



2018-2024 Strategic Plan
Mobilizing *Community*,
Igniting *Excellence!*

Our Commitment:

In Erie's Public Schools, we champion high levels of **Student Engagement** and **Personalized Pathways to Educational Excellence** for every student, without exception.





Erie's Public Schools
2018-2024 Strategic Plan
Mobilizing Community, Igniting Excellence!

Plan Date: June 2018

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Superintendent's Message

Refocusing on Teaching & Learning

We all know Erie is a great place to live. It boasts beautiful sunsets, a low cost of living and is a stable place to raise a family. But the real thing Erie has going for it--the thing I think we sometimes underestimate-- is our sense of community. When there is a need, big or small, people in this community step up to help.

In the fall of 2015, as Erie's Public Schools prepared for another grueling budget cycle, we realized we were running out of options and dug deeper to understand the root causes of our district's financial crisis. We knew that we had cut all that was possible and that our financial issues were related to our revenue, not our spending. We shared this information, and the data behind it, in meeting after meeting with the members of this community. And, though we didn't know it at the time, we lit a fire that engulfed all of Erie in a crusade to bring equity to our 11,500 city students.

And then, at the height of our crisis in 2017, when we feared that a financial solution from Harrisburg would never come, or come too late, this community stepped up again with the same intensity and collective will. After announcing our bold plan to consolidate three high schools, close additional buildings and reconfigure our remaining 15 schools, thousands of volunteers from this community gave their time, resources, expertise and well wishes to ensure that the largest reconfiguration in our district's history was not only possible, but successful.

This superhuman effort to lift up our schools and our students was not only recognized throughout the Commonwealth, but also acknowledged in the unprecedented \$14 million adjustment to the district's state education subsidy approved by Governor Tom Wolf and our legislature in 2018. With that victory, Erie proved one more time what we can do when our elected officials, community members, business leaders, families, staff and students rally behind a common goal.

Now, with the district's financial crisis behind us, it is time to shift our focus to the critical work of improving teaching and learning in our schools. We began this shift in February 2018 by embarking on a stakeholder- driven strategic planning process to define a vision for education in the City of Erie. Through this process, over 140 people - students, parents, teachers, support staff, administrators, school board members and business/community/higher education partners - devoted countless hours to the development of the strategic plan outlined in this document. Hundreds more also attended five community meetings held around the city to provide their feedback and hopes for the future of our schools.

The spirit of this community effort is reflected in the pages of this document. As you read it, I hope you'll feel the same sense of possibility and excitement that we did in creating it. The goals outlined on these pages are truly "game-changing" and we know they will challenge all of us over the next five years. But we have committed to them because we believe in our students' potential and we recognize that they are the key to Erie's future. We are also confident that the community will again step up to assist us in reaching these goals. My predecessor, Dr. Badams, was often quoted as saying "As the schools go, so goes the city." He was right. But now, instead of serving as a warning for where Erie could fail, our schools are an example of what the Erie community can accomplish together.

I am proud to have been a part of creating this plan, along with so many other passionate supporters of Erie's Public Schools. And I look forward to the challenging work that lies ahead, knowing that the Erie community will again be with us every step of the way.

Mr. Brian Polito
Superintendent



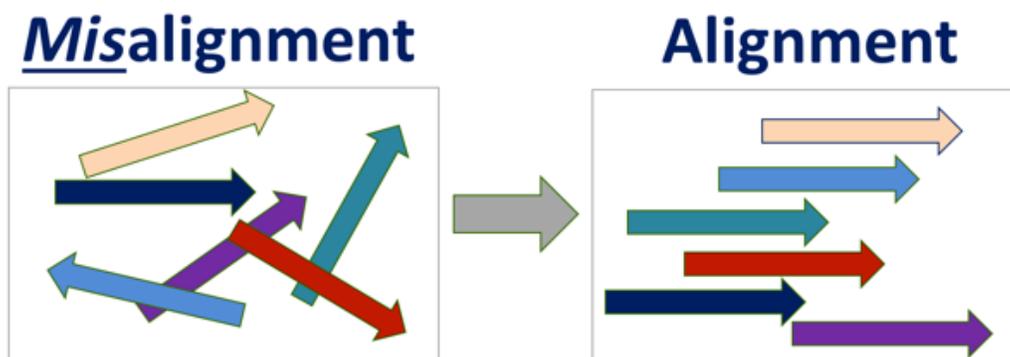
1. Many Voices, One Focus

1A. The Power of Alignment

A primary aim of planning is to facilitate **unity of purpose, or alignment**. Alignment is the process of reaching mutual understanding about common goals. It gives shared meaning to the work of the school or school district, thereby enabling successful accomplishment of the goals of the organization.

