

**ERIE CITY SD**

148 W 21st St

Comprehensive Plan | 2023 - 2026

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**MISSION STATEMENT**

As stated in our Strategic Plan, in Erie's Public Schools, we champion high levels of student engagement and personalized pathways to educational excellence for every student, without exception.

**VISION STATEMENT**

We believe in the limitless potential of our students. When the members of the Erie Community pull together to guide, support, and nurture all students - - equitably and without exception - - we demonstrate our commitment to each student's journey toward academic and personal excellence. Through stronger schools, thriving neighborhoods, and a growing, vibrant city - our students will graduate high school equipped with the knowledge, skills and disposition to execute their post-high school future.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

As a district, we believe in the limitless potential of our students. As a result of our Strategic Planning process, we have established five **ASPIRATIONAL GOALS** representing our commitment to helping every student, by name, develop their potential. Our student goals articulate our community's collective promise to every student, regardless of background or circumstance. **Goal Number One: Every learner develops the foundational skills that will lead to reading proficiency by the end of third grade. Goal Number Two: Every learner is empowered with ownership of their own learning and becomes a creative and critical thinker, problem solver, and advocate for social justice. Goal Number Three: Every learner receives equitable opportunities for success, and meets or exceeds standards of academic performance in all subjects at each grade level. Goal Number Four: Every learner receives fair and equitable treatment regarding personal conduct and access to educational resources, to spur growth and eliminate disproportionalities in achievement and discipline practices. Goal Number Five: Every learner graduates high school equipped with the knowledge, skills and disposition to execute their post-high school future plan. In addition to the **ASPIRATIONAL GOALS**, the Strategic Planning Team demonstrated their commitment to each student's journey by developing **SIX GAME-CHANGING TARGETS** geared toward academic and personal excellence. **Target One: READ AT GRADE LEVEL BY THIRD GRADE: At least 18 out of every 20 students (90%) of students will be proficient in Reading by the end of third grade. Target Two: ATTAIN 95% ATTENDANCE: At least 18 out of every 20 students (90%) will have a 95% attendance rate at the end of the year. Target Three: MODEL CIVIC RESPONSIBILITY: All students in grades K-12 (100%) will participate in a real-world community project. Target Four: ACHIEVE PROFICIENCY IN THE CORE: English Language Arts students in grades 3-8 will double their proficiency rates on the PSSA. Mathematics students will triple their proficiency rates on the PSSA. Target Five: EXPERIENCE PROPORTIONAL DISCIPLINE: As a district, we will see a 50% reduction in behavior incidents involving Black/African American students until proportional discipline rates are attained.****

### **STAFF**

As practitioners, we are committed to continuous improvement of our Teaching, Leadership Practices, and Organizational Practices - as they are the precursors to higher levels of student achievement. Our Four Pillars, contained within the Strategic Plan, are the building blocks of our professional practices. Using the foundation of the Strategic Plan's Four Pillars as a roadmap, clear expectations and values for our staff have been established. **PILLAR A: PILLAR B: PILLAR C: PILLAR D: Equitable access to Safe climate & strong Results focused Data-informed**

standards-aligned instruction. relationships with students, professional learning. continuous improvement. (T1) Teachers utilize instructional (T3: Teachers create an engaging, (T5) Teachers develop their (T7) Teachers use multiple materials and technology resources caring and safe environment professional growth plans and assessment methods to extend that are aligned to instructional supporting high expectations, student decisions based on individual their understanding of students' goals and engage students in voice, responsibility, and social- and collaborative reflection on progress and learning challenges, cognitively appropriate work.) emotional competencies.) and analysis of student data and tailor instruction to meet (T2) Teachers utilize a variety of (T4) Teachers communicate early (T6) Teachers observe each individual needs. high engagement strategies, and often with students and families others' classroom and participate (T8) Teachers guide students including technology-based about student progress toward in collaborative discussions to in setting and monitoring their approaches and real world meeting academic and behavioral share instructional strategies. own progress toward meeting experiences, to match student expectations, and share strategies academic and behavior goals. needs.) to support student learning at home.

## **ADMINISTRATION**

Leaders, at the building and central office level, are committed to student success and family engagement. BUILDING LEVEL: L1: Principal and leadership team ensure teachers have access to materials, including technology resources, that support implementation of standards-based strategies. L2: Principal and leadership team compile, analyze and disseminate data-driven assessment of progress on student learning and instructional practices based on evidence, and formulate appropriate interventions. L3: Principal and leadership team reinforce school-wide systems that facilitate high expectations and a safe, positive, culturally sensitive environment for students, staff, parents and community. L4: Principal and leadership team connect each student to a caring adult through partnerships that foster student learning and whole child well-being. L5: Principal and leadership team engage staff in dialog about student learning and professional practices, and consistently allocate time to map continuous improvement plans. L6: Principal and leadership team provide time and resources for peer observation of instructional practices and collaborative analysis of student work. L7: Principal and leadership team align professional development opportunities to data analysis findings and essential standards, and to the differentiated needs of each teacher or team. L8: Principal and leadership team use student work and data to make instructional and intervention decisions, including to initiate, refine, continue or eliminate school-based initiatives. ORGANIZATIONAL LEVEL: O1: District/school leadership integrates the use of technology as a tool for differentiating and delivering aligned curriculum, instruction, and assessment practices. O2: District/school leadership continuously uses data to determine instructional practices that improve teacher effectiveness and accelerate student learning. O3: District/school leadership and community collaboratively develop and implement shared guidelines for enhancing and sustaining a school climate of high achievement and safe, appropriate conduct.

O4: District/school leadership regularly utilizes a variety of outreach tools (e.g., workshops, parent/ teacher conferences, flexible meetings, social media) to engage families and community in two-way interaction. O5: District/school leadership creates work environments that support teachers and principals in creating and sustaining quality instruction in well-run schools. O6: District/school leadership respond to issues in an open, direct, timely and transparent manner. O7: District/school leadership allocates professional collaboration time that focuses on evidence-based dialogue about student achievement, system-wide adjustments, and targeted supports for students, staff, and schools. O8: District/school leadership provides professional development to all educators regarding analysis and interpretation of a variety of data critical to monitoring student, staff, and school progress towards the goals of the Strategic Plan.

## **PARENTS**

Check Word Document We believe parents are equal partners in the education experience. Family Engagement, Responsibility, and Empowerment are critical building blocks in a child's education. 5.1 Enhance the engagement of parents and guardians in the learning and growth of their students by: a. Using a student-teacher-parent Compact for Learning to clarify the responsibilities and commitments of each party to student success b. Providing parents/guardians with family friendly report cards showing student progress toward grade-level, promotion and graduation standards c. Holding periodic parent-teacher-student conferences to review progress and define improvement objectives d. Conducting annual surveys of students and families to assess their perception, satisfaction and suggestions regarding their educational experiences e. Using a variety of communication strategies (e.g., newsletters, email, social media, home language meetings) to communicate with parents and families on an ongoing basis 5.2 Involve parents, guardians and students in school decisions and continuous improvement through activities such as: serving on the school council, participating in clarification discipline guidelines and consequences, Booster Clubs, PTA, etc. 5.3 Partner with parents/guardians to access school and community resources supporting each student's academic and behavioral life success, and family health & wellness.

