

Administrators in the East Stroudsburg Area School District are expected to lead with integrity, equity, and a clear commitment to the district's mission and vision. They play a central role in fostering a culture that ensures safety, belonging, and high expectations for all students and staff. Administrators are responsible for implementing policies and practices that promote inclusion, value diversity, and support equitable access to high-quality learning opportunities. They are expected to create environments that encourage curiosity, innovation, and solution-focused thinking, while also empowering staff and students to engage in continuous growth. In collaboration with staff, students, families, and community stakeholders, administrators unite the broader school community to support student well-being and academic success. They model resilience, champion a hopeful outlook, and ensure that all district operations align with the guiding principles of learning without limits and maximizing today's potential for tomorrow's success.

Parents

Parents and families play a critical role in supporting the East Stroudsburg Area School District's mission and vision. They are expected to be active partners in the educational process by fostering a home environment that values learning, encourages curiosity, and supports students in becoming resilient, respectful, and responsible individuals. Parents/caregivers are encouraged to engage in open communication with school staff, seek appropriate support, participate in school events, and collaborate with educators to promote student success. By supporting diversity, inclusion, and a sense of belonging at home and in the school community, families help reinforce the district's guiding principles. Through consistent involvement, shared accountability, and a commitment to their child's educational journey, parents/caregivers help maximize today's potential for tomorrow's success—ensuring that every student is prepared to thrive in a safe, inclusive, and supportive learning environment.

Community

The East Stroudsburg Area School District recognizes that strong partnerships with the community are essential to achieving its mission and vision. Community members, organizations, and local agencies are encouraged to collaborate with the district to support a safe, inclusive, and engaging educational environment for all students. The community is urged to value and appreciate diversity, contribute to a sense of belonging, and help unite stakeholders around shared goals. By offering resources, mentorship, expertise, and real-world learning opportunities, community partners help cultivate curiosity, encourage solution-focused thinking, and expand the boundaries of learning beyond the classroom. Through active engagement and a shared commitment to student well-being and success, the community plays a vital role in helping the district maximize today's potential for tomorrow's success—building a stronger, more resilient future for all learners.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
College and Career Measures	All student group exceeded performance standard at 5 elementary schools and met the performance standard at 2 high schools and 1 elementary school
Academic Growth Expectations in English Language Arts/Literature	All student group exceeded the standard demonstrating growth at 2 elementary schools and 2 high schools. All student group met standard demonstrating growth at 2 elementary schools and 1 intermediate school

Challenges

Indicator	Comments/Notable Observations
Academic Growth Expectations in Mathematics/Algebra 1	All schools all student group did not meet the standard demonstrating growth
Percent Proficient/Advanced in English Language Arts/Literature	At all schools the all student group did not meet the interim goal/improvement target

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

Strengths

Indicator College and Career Measure Grade Level(s) and/or Student Group(s) K-5	Comments/Notable Observations
Indicator Academic Growth Expectations in English Language Arts/Literature Grade Level(s) and/or Student Group(s) 9-12	Comments/Notable Observations

Challenges

Indicator Academic Growth Expectations in Mathematics/Algebra 1 Grade Level(s) and/or Student Group(s) K-8	Comments/Notable Observations
Indicator Percent Proficient/Advanced in English Language Arts/Literature Grade Level(s) and/or Student Group(s) 6-12	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.

College and Career Measures
Academic Growth Expectations in English Language Arts/Literatures

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.

Academic Growth Expectations in Mathematics/Algebra 1
Percent Proficient/Advanced in English Language Arts/Literature

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA	At the K-5 Level, 4 of the 6 elementary schools showed growth; however, at all 6 schools, the all student group did not meet interim goal/improvement target
Keystone Exam	At both schools, the all student group exceeded interim growth goal/improvement target; however the all student group did not meet interim performance goal/improvement target

English Language Arts Summary

Strengths

At the K-5 level, 4 of 6 schools demonstrated positive growth overall.
At the 9-12 level, both schools exceeded the interim goal/improvement target

Challenges

At all 6 elementary schools, the all student group did not meet interim performance goal/improvement target.
At the 6-12 level, the all student group did not meet interim performance goal/improvement target

Mathematics

Data	Comments/Notable Observations
PSSA	One elementary school met interim performance goal/improvement target. No schools met the standard demonstrating growth
Keystone Exam	No schools met interim goal/improvement target, nor did any school met the standard demonstrating growth

Mathematics Summary

Strengths

At Smithfield Elementary School, the all student group met interim performance goal/improvement target
--

Challenges

9 of 10 schools the all student group did not meet interim performance goal/Improvement target
At all 10 schools the all student group did not meet the standard demonstrating growth