Alignment, like a magnet, is a force that coalesces and focuses all stakeholders and propels them forward as one. Alignment ensures that the organization is in balance; it makes certain that all parts and all parties 'fit' together and are moving in the same direction toward common goals.

The absence of alignment – i.e., misalignment – is “conflict”.... among people, programs, processes, resources, etc. Like an automobile out of alignment, misaligned schools or districts develop serious problems when underlying issues are not addressed in a timely manner. They become difficult to 'steer;' the 'parts' rub against one another, generating 'heat' and producing 'friction' and rapid 'wear-&-tear.' In sum, such organizations operate at less-than-peak performance, and the results they produce are often inconsistent and undesirable.



Without a plan, there is no focus or clear direction. Alignment, then, is about getting people, practices and programs on the same page, going in the same direction, at the same time. A disciplined framework for planning is a vital tool for bringing about alignment of people, programs, processes and resources. The resulting plan offers a coordinated roadmap for continuous improvement of educational practices and student achievement. Such a plan is, in reality, an expression of the organization's fondest wishes for students, staff and stakeholders.

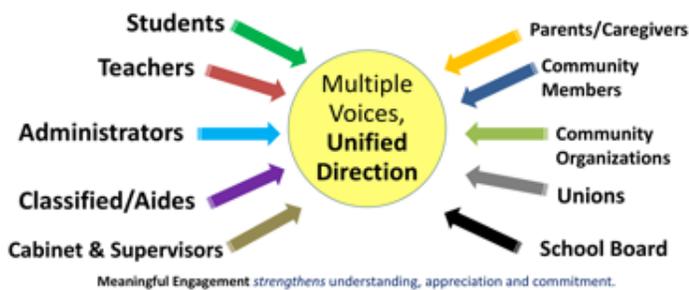
The strategic planning process for Erie's Public Schools was chartered by Mr. Brian Polito (Superintendent) and the School Board. The process was developed and facilitated by Performance Fact, Inc., led by Mutiu O. Fagbayi (President/CEO). Its ultimate aim is to focus the school district and its community partners on its core purpose: **accelerating learning, growth and success for every student, without exception.**

1B. Embracing Diverse Voices & Perspectives

MOVING FORWARD AS ONE! — Performance Fact’s strategic planning process – utilizes a series of stakeholder-teams to guide clients through the development of a strategic alignment plan that embraces each community’s diverse voices. The interlocking team structure enables multiple stakeholders and multiple configurations of stakeholder to inform the outcomes of the planning process.

The approach is organic, rather than rigid; it provides numerous opportunities for the school system and its partners to co-create the strategic plan step-by-step, giving many chances for continuous input, feedback, and adjustments. Great emphasis is placed on the conversation among participants, in a way that communicates “every one counts, every voice matters.”

Embracing Diverse Voices & Perspectives



Embracing Diverse Voices & Perspectives



The teaming arrangements are as follows:

Core Planning Team (CP) consists of a cross-section of **all** stakeholders, including students whenever possible. Because the team includes internal and external stakeholders, it takes the lead in setting the broad direction for the strategic plan, integrating feedback from other teams, and promoting buy-in and commitment. This team can have 20-150 members, as appropriate.

For Erie’s Public School, the Core Planning Team consisted of about 140 participants. The team held six full-day sessions between late February and early May 2018. Core Planning Team members included students, parents, teachers, principals, district-level administrators, and scores of community members from business, higher education, service agencies, city/county government, lay citizens/taxpayers, etc. All Core Planning Team sessions were held on the Gannon University campus.

Student Voice Team (SV) consists of students who represent the diversity among all students (e.g., demographic, academic, attitudinal, dropouts, graduates, etc.). The team serves as the **all** direct voice of the entire student body. Some of the students on this team may also serve on the Core Planning Team.