## **COMMUNITY**

Check Word Document Involving and leveraging community assets and partnerships is of the utmost importance. Without community support, EPS will not be able to achieve our mission. 6.1 Extend the Community Schools approach to all schools, by implementing the existing model district-wide and cultivating the mindset inherent in the model. 6.2 Build partnerships among school staff, parents/guardians/caregivers, community-based organizations and residents to facilitate service projects and civic responsibility experiences for our students. 6.3 Implement

a structured process for mobilizing and coordinating partnership between community volunteers and the schools through forums such as: annual fairs to raise awareness of school needs; online resource to match vetted volunteers with school/student needs; internship and job-shadowing opportunities; "School Ambassadors" program; and Speakers Series. 6.4 Establish the Community Roundtable for Performance and Accountability to build and sustain community commitment to a strong, high-performing, accountable school system: a. Collaboratively define the priorities for the year and relative roles and responsibilities of each stakeholder b. Ensure that the Community Roundtable is representative of all internal and external stakeholders c. Establish annual goals for the district and its stakeholders to align and optimize focus and resources d. Present progress reports to the Board of Directors and community biannually and compile annual report on progress relative to the goals outlined for each stakeholder e. Hold an annual recognition ceremony to acknowledge students, employees, parents, schools, community partners and district-level departments for their contributions to meeting the priorities defined in their annual plans.

**OTHER (OPTIONAL)**

## STEERING COMMITTEE

Name	Position	Building/Group
Brian Polito	Administrator	Erie's Public Schools
Teresa Szumigala	Administrator	Erie's Public Schools
Kelly Heberle	Parent	Parent
Andrea Gloystein	Administrator	Erie's Public Schools
Erica Jackson	Parent	Parent
Jill Crable	Administrator	Erie's Public Schools
Matt Koval	Administrator	Erie's Public Schools
Carol Huffman	Administrator	Erie's Public Schools
Katrina Byrd	Community Member	United Way of Erie County
Daria Devlin	Board Member	Erie's Public Schools
Jay Brenneman	Board Member	Erie's Public Schools
Joanna Polakowski	Staff Member	Erie's Public Schools
Luke Wilmoth	Staff Member	Erie's Public Schools

Name	Position	Building/Group
Mary Theuerkauf	Staff Member	Erie's Public Schools
Karin Ryan	Administrator	Erie's Public Schools
Angie Kownacki	Administrator	Erie's Public Schools
Sophia Spangole	Student	Erie's Public Schools
Ganelys Crespo	Student	Erie's Public Schools
Scherry Prater	Administrator	Erie's Public Schools
Lhala Snyder	Student	Erie's Public Schools
Curtis Jones	Community Member	Erie Regional Chamber and Growth Partnership
Amy Eisert	Community Member	Mercyhurst University
KariAnn Ray	Parent	Paraprofessional/Erie's Public Schools
Malachi Porter	Student	Erie's Public Schools
Alexis Amidon	Student	Erie's Public Schools
Neal Brokman	Administrator	Erie's Public Schools
Natalie Fatica	Administrator	Erie's Public Schools
Chandra Slocum	Administrator	Erie's Public Schools

**Name**

Mike Jaruszewicz

**Position**

Community Member

**Building/Group**

United Way of Erie County



## ESTABLISHED PRIORITIES

### Priority Statement

If we commit to strengthening academic and social emotional curriculum implementation, then we will be able to collaboratively work on continuous improvement of our professional practices and student outcomes will improve, leading to successful transitions and increased high school completion rates.

### Outcome Category

Essential Practices 1:  
Focus on Continuous Improvement of Instruction  
Graduation rate

If we consistently organize and allocate resources to schools based on the analysis of a variety of data that is disaggregated by student groups, then we will meet the needs of the school community and increase chances of closing achievement and opportunity gaps.

Essential Practices 5:  
Allocate Resources Strategically and Equitably  
Essential Practices 4:  
Implement Data-Driven Human Capital Strategies

If we develop a plan to educate all staff on Multi-Tiered Systems of Support, then we will be able to build and implement an efficient and effective tiered system of support to maximize student achievement while supporting the social, emotional, and behavioral needs of students from a strengths based perspective.

Essential Practices 3:  
Provide Student-Centered Support Systems  
Essential Practices 3:  
Provide Student-

**Priority Statement**

**Outcome Category**

Centered Support Systems

Regular Attendance

**ACTION PLAN AND STEPS**

**Evidence-based Strategy**

Multi-Tier System of Support

**Measurable Goals**

**Goal Nickname**

**Measurable Goal Statement (Smart Goal)**

MTSS

District leaders will ensure that 100% of staff are provided the following: Training focused on the understanding of Multi-Tiered Systems of Support; professional learning regarding the implementation process; positioning to utilize district-wide data collection systems to support student social, emotional, and behavioral needs to remove barriers to academic growth.

MTSS and Student Assistance Program

District leaders will ensure there is a formal, district-wide process for identification of individual student needs resulting in a well-coordinated system of support for the whole child in 100% of Erie's Public Schools.

Attendance

Erie's Public Schools will increase student regular attendance rate as defined in Pennsylvania Future Ready Index to 85%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Complete comprehensive evaluation of systems of support currently in place in Erie's Public Schools (excluding Erie High)	2023-07-01 - 2023-12-01	Scherry Prater; Karin Ryan; Angie Kownacki; Building Based MTSS teams	American Institutes for Research Consultant; MTSS Teams
District leadership will establish a common understanding of MTSS; selection of practices, and develop an implementation plan.	2023-11-07 - 2023-11-07	Teresa Szumigala, Assistant Superintendent Scherry Prater, Director of Student Services Karin Ryan, Director of Educational Services Angie Kownacki, Director of Special Education	American Institutes for Research Consultant
MTSS Professional Development Sessions for a cohort of school teams, focused on the results of the MTSS Evaluation and desired work of the district team.	2024-01-02 - 2024-06-28	Teresa Szumigala, Assistant Superintendent Scherry Prater, Director of Student Services Karin Ryan, Director of Educational Services Angie Kownacki, Director of Special Education MTSS Teams	American Institutes for Research Consultant
Complete comprehensive evaluation of systems of support currently in place at Erie High School.	2024-07-01 - 2024-08-30	Teresa Szumigala, Assistant Superintendent Scherry Prater, Director of Student Services Karin Ryan, Director of Educational Services Angie Kownacki, Director of Special Education MTSS Teams	Evaluation materials and prior knowledge of the previous trainings
Erie High leadership will establish a common understanding of MTSS; selection of practices, and	2024-08-30 - 2024-01-02	Scherry Prater, Director of Student Services Karin Ryan, Director of	Knowledge from previous professional learning with

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
develop an implementation plan.		Educational Services Angie Kownacki, Director of Special Education Erie High Administrative Team Erie High MTSS Team	American Institutes for Research.
MTSS Professional Development Sessions for the Erie High team, focused on the results of the MTSS Evaluation and desired work of the Erie High team.	2024-01-02 - 2024-06-28	Scherry Prater, Director of Student Services Karin Ryan, Director of Educational Services Angie Kownacki, Director of Special Education Erie High Administrative Team Erie High MTSS Team	Knowledge from previous professional learning with American Institutes for Research.
Learning walks to ensure implementation is building efficient and effective tiered system of support to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective.	2024-09-16 - 2026-06-30	Scherry Prater, Director of Student Services Karin Ryan, Director of Educational Services Angie Kownacki, Director of Special Education Building Principals	Cycle of Improvement
District leadership will continue to review the implementation stages of the Student Assistance Program at all district school buildings. Leadership will begin to differentiate professional learning at school sites based on level of implementation.	2023-08-21 - 2026-06-30	Scherry Prater Student Assistance Program Teams	
<b>Anticipated Outcome</b>			

Completion of the MTSS Fidelity of Implementation Rubric and Essential Components Worksheet. Comprehensive MTSS Evaluation Report  
Increase in district regular attendance rate

**Monitoring/Evaluation**

Monitoring will occur using regular cycles of self assessment and learning walks conducted by administration.

**Evidence-based Strategy**

Professional Learning Communities/Instructional Leadership Teams

**Measurable Goals**

**Goal Nickname**                      **Measurable Goal Statement (Smart Goal)**

Learning Walks-Cycle of Improvement                      Erie's Public Schools will commit to operating regularly scheduled Professional Learning Communities and Instructional Leadership Team meetings in all schools to strengthen curriculum implementation. 100% of schools will commit to a cycle of improvement consisting of lesson internalization, classroom learning walks, and feedback at least twice a month in all core course instruction and social emotional curriculum.