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Keystone Exam- Biology	All student group exceeded the standard demonstrating growth; however, the all student group did not meet interim performance goal/improvement target

Science, Technology, and Engineering Education Summary

Strengths

All student group exceeded the standard demonstrating growth in Biology

Challenges

The all student group did not meet the interim performance goal/Improvement target in Biology

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	All Student Group meets performance standard

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

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

Lackawanna College

Agreement Type

Dual Credit

Program/Course Area

General Educational Courses

Uploaded Files

Lackawanna College Proposal Agreement.pdf

Partnering Institution

Northampton Community College

Agreement Type

Dual Credit

Program/Course Area

Future Educators

Uploaded Files

NCC Dual Enrollment Program 2022-2023 (1).pdf

Partnering Institution

East Stroudsburg University of Pennsylvania

Agreement Type

Dual Credit

Program/Course Area

General course study

Uploaded Files

ESU Dual Enrollment Agreement 2023.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.

All student group meets the performance standard on the Career Standards Benchmark
Strong Dual Enrollment/DualCredit opportunities for students

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.

Approximately 18% of high school students in the district earned an industry-recognized credential
Approximately 7% of high school students in the district enrolled in a college course

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.	
Strong Dual Enrollment/Dual Credit opportunities for students	
Academic Growth Expectations in English Language Arts/Literatures	

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.	
Academic Growth Expectations in Mathematics/Algebra 1	

Designated Schools

East Stroudsburg SHS South

Priority Challenge	Comments and Notable Observations
All Regular Attendance	71.2% of students not chronically absent
Continue staff development on standards based instruction, and data driven instruction	Participate in district provided professional development focused on instruction. Allow time at faculty meetings to discuss data and how it impacts instruction.

East Stroudsburg SHS North

Priority Challenge	Comments and Notable Observations
Foster a culture of high expectations for success for all students, educators, families, and community members.	PAYS data, discipline data and attendance data tells us that a good number of students don't view school as a community to which they belong. They report good relationships with teachers but struggle with peer to peer relationships. We need to find ways to develop school as a community for ALL students at High School North and give students skills to resolve student conflict.

Systemic LEA Challenges
Creating a culture of standards-based and data-driven instructional practices
Creating a culture of belonging throughout the district

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	NA
Title 1 Program	NA
Student Services	NA
K-12 Guidance Plan (339 Plan)	The Comprehensive School Counseling Program of the East Stroudsburg Area School District facilitates the academic, career, personal and social growth, development and actualization of each student. This is accomplished through the recognition, appreciation, and acceptance of individual and cultural differences while striving to develop a global perspective. Emphasis is placed upon career awareness as well as post-secondary educational and employment training opportunities for all students K-12. Students of the ESASD will become informed on postsecondary opportunities as it correlates to their future goals through the K-12 comprehensive school counseling program. Students will have the opportunity to investigate, research resources, and identify their career choice to become informed and make educated decisions based on postsecondary options. An effective foundation will be established within the academic, career, and personal/social development to promote success in all areas.
Technology Plan	NA
English Language Development Programs	NA

Strengths

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

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.

Recognition , appreciation, and acceptance of individual and cultural differences while striving to develop a global perspective.
An effective foundation will be established within the academic, career, and personal/social development to promote success in all areas.

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

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.

Organization and Allocation of resources
Recruiting and securing high quality educators and administrators
Providing Student Centered supports to foster the whole child

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 the development of teachers, staff, and administration through professional learning
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 administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

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
College and Career Measures	False
Academic Growth Expectations in English Language Arts/Literatures	False
At the K-5 level, 4 of 6 schools demonstrated positive growth overall.	False
At the 9-12 level, both schools exceeded the interim goal/improvement target	False
At Smithfield Elementary School, the all student group met interim performance goal/improvement target	False
All student group exceeded the standard demonstrating growth in Biology	False
Organization and Allocation of resources	False
All student group meets the performance standard on the Career Standards Benchmark	False
Strong Dual Enrollment/DualCredit opportunities for students	True
Recruiting and securing high quality educators and administrators	False
Providing Student Centered supports to foster the whole child	False
Strong Dual Enrollment/Dual Credit opportunities for students	False
Academic Growth Expectations in English Language Arts/Literatures	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
Academic Growth Expectations in Mathematics/Algebra 1	True
Percent Proficient/Advanced in English Language Arts/Literature	True
At all 6 elementary schools, the all student group did not meet interim performance goal/improvement target.	True
At the 6-12 level, the all student group did not meet interim performance goal/improvement target	True
9 of 10 schools the all student group did not meet interim performance goal/Improvement target	True
At all 10 schools the all student group did not meet the standard demonstrating growth	True
The all student group did not meet the interim performance goal/Improvement target in Biology	True
Approximately 18% of high school students in the district earned an industry-recognized credential	False
Approximately 7% of high school students in the district enrolled in a college course	False
Support the development of teachers, staff, and administration through professional learning	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	True
Academic Growth Expectations in Mathematics/Algebra 1	True