For Erie’s strategic planning exercise, three focus group sessions were conducted with one team of elementary students, one with middle school students, and one with high schooler. Each session lasted 60-90 minutes. In total, approximately 60 students took part in the focus group discussions in early January 2018. Additionally, a comprehensive online survey was administered to all students in Grades 3-12; about 4,500 participated in the online confidential survey. Finally, between 5-10 students participated in each meeting of the Core Planning Team.

Instructional Focus Team (IF) takes the lead in identifying the professional practices that will enhance instructional effectiveness. Ideally, the team consists of at least one teacher from each school, all (or representative sampling) of the principals and other school administrators, and district-level teaching-&-learning coaches, facilitators, support staff, etc.

For Erie, the Instructional Focus activities were integrated into the deliberations of the Core Planning Team. Approximately 65 people participated in this aspect of the CP Team's discussions over a 2-day period in March 2018.

Principals/Administrators Team (P/A) provides school and district-level administrators an avenue for staying abreast of and guiding the work of the other groups, particularly since these school and district leaders will be directly responsible for overseeing the implementation of the plan.

Erie's principals and administrators were heavily represented on the Core Planning Team. Additionally, all principals participated in the "reality check" exercises during which each principal presented the emerging consensus to the teachers and staff at their respective schools. Principals and administrators also played a significant role in facilitating many of the small-group sessions during many team meetings.

Alignment Team (AL) consists of key decision-makers or opinion shapers from the key institutions within the community (e.g., school system, parent & community leaders, union, business/higher education, community-based organizations or CBOs, governmental entities, faith-based groups, etc.). The team size, membership, scope of involvement, or formal vs. informal structure depends on the local context and need.

In the case of Erie's Public Schools, the Alignment Team members included leaders from State/City/County governments, higher education, business community, community-based agencies, philanthropic institutions, etc. The team met four times between late-February and early May 2018.

In addition, a special meeting of the *Metro 100* organization was held on March 12, 2018 at the Jefferson Educational Society. That gathering was hosted by State Senator Dan Laughlin, and was attended by more than 60 members of the Metro 100 organization – "a non-profit institution founded to promote civic enlightenment, and community progress for the Erie Region through the study, research, discussion, of those ideas and events that have influenced the human condition."

Community Forum (CF) provides every resident an opportunity to participate in and influence the direction of the strategic plan prior to its completion and formal adoption by the Board. Community Forums are "reality check" sessions that are held at multiple times and in multiple locations throughout the community. The insights from the Community Forums are shared with the Core Planning Team for integration into the strategic plan, as appropriate.

As part of Erie's strategic planning exercise, a total of five formal Community Forums were held between mid-March and late-April. Three of those five community engagement meetings were hosted in partnership with the City of Erie. In total, more than 200 people participated.

Campus/Department "Reality Check" (C/D) offers all district employees – at the school site or in district support position – an opportunity to provide input and feedback prior to the formal adoption of the plan. The structure of the "reality check" is flexible, as long as all staff (or groups broadly representative of all staff) have a chance to voice their perspective. Those perspectives are presented to the Core Planning Team for integration into the formal plan, as appropriate.

Between April 6-20, 2018, the emerging consensus from the Core Planning Team's work was shared with teachers and staff in every school in the district. The presentation at each school was facilitated by the principals, teachers, and district administrators who served on the Core Planning Team. More than 1,000 Erie educators had an opportunity to provide feedback through this avenue.

Furthermore, about 730 teachers and 30 administrators completed a confidential online, similar to the survey for students. The survey results served as input into the deliberations of the Core Planning Team, and as data to inform the continuous improvement efforts at each school.

Board Review Team (BD) ensures that the school Board is continually kept abreast of the progress of the strategic planning process. The updating process could be via formal presentations at periodic intervals, or through ongoing reporting by the Superintendent or Board-designated strategic planning point-person(s). The Board is encouraged to share its views regarding the ongoing planning process and emerging outputs; however, the Board is urged to defer formal action on the strategic plan until it is presented by the Superintendent for formal adoption *at the end of the planning process*.

The Erie School Board received regular status updates from the Superintendent as well as directly from the Performance Fact facilitator. Selected Board members also served on some of the other team, most notably the Core Planning Team and the Alignment Team. The Board's active participation communicated to stakeholders the importance of the strategic planning exercise, and provided Board members multiple opportunities to hear from and interact directly with the district's diverse stakeholders.