Graduation Rate                      100% of students will graduate high school equipped with the knowledge, skills, and disposition to execute their post-high school future plan.

**Action Step**

**Anticipated Start/Completion**                      **Lead Person/Position**                      **Materials/Resources/Supports Needed**

Building leaders will reflect upon current practice and implementation                      2023-08-11 -                      Building level

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
<p>level of effective Professional Learning Communities (PLCs) and Instructional Leadership Teams (ILTs) to determine the course for the 23-24 school year. This cycle will be repeated for the 24-25 and 25-26 school years.</p>	<p>2023-08-18</p>	<p>leaders Educational Services Team Student Services Team Special Education Team</p>	
<p>District leadership will begin to differentiate support and design professional learning based on needs of each district school building.</p>	<p>2023-09-11 - 2026-06-30</p>	<p>Building level leaders Educational Services Team Student Services Team Special Education Team</p>	
<p>Each building will develop a customized schedule for Professional Learning Communities based on need and review of data. These meetings will focus on lesson internalization, learning walks and feedback to ensure curriculum implementation for academic subjects and social emotional learning. This process will be analyzed using the cycle of improvement yearly.</p>	<p>2023-09-11 - 2026-06-30</p>	<p>Teachers Building level leaders Educational Services Team Student Services Team Special Education Team</p>	
<p>Buildings will regularly review various forms of assessment data and student work in PLCs and ILTs in order to keep the focus of the teams</p>	<p>2023-09-11 - 2024-06-28</p>	<p>Building leaders Teachers</p>	



<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
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District leaders will develop a process for determining resource allocation prioritizing the highest needs schools.	2023-11-01 - 2024-01-31	Executive Leadership Team	
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Biannual meetings will be scheduled with building leaders to review the resource allocation process. Data reviews will be discussed as part of the decision making process.	2024-02-01 - 2026-06-30	Executive Leadership Team Building Leaders	
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Pennsylvania Essential Practice Rubric Eleven: Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data will be completed annually by all stakeholders.	2024-06-03 - 2026-06-30	Executive Leadership Team Building Leaders Teachers	Pennsylvania Essential Practice Survey and Rubric
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**Anticipated Outcome**

**Monitoring/Evaluation**

**Evidence-based Strategy**  
Implement Data-Driven Human Capital Strategies



## Measurable Goals

### Goal Nickname      Measurable Goal Statement (Smart Goal)

**Human Capital Strategies**      The district will implement and maintain a performance management and feedback system that maximizes the effectiveness of district leaders, teachers, and other staff to ensure optimal learning for students. The district will move to exemplary on the rubric provided in Pennsylvania's Essential Practice Nine.

### Action Step

#### Anticipated Start/Completion

#### Lead Person/Position

#### Materials/Resources/Supports Needed

Pennsylvania Essential Practice Rubric Nine: Recruit and retain fully credentialed, experienced and high-quality teachers rubric will be completed annually by all stakeholders.

2024-06-28 -  
2026-06-30

Executive Leadership Team  
Building Leaders Teachers

Pennsylvania Essential Practice Survey and Rubric

District policies will be established to support schools in identifying staffing needs based on data.

2024-05-31 -  
2024-06-28

Executive Leadership Teams

The district will review the current performance management and feedback system with a focus on optimal learning for students.

2024-01-08 -  
2024-06-28

Building level leaders  
Teachers Educational Services Team  
Team Student Services Team  
Special Education Team

Educator Effectiveness Materials

## Anticipated Outcome

## Monitoring/Evaluation



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
District leaders will ensure that 100% of staff are provided the following: Training focused on the understanding of Multi-Tiered Systems of Support; professional learning regarding the implementation process; positioning to utilize district-wide data collection systems to support student social, emotional, and behavioral needs to remove barriers to academic growth. (MTSS)	Multi-Tier System of Support	Complete comprehensive evaluation of systems of support currently in place in Erie's Public Schools (excluding Erie High)	07/01/2023 - 12/01/2023
District leaders will ensure there is a formal, district-wide process for identification of individual student needs resulting in a well-coordinated system of support for the whole child in 100% of Erie's Public Schools. (MTSS and Student Assistance Program)			
Erie's Public Schools will increase student regular attendance rate as defined in Pennsylvania Future Ready Index to 85%. (Attendance )			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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District leaders will ensure there is a formal, district-wide process for identification of individual student needs resulting in a well-coordinated system of support for the whole child in 100% of Erie's Public Schools. (MTSS and Student Assistance Program)			
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District leaders will ensure there is a formal, district-wide process for identification of individual student needs resulting in a well-coordinated system of support for the whole child in 100% of Erie's Public Schools. (MTSS and Student Assistance Program)			
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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

### Measurable Goals

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Erie's Public Schools will increase student regular attendance rate as defined in Pennsylvania Future Ready Index to 85%. (Attendance )

Action Plan Name	Professional Development Step	Anticipated Timeline
Multi-Tier System of Support	MTSS Professional Development Sessions for the Erie High team, focused on the results of the MTSS Evaluation and desired work of the Erie High team.	01/02/2024 - 06/28/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
District leaders will ensure that 100% of staff are provided the following: Training focused on the understanding of Multi-Tiered Systems of Support; professional learning regarding the implementation process; positioning to utilize district-wide data collection systems to support student social, emotional, and behavioral needs to remove barriers to academic growth. (MTSS)	Multi-Tier System of Support	Learning walks to ensure implementation is building efficient and effective tiered system of support to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective.	09/16/2024 - 06/30/2026
District leaders will ensure there is a formal, district-wide process for identification of individual student needs resulting in a well-coordinated system of support for the whole child in 100% of Erie's Public Schools. (MTSS and Student Assistance Program)			
Erie's Public Schools will increase student regular attendance rate as defined in Pennsylvania Future Ready Index to 85%. (Attendance )			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

### Measurable Goals

	Action Plan Name	Professional Development Step	Anticipated Timeline
District leaders will ensure that 100% of staff are provided the following: Training focused on the understanding of Multi-Tiered Systems of Support; professional learning regarding the implementation process; positioning to utilize district-wide data collection systems to support student social, emotional, and behavioral needs to remove barriers to academic growth. (MTSS)	Multi-Tier System of Support	District leadership will continue to review the implementation stages of the Student Assistance Program at all district school buildings.	08/21/2023 - 06/30/2026
District leaders will ensure there is a formal, district-wide process for identification of individual student needs resulting in a well-coordinated system of support for the whole child in 100% of Erie's Public Schools. (MTSS and Student Assistance Program)		Leadership will begin to differentiate professional learning at school sites based on level of implementation.	
Erie's Public Schools will increase student regular attendance rate as defined in Pennsylvania Future Ready Index to 85%. (Attendance )			