Recognition , appreciation, and acceptance of individual and cultural differences while striving to develop a global perspective.	True
An effective foundation will be established within the academic, career, and personal/social development to promote success in all areas.	True
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Support the development of teachers, staff, and administration through professional learning		False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Secondary Curriculum had not been updated in some subjects in over 20 years. Professional Development has been focused on program implementation rather than instructional practices.	True
Academic Growth Expectations in Mathematics/Algebra 1		False
Percent Proficient/Advanced in English Language Arts/Literature		False
At all 6 elementary schools, the all student group did not meet interim performance goal/improvement target.		False
At the 6-12 level, the all student group did not meet interim performance goal/improvement target		False
9 of 10 schools the all student group did not meet interim performance goal/Improvement target		False
At all 10 schools the all student group did not meet the standard demonstrating growth		False
The all student group did not meet the interim performance goal/Improvement target in Biology		False
Academic Growth Expectations in Mathematics/Algebra 1		False
Recognition , appreciation, and acceptance of individual and cultural differences while striving to develop a global perspective.	Social and Emotional Learning has been addressed through programs that have been placed in mandated spaces throughout the school day rather than through a fully-integrated practice where all teachers implement CASEL standards into their instructional practice.	True
An effective foundation will be established within the academic, career, and personal/social development to promote success in all areas.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Strong Dual Enrollment/DualCredit opportunities for students	Continue to partner with post-secondary institutions to increase relevance and rigor of instructional practices.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The East Stroudsburg Area School District will accelerate the revision of secondary curricula to ensure all subject areas meet current academic and industry standards. The

	district will realign professional development to strengthen instructional practices, promote effective teaching strategies, and directly improve student outcomes.
	The East Stroudsburg Area School District will move beyond isolated Social and Emotional Learning programs by fully integrating SEL practices across all classrooms. All educators will embed CASEL standards into daily instruction to create a consistent, supportive, and an emotionally responsive learning environment for every student.

Goal Setting

Priority: The East Stroudsburg Area School District will accelerate the revision of secondary curricula to ensure all subject areas meet current academic and industry standards. The district will realign professional development to strengthen instructional practices, promote effective teaching strategies, and directly improve student outcomes.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By June 2029, the district will demonstrate measurable improvement in instructional effectiveness, as evidenced by professional evaluation data, classroom observation trends, and educator self-assessments reflecting growth in the use of high-impact teaching strategies.		
Measurable Goal Nickname (35 Character Max)		
Instructional Improvement		
Target Year 1	Target Year 2	Target Year 3
By June 2027, the district will redesign its professional development framework to focus on research-based instructional strategies aligned with district goals.	By June 2028, at least 85 percent of district educators will actively engage in ongoing professional learning communities (PLCs) focused on the integration and refinement of effective instructional practices.	By June 2029, the district will demonstrate measurable improvement in instructional effectiveness, as evidenced by professional evaluation data, classroom observation trends, and educator self-assessments reflecting growth in the use of high-impact teaching strategies.

Outcome Category		
Essential Practices 2: Empower Leadership		
Measurable Goal Statement (Smart Goal)		
Measurable Goal Nickname (35 Character Max)		
Instructional Leadership		
Target Year 1	Target Year 2	Target Year 3

Priority: The East Stroudsburg Area School District will move beyond isolated Social and Emotional Learning programs by fully integrating SEL practices across all classrooms. All educators will embed CASEL standards into daily instruction to create a consistent, supportive, and an emotionally responsive learning environment for every student.