1C. Strategic Planning Calendar

Between January-May 2018, Erie's Public Schools and its stakeholders participated in a series of conversations focused on articulating the future direction for the school system. Below is a calendar of the some of the key events and gatherings.

| <u>Date</u> | <u>Team/Event</u> | <u>Location</u> | <u># People (approx.)</u> |
|-----------------|---|-------------------------------|---------------------------|
| Jan. 12, 2018 | Student Voice – Middle Schools | East Middle School | 20 |
| Jan. 12, 2018 | Student Voice – High Schools | Erie High School | 25 |
| Jan 12, 2018 | Student Voice – Elementary Schools | Jefferson Elementary School | 20 |
| Feb. 22, 2018 | Core Planning Team | Gannon University | 140 |
| Feb. 23, 2018 | Alignment Team | Gannon University | 15 |
| Feb. 23, 2018 | Core Planning Team | Gannon University | 140 |
| Mar. 12, 2018 | Core Planning Team | Gannon University | 140 |
| Mar. 12, 2018 | Core Planning Team | Gannon University | 140 |
| Mar. 12, 2018 | School Board & Leadership | Admin. Building | 15 |
| Mar. 12, 2018 | Community Forum | East Middle School | 30 |
| Mar. 13, 2018 | Alignment Team | Gannon University | 15 |
| Mar. 13, 2018 | Core Planning Team | Gannon University | 140 |
| Mar. 13, 2018 | Community Forum | Jefferson Elementary School | 25 |
| Mar. 13, 2018 | Metro 100 | Jefferson Educational Society | 60 |
| Apr. 6, 2018 | Alignment Team | Gannon University | 15 |
| Apr. 6, 2018 | Core Planning Team | Gannon University | 140 |
| Apr. 6, 2018 | School Board & Leadership | Admin. Building | 10 |
| Apr. 6-20, 2018 | Teachers/Department Staff "Reality Check" | Each School/Department | 900+ |
| Apr. 10, 2018 | Community Forum (in partnership with City of Erie) | Booker T. Washington Center | 25+ |
| Apr. 17, 2018 | Community Forum (in partnership with City of Erie) | MLK Center | 25+ |
| Apr. 24, 2018 | Community Forum (in partnership with City of Erie) | JFK Center | 100+ |
| May 7, 2018 | Alignment Team | Gannon University | 15 |
| May 7, 2018 | Core Planning Team | Gannon University | 140 |
| May 9, 2018 | School Board (Committee of the Whole) | Admin. Building | TBD |
| May 16, 2018 | School Board (Formal adoption) | Admin. Building | TBD |

1D. Mobilizing Community: Testimonials and Affirmations



I was so impressed with the Erie Public School's strategic planning process and their efforts to engage and mobilize the community. I was honored to be a part of the process. For the first time in recent memory, the City of Erie and the School District are partners in working to transform our community for all. If our schools excel at providing students with the skills that they need to succeed, then our community benefits. And, if we have a high quality of life with diverse cultures, safe and welcoming neighborhoods, a world-class downtown and Bayfront, schools of excellence, and an abundance of family-sustaining jobs, then our students benefit. We are in this together to build opportunity and restore hope for all of our residents, and I am excited about our partnership.

- Mr. Joe Schember,
Mayor, City of Erie



[This] is a roadmap to success, both for our students and our entire city. As go our schools, so goes our city. And as goes our city, so goes the entire Erie region.

We are excited that the process is inclusive, and that the resulting goals are ambitious yet attainable. The plan is comprehensive in that it addresses the needs and roles of students, teachers, families, and the community. It is going to take all of us coming together and staying in it for the long haul, but we can do this.

United Way is facilitating two major initiatives that will contribute to the success of this plan. The Campaign for Grade Level Reading is a countywide effort to ensure children are reading at grade level by the end of third grade, one of the six game-changing targets identified in the plan. Our Community Schools initiative will be critical to the achievement of all six game-changing targets. What we ultimately hope to get in return is a better quality of life for everyone in our community.

- Bill Jackson
President, United Way of Erie County





I applaud the involvement of staff and community partners from various positions and roles in the community. As a public school, entity people need to understand that we all have a part in making Erie's public schools a successful place for students to learn and for parents to play an active role in their child's education. The district's strategic planning process has been transparent and provided an opportunity to get buy-in from many constituents. The process allowed us to dream of the perfect environment to nurture the next generation of leaders and citizens of our community.