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Erie's Public Schools will commit to operating regularly scheduled Professional Learning Communities and Instructional Leadership Team meetings in all schools to strengthen curriculum implementation. 100% of schools will commit to a cycle of improvement consisting of lesson internalization, classroom learning walks, and feedback at least twice a month in all core course instruction and social emotional curriculum. (Learning Walks-Cycle of Improvement )	Professional Learning Communities/Instructional Leadership Teams	District leadership will begin to differentiate support and design professional learning based on needs of each district school building.	09/11/2023 - 06/30/2026
100% of students will graduate high school equipped with the knowledge, skills, and disposition to execute their post-high school future plan. (Graduation Rate)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Erie's Public Schools will commit to operating regularly scheduled Professional Learning Communities and Instructional Leadership Team meetings in all schools to strengthen curriculum implementation. 100% of schools will commit to a cycle of improvement consisting of lesson internalization, classroom learning walks, and feedback at least twice a month in all core course instruction and social emotional curriculum. (Learning Walks-Cycle of Improvement )	Professional Learning Communities/Instructional Leadership Teams	Buildings will regularly review various forms of assessment data and student work in PLCs and ILTs in order to keep the focus of the teams geared toward Tier One core instruction and Tier Two and Three interventions.	09/11/2023 - 06/28/2024
100% of students will graduate high school equipped with the knowledge, skills, and disposition to execute their post-high school future plan. (Graduation Rate)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
District leaders will ensure that 100% of staff are provided the following: Training focused on the understanding of Multi-Tiered Systems of Support; professional learning regarding the implementation process; positioning to utilize district-wide data collection systems to support student social, emotional, and behavioral needs to remove barriers to academic growth. (MTSS)	Multi-Tier System of Support	Complete comprehensive evaluation of systems of support currently in place in Erie's Public Schools (excluding Erie High)	07/01/2023 - 12/01/2023

Erie's Public Schools will increase student regular attendance rate as defined in Pennsylvania Future Ready Index to 85%. (Attendance )

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## **APPROVALS & SIGNATURES**

### **Assurance of Quality and Accountability**

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

**Signature (Entered Electronically and must have access to web application).**

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Chief School Administrator

## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Eleven of fifteen Erie School District Schools met or exceeded the Statewide Growth Goal or met or exceeded the Interim Target in English Language Arts/Literature in 2021-2022. Thirteen of fifteen schools met or exceeded the Statewide Growth Goal or met or exceeded the Interim Target in Mathematics in 2021-2022.

The Economically Disadvantaged Subgroup in the Erie School District met or exceeded the Statewide Growth Goal or met or exceeded the Interim Target in thirteen of fifteen schools for English Language Arts/Literature and Mathematics/Algebra I in 2021-2022.

The four and five year cohort graduation percentage at Northwest Pennsylvania Collegiate Academy is 99%. The combined four and five year cohort graduation rate for Erie High School is above 67%.

Foundational skills, needed for reading success, measured by DIBELS has increased especially in Kindergarten, grade one, and grade three.

All elementary levels displayed growth in the 21-22 school year.

Standards aligned curriculum is available for English Language

### Challenges

Fourteen of fifteen Erie School District Schools did not meet the Interim Goal/Improvement Target in English Language Arts/Literature nor in Mathematics/Algebra I in 2021-2022. All fifteen schools did not meet or exceed the Interim Goal/Improvement Target in Science/Biology in 2021-2022.

Ten of eleven Erie School District Schools did not meet the Interim Goal/Improvement Target for English Language Growth and Attainment in 2021-2022.

The Black, White, and Economically Disadvantaged Subgroups did not meet the Interim Goal/Improvement target in English Language Arts/Literature in fourteen of fifteen schools in 2021-2022. The Hispanic and Students with Disabilities Subgroups did not meet the Interim Goal /Improvement target in English Language Arts/Literature in all of the schools that meet the number of students for that subgroup.

Although foundational skills needed for successful reading is increasing, the rate of acquisition for all students is not fast enough especially for EL, IEP, Hispanic, and African American/Black Students.

## Strengths

Arts for all grades and all schools in the District.

The percentage of students who are at grade level as measured by the i-Ready Diagnostic has increased from prior years.

Standards aligned curriculum is available for Mathematics for all elementary and middle schools in the District.

The 3 year average for grade eight showed there was significant evidence that the district exceeded the growth standard (dark blue) in Science.

In eighth grade, the Asian, EL, IEP, and White subgroups exceeded the growth standard (blue) while the Black, Hispanic, and Two or More Races subgroups met the growth standard (green).

Establish and maintain a focused system for continuous improvement and ensure organizational coherence. (Strategic Priority 1)

EPS has partnered with CORE Learning to work with district and school leaders to ensure curriculum integrity occurs with adopted high quality standards based materials.

All elementary levels displayed growth in the 21-22 school year.

## Challenges

Grade Four had the fewest students reach benchmark or above.

Over three quarters of the middle and high school students are not scoring at grade level according to the English Language Arts Assessment.

Seventy percent of students are scoring below grade level in mathematics in grades K-8.

Although math percentages for students at grade level have increased, the rate of acquisition for all students is not fast enough especially for students in 8th grade and African American/Black Students.

In 2022, the overall Science percentage on the PSSA was a 32.9% which was a small increase of 1.1% from 2021, but significantly below the State Average of 62.2%.

The 3 year average for grade four showed there was significant evidence the district did not meet the growth standard (red) in Science.

The Black (19%), EL (13.4%), and IEP (15.1%) subgroups had the smallest numbers of students proficient on the Science PSSA.

On the Perkins V Indicators, Keystone Literature (6.67%), and Algebra (25.19%) were significantly lower than the 49.01%

## Strengths

EPS has partnered with CORE Learning to work with district and school leaders to ensure curriculum integrity occurs with adopted high quality standards based materials.

Partner with local businesses, community organizations, and other agencies to meet the needs of the district. (Strategic Priority 6)

In 2020-2021: The District 4 year graduation rate was 72.7% and the dropout percentage was 13.6%. In 2020-2021: The District 6 year graduation rate was 76.8% and the dropout percentage was 22.1%.

On the Perkins V, Graduation Cohort was the only indicator in which the goal set by the State (92.88%) was achieved with a 94.77% Graduation rate in 2021-2022.

On the Perkins V, Post-Program placement 93.15%, Non-Traditional Concentrator 17.62%, and Recognized Credential 83.5% were all considerably close to the goals set by the State (Post-Program 99.5%, Non-Trad Concentrator 18.71%, Recognized Credentials 85.7%). The Erie School District outperformed the State average in these last three categories (State Results: Post-Program 88.89%, Non-Trad Concentrator 15.35%, Recognized Credentials 68.16%).

## Challenges

(Literature) and 42.47% (Algebra) goals set by the State.

In 2021-2022: 6 out of every 20 students (30%) reached an attendance rate of at least 95%.

In 2021-22, African American students were 33% of student enrollment and accounted for 55% of all discipline referrals.

Although the district moves toward adoption of standards aligned materials, the challenge remains consistent implementation across all buildings.

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction. (Strategic Priority 3)

The typical completion rate of students on the NOCTI is approximately 95%, in the 2021-2022 school year the completion rate was 65%. Fifty-eight students of one hundred forty-two who were scheduled into CTE courses were competent or advanced on the NOCTI in 2021-2022 with a rate of 40.8%. This percentage of advanced or competent students was approximately 20-35% lower than the last 4 years that the test was given in 2015-2018.

Our English Learners, Students with Disabilities, Black, and



### Strengths

In 2021-2022 there was significant evidence that the Students with Disabilities Subgroup exceeded the growth standard (dark blue) on the PSSA for English Language Arts and met the growth standard (green) for Mathematics.

In 2021-2022 there was significant evidence that the English Learner, Black, and Hispanic Subgroups exceeded the growth standard (dark blue) on the PSSA for both English Language Arts and Mathematics.

All students in Erie's Public Schools have personal (1:1) electronic devices.

All students in Erie's Public Schools have personal (1:1) electronic devices.

### Challenges

Hispanic Subgroups are not developing their foundational skills early enough to become proficient readers as measured by the DIBELS assessment. Only 18% of English Learners, 12% of Students with Disabilities, 24% of Black/African Americans, and 17.9% of Hispanic students moved into at or above benchmark from well below or below basic during the 2021-2022 school year.

Our English Learners, Students with Disabilities, Black, and Hispanic Subgroups are not developing the needed math skills as measured by the i-Ready Diagnostic in grades K-8. Only 14% of English Learners, 12% of Students with Disabilities, 20% of Black/African Americans, and 25% of Hispanic students were proficient by the end of the 2021-2022 school year on the iReady Diagnostic.