Outcome Category		
Social emotional learning		
Measurable Goal Statement (Smart Goal)		
By June 2029, the district will show measurable growth in the consistency and quality of SEL implementation, as evidenced by staff surveys, walkthrough data, and improvements in school climate indicators.		
Measurable Goal Nickname (35 Character Max)		
Student Culture		
Target Year 1	Target Year 2	Target Year 3
By June 2027, the district will develop and implement a comprehensive SEL framework that aligns with CASEL standards and integrates SEL competencies into curriculum planning and instructional practices.	By June 2028, all staff will complete professional development in evidence-based SEL strategies, with at least 80 percent of educators demonstrating integration	By June 2029, the district will show measurable growth in the consistency and quality of SEL implementation, as evidenced by staff surveys, walkthrough data, and improvements in school climate indicators.

	of these practices through classroom observations and reflective feedback cycles.	
--	---	--

Action Plan

Measurable Goals

Instructional Improvement	Student Culture
Instructional Leadership	

Action Plan For: Student-Centered Instructional Practices

Measurable Goals:
- By June 2029, the district will show measurable growth in the consistency and quality of SEL implementation, as evidenced by staff surveys, walkthrough data, and improvements in school climate indicators. - By June 2029, the district will demonstrate measurable improvement in instructional effectiveness, as evidenced by professional evaluation data, classroom observation trends, and educator self-assessments reflecting growth in the use of high-impact teaching strategies.

Action Step		Anticipated Start/Completion Date	
Implement Professional Develop Plan aligned with the Ongoing Assessment Project (OGAP) for teachers of mathematics to increase use of formative assessment used to drive classroom instruction as well as small group opportunities for students in the area of mathematics.		2026-08-18	2029-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Andrew Snyder/Assistant Superintendent for District Programs	Contracted Professional Development Services	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will understand and implement the fundamentals of mathematics instruction and use formative assessment to drive small group instruction.	All teachers in grades K-8 will participate, Building Principals, District Supervisors, and District Directors will observe and record use of instructional practices. Classroom walkthroughs will take place 4 times per school year at a minimum, Formal observations will occur at least one time per year.

Action Plan For: Incorporation of Social Emotional Learning

Measurable Goals:
By June 2029, the district will show measurable growth in the consistency and quality of SEL implementation, as evidenced by staff surveys, walkthrough data, and improvements in school climate indicators.

Action Step		Anticipated Start/Completion Date	
Implement Professional Develop Plan aligned with Resonance Education for all teachers for the full integration of Social Emotional Learning into all classes.		2026-08-18	2029-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Andrew Snyder/Assistant Superintendent for District Programs	Contracted Professional Development Services	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
--------------------	---

Teachers will fully integrate CASEL standards and Social Emotional Learning into every day lessons.	All teachers in grades K-12 will participate, Building Principals, District Supervisors, and District Directors will observe and record use of instructional practices. Classroom walkthroughs will take place 4 times per school year at a minimum, Formal observations will occur at least one time per year.
---	---

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Student-Centered Instructional Practices	Implement Professional Develop Plan aligned with the Ongoing Assessment Project (OGAP) for teachers of mathematics to increase use of formative assessment used to drive classroom instruction as well as small group opportunities for students in the area of mathematics.
Incorporation of Social Emotional Learning	Implement Professional Develop Plan aligned with Resonance Education for all teachers for the full integration of Social Emotional Learning into all classes.

Mathematics Instruction

Action Step		
Implement Professional Develop Plan aligned with the Ongoing Assessment Project (OGAP) for teachers of mathematics to increase use of formative assessment used to drive classroom instruction as well as small group opportunities for students in the area of mathematics.		
Audience		
All teachers of mathematics in grades K-8		
Topics to be Included		
Additive, Multiplicative, Fractional, and Proportional instruction of students. Formative Assessment practices used to drive instruction.		
Evidence of Learning		
Teachers implementing best practices in mathematics instruction.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Andrew Snyder, Assistant Superintendent for District Programs	2026-08-18	2029-06-01

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Each teacher will receive 8 coaching sessions throughout the year.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Inservice day	4 days of college level instruction
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Social and Emotional Learning

Action Step

Implement Professional Develop Plan aligned with the Ongoing Assessment Project (OGAP) for teachers of mathematics to increase use of formative assessment used to drive classroom instruction as well as small group opportunities for students in the area of mathematics.		
Audience		
All teachers, paraprofessionals, Personal Care Aides, and Administrators		
Topics to be Included		
Implementing best practices of Social and Emotional Learning into the culture of the LEA.		
Evidence of Learning		
Observable implementation of CASEL standards into the everyday interactions of the building. Responses of climate survey indicates application of strategies and skills learned through Resonance Education		
Lead Person/Position	Anticipated Start	Anticipated Completion
Andrew Snyder/Assistant Superintendent for District Programs	2026-08-18	2029-06-01

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing throughout the three year implementation.
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	

Communications Activities

Climate Survey					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All District Stakeholders	Perceived climate of each school within the LEA from the perspectives of students, parents/caregivers, teachers, community, and administration.	Margaret Vitale/Superintendent	01/18/2027	06/17/2029
Communications					
Type of Communication			Frequency		
Presentation			Twice per year		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date