I am excited to see that the focus on the plan was how we help our students to be successful. This is an effort that will require many partners; from parents to business CEO's. I am motivated by the fact that there is new leadership and optimism from the district and a sense of community desire to change our image and the way that we interact with each other. Your strategic plan will identify a course of action but it will be up to [all] the people to keep the momentum moving forward.

- Danny J. Jones, MA
CEO, Greater Erie Community Action Committee



As a mother of 3 boys in Erie's Public Schools, I can't stress enough the profound importance this five-year strategic plan has on our community.

The best possible way to make change in our city is to mobilize the entire community like you have, and address the academic, social, and emotional needs of our students to offer them the best future.

Erie's kids are GOOD kids and SMART kids – they deserve this full community-based effort.

It's overwhelming to see how we've gone from seemingly everyone against the city to the full show of support at the planning sessions.

I am now eager for my sons to experience what the district has to offer them, instead of wondering if I am doing the best thing for us by keeping them in EPS

- Kelly Heberle
Parent, and Vice President of the Strong Vincent Middle School PTSA



Student success in Erie's Public Schools is critical to workforce development, economic growth, and community vitality in our region. Witnessing the enthusiastic stakeholder participation in the strategic planning process has been inspiring and energizing. Providing advice and counsel as the plan is implemented will be an important responsibility for me as an employer, advocate for the business community, and citizen.

- Tom Tupitza
President of Knox Law and Board Chair,
Erie Regional Chamber



The strategic planning process was instrumental in opening lines of communication that had been closed through the years by budget cuts and financial hardship. The honest and thoughtful engagement around what is best for our students and community, while honoring the professionalism of the district staff, allowed for game-changing targets to be proposed and adopted that will benefit the entire Erie community.

I hope that in 2030 this work is looked back on as the first step taken to make Erie a stable and valued urban education center.

- William Kuhar
Teacher, Wilson Middle School (Erie's Public Schools)





Our students and community deserve to have a world-class school system. Our students' success is imperative for the future of our city. All of our students deserve to attend schools which prepare them to be successful, productive, and healthy citizens.

I was so excited and energized to work alongside such a large number of administrators, teachers, students, parents, and community members who courageously addressed areas of need based on data. The stakeholders boldly chose goals which require high expectations and success for all students. The planning process bravely addressed inequities and planned goals to address the concerns. I believe the five aspirational goals for student success will focus the work done in our schools with support from our families and community.

Erie's Public Schools' strategic plan will frame the work I do on a daily basis. I will challenge myself and those around me to be advocates for our students and innovative in our practice. I am determined to assist the dedicated team of educators I work with to be relentless in our work to support student success. I believe we need to continue to engage all stakeholders in the students' education to reach the measures which have been set.

I hope, through the collaboration and support of our entire community, that students and families feel empowered and hopeful for their future. The schools cannot do this alone, we must have the support of families and the community.

- Karin Ryan
Principal, Pfeiffer Burleigh Elementary School
(Erie's Public Schools)



I'm personally excited with the work that everyone has done and feel fortunate to be part of this plan moving forward. I believe that we are going to provide a great educational experience for our students.

- Donald Orlando
Principal, Wilson Middle School
(Erie's Public Schools)

1E. What Our Students Had to Say



My participation in the school district's strategic planning sessions at Gannon a few months ago was really eye opening. I was really assured that the district will make great changes after seeing so many people from different parts of the Erie Community at the meeting. As a student, I feel that I am often presented with decisions about my education without my input. But after attending the meetings and exchanging my knowledge of the current situations in the school district with others, I felt that the student's point of view will be taken into consideration in the final plan.



In short, I believe the goals chosen at the meeting will bring better and healthier educational changes in the school district. The future holds success in the level of education for the district because they have come a long way, and they are working harder than ever to shape a better future for every student.

- Biletambe Malango
Student, Erie High School
(Erie's Public Schools)

2. The Structure of this Strategic Plan

A coherent design, put together in the proper sequence, is a crucial factor in developing an effective strategic plan. The components of such design are shown in Figure 1.