In 2021-2022 67.3% of the English Learners in grades K-5 scored in the Entering and Beginning levels of the Access for ELs 2.0 exam. 32.2% of the K-5 students scored in Developing and Expanding while 0.6% scored in the top two categories of Bridging and Reaching. In grades 6-8, 49.1% of the English Learners scored in the Entering and Developing levels of the Access for ELs 2.0 exam, 50.3% scored at the Developing and Expanding levels, and 0.5% scored at Bridging and Reaching. In grades 9-12, 63.3% of the English Learners scored in the Entering and Developing levels of the Access for ELs 2.0 exam, 35.7% scored at the Developing and Expanding levels, and 1.1% scored at Bridging and Reaching.

## Challenges

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning. (Strategic Priority 3,4)

The buildings lack a system to continuously monitor and address student's individual learning needs.

New barriers exist for regular student attendance in our schools.

Foster a vision and culture of high expectations for success for all students, educators, and families. (Strategic Priority 4)

There are some policies and procedures for schools to access resources, but resources are not consistently accessible when unforeseen needs arise.

There is not an efficient and effective tiered system of support to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective.

Coordinate and monitor supports aligned with students' and families' needs. (Strategic Priority 4)

Both buildings are working with central administration to monitor and support proper curriculum implementation, student engagement, and attendance strategies.

## Challenges

Curriculum Implementation Plan: Central office staff will work with building administrators to ensure the proper implementation of new curricula - focusing on curricular routines and student engagement.

Student Services: \*Revamped Student Assistance Program (SAP) in every building. \*All elementary and middle schools fall under the Community School model. \*In the fall of 2023, all elementary and secondary buildings adopted social and emotional curricula to support student needs.

Both buildings are working with central administration to monitor and support proper curriculum implementation, student engagement, and attendance strategies.

Curriculum Implementation Plan: Central office staff will work with building administrators to ensure the proper implementation of new curricula - focusing on curricular routines and student engagement.

Student Services: \*Revamped Student Assistance Program (SAP) in every building. \*All elementary and middle schools fall under the Community School model. \*In the fall of 2023, all elementary and secondary buildings adopted social and emotional curricula to support student needs.

**Most Notable Observations/Patterns**

The team noted the importance of aligning student services with strong curriculum implementation. Removing barriers to learning is key and essential in transitioning our students from Pre-K to high school graduation.

**Challenges**

**Discussion Point**

**Priority for Planning**

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction. (Strategic Priority 3)

EPS lacked a consistent structure to ensure standards-aligned curricula was implemented with integrity.

✓

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning. (Strategic Priority 3,4)

There are some policies and procedures for schools to access resources, but resources are not consistently accessible when unforeseen needs arise.

EPS lacked a consistent procedure to deploy resources to address unforeseen needs.

✓

There is not an efficient and effective tiered system of support to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective.

EPS lacked a consistent tiered system of support to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective.

✓

## ADDENDUM B: ACTION PLAN

### Action Plan: Multi-Tier System of Support

Action Steps	Anticipated Start/Completion Date	
Complete comprehensive evaluation of systems of support currently in place in Erie's Public Schools (excluding Erie High)	07/01/2023 - 12/01/2023	
Monitoring/Evaluation	Anticipated Output	
Monitoring will occur using regular cycles of self assessment and learning walks conducted by administration.	Completion of the MTSS Fidelity of Implementation Rubric and Essential Components Worksheet. Comprehensive MTSS Evaluation Report Increase in district regular attendance rate	
Material/Resources/Supports Needed	PD Step	Comm Step
American Institutes for Research Consultant; MTSS Teams	yes	yes

**Action Steps**

District leadership will establish a common understanding of MTSS; selection of practices, and develop an implementation plan.

**Anticipated Start/Completion Date**

11/07/2023 - 11/07/2023

**Monitoring/Evaluation**

Monitoring will occur using regular cycles of self assessment and learning walks conducted by administration.

**Anticipated Output**

Completion of the MTSS Fidelity of Implementation Rubric and Essential Components Worksheet. Comprehensive MTSS Evaluation Report Increase in district regular attendance rate

**Material/Resources/Supports Needed**

American Institutes for Research Consultant

**PD Step**

yes

**Comm Step**

no

<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>	
<p data-bbox="308 399 422 546">MTSS Professional Development Sessions for a cohort of school teams, focused on the results of the MTSS Evaluation and desired work of the district team.</p>	<p data-bbox="308 882 341 1134">01/02/2024 - 06/28/2024</p>	
<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>	
<p data-bbox="568 399 682 546">Monitoring will occur using regular cycles of self assessment and learning walks conducted by administration.</p>	<p data-bbox="568 735 682 1134">Completion of the MTSS Fidelity of Implementation Rubric and Essential Components Worksheet. Comprehensive MTSS Evaluation Report Increase in district regular attendance rate</p>	
<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>	<b>Comm Step</b>
<p data-bbox="828 399 860 546">American Institutes for Research Consultant</p>	<p data-bbox="828 693 860 903">yes</p>	<p data-bbox="828 1071 860 1281">yes</p>



**Action Steps****Anticipated Start/Completion Date**

Complete comprehensive evaluation of systems of support currently in place at Erie High School.

07/01/2024 - 08/30/2024

**Monitoring/Evaluation****Anticipated Output**

Monitoring will occur using regular cycles of self assessment and learning walks conducted by administration.

Completion of the MTSS Fidelity of Implementation Rubric and Essential Components Worksheet. Comprehensive MTSS Evaluation Report Increase in district regular attendance rate

**Material/Resources/Supports Needed****PD Step**      **Comm Step**

Evaluation materials and prior knowledge of the previous trainings

no

no

Action Steps	Anticipated Start/Completion Date
Erie High leadership will establish a common understanding of MTSS; selection of practices, and develop an implementation plan.	08/30/2024 - 01/02/2024
<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
Monitoring will occur using regular cycles of self assessment and learning walks conducted by administration.	Completion of the MTSS Fidelity of Implementation Rubric and Essential Components Worksheet. Comprehensive MTSS Evaluation Report Increase in district regular attendance rate
<b>Material/Resources/Supports Needed</b>	<b>PD Step</b> <b>Comm Step</b>
Knowledge from previous professional learning with American Institutes for Research.	no                  no

**Action Steps****Anticipated Start/Completion Date**

MTSS Professional Development Sessions for the Erie

High team, focused on the results of the MTSS Evaluation and desired work of the Erie High team.

01/02/2024 - 06/28/2024

**Monitoring/Evaluation****Anticipated Output**

Monitoring will occur using regular cycles of self assessment and learning walks conducted by administration.

Completion of the MTSS Fidelity of Implementation Rubric and Essential Components Worksheet. Comprehensive MTSS Evaluation Report Increase in district regular attendance rate

**Material/Resources/Supports Needed****PD Step**      **Comm Step**

Knowledge from previous professional learning with American Institutes for Research.

yes      no

<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>	
<p>Learning walks to ensure implementation is building efficient and effective tiered system of support to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective.</p>	<p>09/16/2024 - 06/30/2026</p>	
<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>	
<p>Monitoring will occur using regular cycles of self assessment and learning walks conducted by administration.</p>	<p>Completion of the MTSS Fidelity of Implementation Rubric and Essential Components Worksheet. Comprehensive MTSS Evaluation Report Increase in district regular attendance rate</p>	
<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>	<b>Comm Step</b>
<p>Cycle of Improvement</p>	<p>yes</p>	<p>no</p>

**Action Steps****Anticipated Start/Completion Date**

District leadership will continue to review the implementation stages of the Student Assistance Program at all district school buildings. Leadership will begin to differentiate professional learning at school sites based on level of implementation.

08/21/2023 - 06/30/2026

**Monitoring/Evaluation****Anticipated Output**

Monitoring will occur using regular cycles of self assessment and learning walks conducted by administration.

Completion of the MTSS Fidelity of Implementation Rubric and Essential Components Worksheet. Comprehensive MTSS Evaluation Report Increase in district regular attendance rate

**Material/Resources/Supports Needed****PD Step****Comm Step**

yes

no

**Action Plan: Professional Learning Communities/Instructional Leadership Teams**



**Action Steps**

District leadership will begin to differentiate support and design professional learning based on needs of each district school building.

**Anticipated Start/Completion Date**

09/11/2023 - 06/30/2026

**Monitoring/Evaluation**

**Anticipated Output**

**Material/Resources/Supports Needed**

**PD Step**

yes

**Comm Step**

no

<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
<p>Each building will develop a customized schedule for Professional Learning Communities based on need and review of data. These meetings will focus on lesson internalization, learning walks and feedback to ensure curriculum implementation for academic subjects and social emotional learning. This process will be analyzed using the cycle of improvement yearly.</p>	<p>09/11/2023 - 06/30/2026</p>

<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>

<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>	<b>Comm Step</b>
	no	no



**Action Steps** **Anticipated Start/Completion Date**

Buildings will regularly review various forms of assessment data and student work in PLCs and ILTs in order to keep the focus of the teams geared toward Tier One core instruction and Tier Two and Three interventions.

09/11/2023 - 06/28/2024

**Monitoring/Evaluation**

**Anticipated Output**

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

yes

no

**Action Plan: Organize and Allocate Resources and Services Strategically and Equitably**

Action Steps	Anticipated Start/Completion Date
District leaders will develop a process for determining resource allocation prioritizing the highest needs schools.	11/01/2023 - 01/31/2024
Monitoring/Evaluation	Anticipated Output
Material/Resources/Supports Needed	no
	no
	no
	no

**Action Steps**

Biannual meetings will be scheduled with building leaders to review the resource allocation process. Data reviews will be discussed as part of the decision making process.

**Anticipated Start/Completion Date**

02/01/2024 - 06/30/2026

**Monitoring/Evaluation**

**Anticipated Output**

**Material/Resources/Supports Needed**

**PD Step**

no

**Comm Step**

no

Action Steps	Anticipated Start/Completion Date	
Pennsylvania Essential Practice Rubric Eleven: Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data will be completed annually by all stakeholders.	06/03/2024 - 06/30/2026	
Monitoring/Evaluation	Anticipated Output	
Material/Resources/Supports Needed	PD Step	Comm Step
Pennsylvania Essential Practice Survey and Rubric	no	no

**Action Plan: Implement Data-Driven Human Capital Strategies**

**Action Steps**

**Anticipated Start/Completion Date**

Pennsylvania Essential Practice Rubric Nine: Recruit and retain fully credentialed, experienced and high-quality teachers rubric will be completed annually by all stakeholders.

06/28/2024 - 06/30/2026

**Monitoring/Evaluation**

**Anticipated Output**

**Material/Resources/Supports Needed**

**PD Step**      **Comm Step**

Pennsylvania Essential Practice Survey and Rubric

no

no

**Action Steps**

**Anticipated Start/Completion Date**

District policies will be established to support schools in identifying staffing needs based on data.

05/31/2024 - 06/28/2024

**Monitoring/Evaluation**

**Anticipated Output**

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

no

no

**Action Steps**

The district will review the current performance management and feedback system with a focus on optimal learning for students.

**Anticipated Start/Completion Date**

01/08/2024 - 06/28/2024

**Monitoring/Evaluation**

**Anticipated Output**

**Material/Resources/Supports Needed**

**PD Step**

no

**Educator Effectiveness Materials**

no

**Comm Step**

no

## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>District leaders will ensure that 100% of staff are provided the following: Training focused on the understanding of Multi-Tiered Systems of Support; professional learning regarding the implementation process; positioning to utilize district-wide data collection systems to support student social, emotional, and behavioral needs to remove barriers to academic growth. (MTSS)</p> <p>District leaders will ensure there is a formal, district-wide process for identification of individual student needs resulting in a well-coordinated system of support for the whole child in 100% of Erie's Public Schools. (MTSS and Student Assistance Program)</p> <p>Erie's Public Schools will increase student regular attendance rate as defined in Pennsylvania Future Ready Index to 85%. (Attendance )</p>	<p>Multi-Tier System of Support</p>	<p>Complete comprehensive evaluation of systems of support currently in place in Erie's Public Schools (excluding Erie High)</p>	<p>07/01/2023 - 12/01/2023</p>
<p>District leaders will ensure that 100% of staff are provided the following: Training focused on the understanding of Multi-Tiered Systems of Support; professional learning regarding the implementation process; positioning to utilize district-wide data collection systems to support student social, emotional, and behavioral needs to remove barriers to academic growth. (MTSS)</p>	<p>Multi-Tier System of Support</p>	<p>District leadership will establish a common understanding of MTSS; selection of practices, and develop an</p>	<p>11/07/2023 - 11/07/2023</p>



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>District leaders will ensure there is a formal, district-wide process for identification of individual student needs resulting in a well-coordinated system of support for the whole child in 100% of Erie's Public Schools. (MTSS and Student Assistance Program)</p> <p>Erie's Public Schools will increase student regular attendance rate as defined in Pennsylvania Future Ready Index to 85%. (Attendance )</p>	<p>Multi-Tier System of Support</p>	<p>implementation plan.</p>	<p>01/02/2024 - 06/28/2024</p>
<p>District leaders will ensure that 100% of staff are provided the following: Training focused on the understanding of Multi-Tiered Systems of Support; professional learning regarding the implementation process; positioning to utilize district-wide data collection systems to support student social, emotional, and behavioral needs to remove barriers to academic growth. (MTSS)</p>	<p>Multi-Tier System of Support</p>	<p>MTSS Professional Development Sessions for a cohort of school teams, focused on the results of the MTSS Evaluation and desired work of the district team.</p>	<p>01/02/2024 - 06/28/2024</p>
<p>District leaders will ensure there is a formal, district-wide process for identification of individual student needs resulting in a well-coordinated system of support for the whole child in 100% of Erie's Public Schools. (MTSS and Student Assistance Program)</p> <p>Erie's Public Schools will increase student regular attendance rate as defined in Pennsylvania Future Ready Index to 85%. (Attendance )</p>	<p>Multi-Tier System of Support</p>	<p>implementation plan.</p>	<p>01/02/2024 - 06/28/2024</p>
<p>District leaders will ensure that 100% of staff are provided the following: Training focused on the understanding of Multi-Tiered Systems of Support; professional learning regarding the implementation process;</p>	<p>Multi-Tier System of Support</p>	<p>MTSS Professional Development Sessions for the</p>	<p>01/02/2024 - 06/28/2024</p>

<b>Measurable Goals</b>	<b>Action Plan Name</b>	<b>Professional Development Step</b>	<b>Anticipated Timeline</b>
<p>positioning to utilize district-wide data collection systems to support student social, emotional, and behavioral needs to remove barriers to academic growth. (MTSS)</p> <p>District leaders will ensure there is a formal, district-wide process for identification of individual student needs resulting in a well-coordinated system of support for the whole child in 100% of Erie's Public Schools. (MTSS and Student Assistance Program)</p> <p>Erie's Public Schools will increase student regular attendance rate as defined in Pennsylvania Future Ready Index to 85%. (Attendance )</p>		<p>Erie High team, focused on the results of the MTSS Evaluation and desired work of the Erie High team.</p>	
<p>District leaders will ensure that 100% of staff are provided the following: Training focused on the understanding of Multi-Tiered Systems of Support; professional learning regarding the implementation process; positioning to utilize district-wide data collection systems to support student social, emotional, and behavioral needs to remove barriers to academic growth. (MTSS)</p> <p>District leaders will ensure there is a formal, district-wide process for identification of individual student needs resulting in a well-coordinated system of support for the whole child in 100% of Erie's Public Schools. (MTSS and Student Assistance Program)</p> <p>Erie's Public Schools will increase student regular attendance rate as defined in Pennsylvania Future Ready Index to 85%. (Attendance )</p>	<p>Multi-Tier System of Support</p>	<p>Learning walks to ensure implementation is building efficient and effective tiered system of support to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based</p>	<p>09/16/2024 - 06/30/2026</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>District leaders will ensure that 100% of staff are provided the following: Training focused on the understanding of Multi-Tiered Systems of Support; professional learning regarding the implementation process; positioning to utilize district-wide data collection systems to support student social, emotional, and behavioral needs to remove barriers to academic growth. (MTSS)</p> <p>District leaders will ensure there is a formal, district-wide process for identification of individual student needs resulting in a well-coordinated system of support for the whole child in 100% of Erie's Public Schools. (MTSS and Student Assistance Program)</p> <p>Erie's Public Schools will increase student regular attendance rate as defined in Pennsylvania Future Ready Index to 85%. (Attendance )</p>	<p>Multi-Tier System of Support</p>	<p>District leadership will continue to review the implementation stages of the Student Assistance Program at all district school buildings. Leadership will begin to differentiate professional learning at school sites based on level of implementation.</p>	<p>08/21/2023</p> <p>06/30/2026</p>
<p>Erie's Public Schools will commit to operating regularly scheduled Professional Learning Communities and Instructional Leadership Team meetings in all schools to strengthen curriculum implementation. 100% of schools will commit to a cycle of improvement consisting of lesson internalization, classroom learning walks, and feedback at least twice a</p>	<p>Professional Learning Communities/Instructional Leadership Teams</p>	<p>District leadership will begin to differentiate support and design</p>	<p>09/11/2023 -</p> <p>06/30/2026</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>month in all core course instruction and social emotional curriculum. (Learning Walks-Cycle of Improvement )</p> <p>100% of students will graduate high school equipped with the knowledge, skills, and disposition to execute their post-high school future plan. (Graduation Rate)</p>		<p>professional learning based on needs of each district school building.</p>	
<p>Erie's Public Schools will commit to operating regularly scheduled Professional Learning Communities and Instructional Leadership Team meetings in all schools to strengthen curriculum implementation. 100% of schools will commit to a cycle of improvement consisting of lesson internalization, classroom learning walks, and feedback at least twice a month in all core course instruction and social emotional curriculum. (Learning Walks-Cycle of Improvement )</p>	<p>Professional Learning Communities/Instructional Leadership Teams</p>	<p>Buildings will regularly review various forms of assessment data and student work in PLCs and ILTs in order to keep the focus of the teams geared toward Tier One core instruction and Tier Two and Three interventions.</p>	<p>09/11/2023 - 06/28/2024</p>
<p>100% of students will graduate high school equipped with the knowledge, skills, and disposition to execute their post-high school future plan. (Graduation Rate)</p>			

# PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
MTSS Introductory Work	MTSS Teams	Common Understanding of Multi Tiered System of Supports
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Fidelity of Implementation Rubric	09/29/2023 - 11/07/2023	Scherry Prater, Director of Student Services
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
		<ul style="list-style-type: none"> <li>Teaching Diverse Learners in Inclusive Settings</li> <li>Teaching Diverse Learners in Inclusive Settings</li> <li>Teaching Diverse Learners in Inclusive Settings</li> <li>Teaching Diverse Learners in Inclusive Settings</li> </ul>
Professional Development Step	Audience	Topics of Prof. Dev
Student Assistance Program	Student Assistance Program Team Members	State required team training
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Participation on the SAP team.	08/21/2023 - 06/30/2026	IU5

**Danielson Framework Component 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

<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Cycle of Improvement through Professional Learning Communities and Instructional Leadership Teams	Building Leaders and Teachers	Curriculum Implementation and Integrity Cycle of Improvement School Improvement Process School Improvement Review and Monitoring

**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Learning Walks based on look-fors established during the PLC process.

10/09/2023 - 06/30/2026

Educational Services team Student Services Team  
Special Education Team Building Leaders  
Teachers

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

Language and Literacy Acquisition for All Students  
Teaching Diverse Learners in Inclusive Settings

**ADDENDUM D: ACTION PLAN COMMUNICATION**

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>District leaders will ensure that 100% of staff are provided the following: Training focused on the understanding of Multi-Tiered Systems of Support; professional learning regarding the implementation process; positioning to utilize district-wide data collection systems to support student social, emotional, and behavioral needs to remove barriers to academic growth. (MTSS)</p> <p>District leaders will ensure there is a formal, district-wide process for identification of individual student needs resulting in a well-coordinated system of support for the whole child in 100% of Erie's Public Schools. (MTSS and Student Assistance Program)</p> <p>Erie's Public Schools will increase student regular attendance rate as defined in Pennsylvania Future Ready Index to 85%. (Attendance )</p>	<p>Multi-Tier System of Support</p>	<p>Complete comprehensive evaluation of systems of support currently in place in Erie's Public Schools (excluding Erie High)</p>	<p>2023-07-01 - 2023-12-01</p>
<p>District leaders will ensure that 100% of staff are provided the following: Training focused on the understanding of Multi-Tiered Systems of Support; professional learning regarding the implementation process; positioning to utilize district-wide data collection systems to support student social, emotional, and behavioral needs to remove barriers to academic growth. (MTSS)</p> <p>District leaders will ensure there is a formal, district-wide process for identification of individual student needs resulting in a well-coordinated system of support for the whole child in 100% of Erie's Public Schools. (MTSS and Student Assistance Program)</p> <p>Erie's Public Schools will increase student regular attendance rate as defined in Pennsylvania Future Ready Index to 85%. (Attendance )</p>	<p>Multi-Tier System of Support</p>	<p>MTSS Professional Development Sessions for a cohort of school teams, focused on the results of the MTSS Evaluation and desired work of the district team.</p>	<p>2024-01-02 - 2024-06-28</p>



## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
MTSS: How does this connect to our established work?	All leaders, teachers, and support staff	What is MTSS? The connection of MTSS to educational, student, and special education services

Anticipated Timeframe	Frequency	Delivery Method
09/28/2023 - 06/28/2024	Ongoing, as the district moves to build a solid foundation.	Email

Lead Person/Position
Scherry Prater, Director of Student Services

## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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**ERIE CITY SD**

148 W 21st St

**Professional Development Plan (Act 48) | 2023 - 2026**

**ACT 48**

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

## ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

### MTSS INTRODUCTORY WORK

Action Step	Audience	Topics to be Included	Evidence of Learning
Complete comprehensive evaluation of systems of support currently in place in Erie's Public Schools (excluding Erie High)  District leadership will establish a common understanding of MTSS; selection of practices, and develop an implementation plan.	MTSS Teams	Common Understanding of Multi Tiered System of Supports	Fidelity of Implementation Rubric
<b>Lead Person/Position</b>	<b>Anticipated Timeline</b>		
Scherry Prater, Director of Student Services	09/29/2023 - 11/07/2023		

### LEARNING FORMAT

<b>Type of Activities</b>	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Four sessions	Teaching Diverse Learners in Inclusive Settings	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Eight Hours- Consultant - District Leadership Eighteen Hours- Consultant - School Teams		Teaching Diverse Learners in Inclusive Settings
Inservice day	Four Sessions - Erie High		Teaching Diverse Learners in Inclusive Settings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As needed - Erie High		Teaching Diverse Learners in Inclusive Settings

## STUDENT ASSISTANCE PROGRAM

Action Step	Audience	Topics to be Included	Evidence of Learning
District leadership will continue to review the implementation stages of the Student Assistance Program at all district school buildings. Leadership will begin to differentiate professional learning at school sites based on level of implementation.	Student Assistance Program Team Members	State required team training	Participation on the SAP team.

### Lead Person/Position

### Anticipated Timeline

IJ5

08/21/2023 - 06/30/2026

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	As needed with new team members		At Least 1-hour of Trauma-informed Care Training for All Staff

## CYCLE OF IMPROVEMENT THROUGH PROFESSIONAL LEARNING COMMUNITIES AND INSTRUCTIONAL LEADERSHIP TEAMS

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>District leadership will begin to differentiate support and design professional learning based on needs of each district school building.</p> <p>Buildings will regularly review various forms of assessment data and student work in PLCs and ILTs in order to keep the focus of the teams geared toward Tier One core instruction and Tier Two and Three interventions.</p>	<p>Building Leaders and Teachers</p>	<p>Curriculum Implementation and Integrity Cycle of Improvement School Improvement Process School Improvement Review and Monitoring</p>	<p>Learning Walks based on look-fors established during the PLC process.</p>

**Lead Person/Position**

Educational Services team Student Services Team Special Education Team Building Leaders Teachers 10/09/2023 - 06/30/2026

**Anticipated Timeline**

**LEARNING FORMAT**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Weekly depending on schedules		Language and Literacy Acquisition for All Students
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Four cycles per semester		Teaching Diverse Learners in Inclusive Settings



**Type of Activities**

**Frequency**

**Danielson Framework  
Component Met in this Plan**

**This Step Meets the Requirements of  
State Required Trainings**

## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

### LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
All EPS administrators and faculty	*WIDA *Understanding ACCESS administration and scoring *Understanding of student "Can-Do's *Integrating standards and can-do's in the classrooms	*Classroom walkthroughs *Student diagnostic data
Lead Person/Position	Anticipated Timeline	
Michelle Fiorelli - Supervisor of English Language Learners	07/03/2023 - 06/30/2026	

### LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Once per semester		

## TEACHING DIVERSE LEARNERS IN INCLUSIVE SETTINGS

Audience	Topics to be Included	Evidence of Learning
All administrators and EPS faculty	*Understand how students differ in their abilities and approaches to learning *Creating opportunities fostering achievement of diverse learners in the inclusive classroom	*Classroom walkthroughs *Infinite Campus discipline reports
<p><b>Lead Person/Position</b></p> <p>Scherry Prater - Director of Student Services</p>		
		<p><b>Anticipated Timeline</b></p> <p>07/03/2023 - 06/30/2026</p>

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Once per year		

## TRAUMA INFORMED CARE TRAINING

Audience	Topics to be Included	Evidence of Learning
All EPS Staff	*Five Social and Emotional Competencies *Supportive Discipline *Explicit Schoolwide SEL Instruction	*Classroom walkthroughs *Surveys *Infinite Campus Discipline Data
Lead Person/Position	Sherry Prater/Director of Student Services	Anticipated Timeline 07/03/2023 - 06/30/2026

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	One hour per year for all faculty and staff.		

## PROFESSIONAL ETHICS PROGRAMS FRAMEWORK GUIDELINES

Audience	Topics to be Included	Evidence of Learning
All EPS staff and subsequent inductions programs beginning 20224-25.	*Pennsylvania Competencies for Professional Ethics	*Teacher attendance reports *Teacher surveys
Lead Person/Position	Anticipated Timeline	
Natalie Fatica, Director of Human Resources	07/03/2023 - 06/30/2026	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once per year		

## CULTURALLY RELEVANT AND SUSTAINING EDUCATION FRAMEWORK GUIDELINES

Audience	Topics to be Included	Evidence of Learning
All EPS staff and subsequent induction program beginning 2024-25	Pennsylvania Competencies: Culturally Relevant and Sustaining Education	*Participant attendance *Participant surveys
<b>Lead Person/Position</b>	<b>Anticipated Timeline</b>	
Karin Ryan - Director of Educational Services	07/03/2023 - 06/30/2026	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once per year and subsequent for teacher induction program beginning in 2024-25.		

## STRUCTURED LITERACY PROGRAM FRAMEWORK GUIDELINES

Audience	Topics to be Included	Evidence of Learning
All EPS faculty and administrators	*PA Science of Reading Knowledge Course	*Classroom walkthroughs *Course performance *Student diagnostic data
Lead Person/Position	Anticipated Timeline	
Karin Ryan - Director of Educational Services	07/03/2023 - 06/30/2026	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Rolling cycles throughout the districts will be implemented during PLCs.		

## PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes



**Professional Education Plan Guidelines**

**Yes/No**

Are the following professional development activities included in the Act 48 Professional Development Plan?

Language and Literacy Acquisition for All Students

Yes

Teaching Diverse Learners in Inclusive Settings

Yes

At least 1-hour of trauma-informed care training for all staff

Yes

Professional Ethics Program Framework Guidelines

Yes

Culturally Relevant and Sustaining Education Program Framework Guidelines

Yes

Structured Literacy Program Framework Guidelines

Yes

When is the first year the LEA will offer Structured Literacy Training to the staff?

2023-  
2024

Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)?

We will begin the Structured Literacy Training with all administrators across the district and transition to all teachers.

Is the LEA using or planning to implement Structured Literacy (Select One)?

Yes, full implementation.

## **EVALUATION AND REVIEW**

### **DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.**

Our professional development plan will be reviewed at the end of each year and appropriate revisions will be made. We use input from parents (based on results from the end of year Title I family engagement policy), teacher and administration surveys, as well as end of year academic and behavioral data. Curriculum: All buildings are required to utilize the appropriate curriculums as they were intended. Buildings will use a standardized rubric to measure the routines related to the content specific curriculum. Teams of administrators have committed to completing two walkthroughs per quarter to monitor curriculum use related to routines and student engagement. The knowledge gained during these walkthroughs will help shape future professional development opportunities for teachers and the administrators. Learning Walks: Teams of administrators from central office will partner with building administrators to conduct three learning walks during the school year. The primary data collected will focus around curriculum use, implementation of curricular specific routines, and student engagement. Results from the walks will be used to support necessary changes to instruction and student learning. As needed, administrators will use the observation data to plan upcoming Professional Learning Community (PLC) meetings with teachers. SEL: All elementary, middle, and high school buildings adopted new SEL platforms for the 2023-24 school year. Specific and deliberate professional learning will take place in all schools.

Administrators, SWPBIS Teams, and teachers will all participate in learning the new curriculum and develop plans to deliver the appropriate instruction and support. Teachers and students will take a variety of surveys during the year measuring their reactions to the new platforms. The new knowledge will help all of our teachers implement more trauma sensitive practices with the children they serve. The SEL curriculum will fold into our existing SWPBIS and Student Assistance Programs (SAP). At the end of the year, teams will evaluate the success of the programming by conducting a final survey and examining school level behavior data. These results will help us develop professional development for the following school year. SAP: All buildings within our district have a dedicated Student Assistance Program (SAP) team consisting of mental health counselors, teachers, counselors, behavior interventionists, and administrators. In addition to reports required by the state, all SAP team coordinators present their end of year data to the Director of Student Services and the Assistant Superintendent. The reports and data collected are used to realign programming and may change staffing needs in specific buildings. MTSS: Multi Tiered Systems of Support trainings will be held for school specific teams throughout the entire district. MTSS teams work in conjunction with SWPBIS and

SAP groups to implement additional supports for students and their families. The knowledge and skills gained by teams will be shared with all faculty and staff members at the building level. Participants will complete surveys detailing their reactions and learning.

## **PROFESSIONAL EDUCATION PLAN ASSURANCES**

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Professional Education Committee Chairperson:

Date

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Superintendent or Chief Administrative Officer:

Date