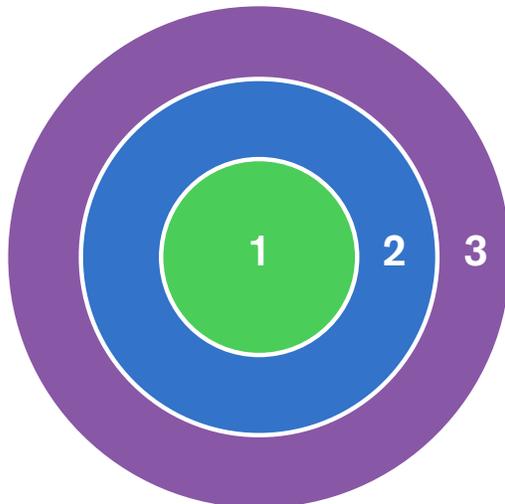


Figure 1

1. Student Learning
2. Instructional Effectiveness
3. Empowering Infrastructure

The Erie Strategic Plan is structured around three main components:

Student Learning – the central purpose of the school system – is the centerpiece of the strategic plan. Thus, this strategic plan begins with a set of five aspirational **Goals and Measures for Student Success**.

Instructional Effectiveness comes next, since it is the strongest predictor of student learning. This strategic plan addresses this component by defining clear **Professional Practices** framed around **Four Pillars**. The Four Pillars, or building blocks, are the capabilities we must develop to realize our goals for student success.

Empowering Infrastructure addresses the day-to-day supports and services critical to smooth functioning of the schools. Those structures include educational services, professional and leadership development, parent and community engagement, and results-focused planning and accountability to taxpayers and the community. To address these areas, the plan outlines specific **Strategic Priorities**, also framed around the Four Pillars.



3. The Recommendations

The core recommendations in our strategic plan, described below, make a clear distinction between the outcomes for students and the decisions and actions we must take to achieve those results for our students. Furthermore, the recommendations invite and embrace the participation of all stakeholders and aligns their efforts in a coherent, mission-focused manner. Placing student achievement at the center of our collective work enables our school system and the entire community to “keep the main thing, the main thing.”

The core recommendations are organized as follows.

| | |
|--|--|
| 3A Five Aspirational Goals for Student Success | We articulate five aspirational community-wide Goals for student achievement, and a set of Measures (or indicators) of student progress for each Goal. The Goals encompass preschool through high school graduation, and address the cognitive and social-emotional development of our students. |
| <i>page 17</i> | |
| 3B Six Game-Changing Targets | Our Game-changing Targets are specific performance benchmarks we commit to meet by 2024. These ambitious targets are derived from the Goals and Measures – they reflect our belief in the potential inherent in our students and our collective commitment to nurture that potential. |
| <i>page 18</i> | |
| 3C Four Pillars | Our Four Pillars are the building blocks of our work on behalf of our students. They define the capabilities we must develop continuously to nurture effective instruction and a mission-focused, empowering organizational infrastructure. |
| <i>page 19</i> | |
| 3D Professional Practices for Instructional Effectiveness | Effective instruction is the strongest predictor of student learning. Therefore, we define the Teaching Practices, Leadership Practices and Organizational Practices we must implement and improve in every classroom and every school, every day. Those practices are framed around our Four Pillars. |
| <i>page 20</i> | |
| 3E Aligning and Strengthening the Instructional Core | In this section, we identify specific instructional improvements to enhance effectiveness in selected content areas (e.g., Mathematics, English Language Arts, Social Studies), or to improve learning experiences for specific groups of students (e.g., Special Education, English learners, traditionally underperforming populations). |
| <i>page 21</i> | |
| 3F Implementation Roadmap: Twelve Strategic Priorities | Our Strategic Priorities define the support system and infrastructure critical for building and sustaining thriving schools. They, too, are framed around our Four Pillars, and encompass areas such as: family and community engagement; school safety; health and wellness; professional development; and planning and accountability processes. |
| <i>pages 22-26</i> | |

3A. Five Aspirational Goals for Student Success

We believe in the limitless potential of our students! Our Five Aspirational Goals represent our commitment to helping every student, by name, develop that potential. The Goals articulate our community's collective promise to every student, regardless of background or circumstance. The Five Goals, together with the Measures of Progress, will ensure that each student learns, grows and matures into a competent, confident and responsible life-long learner and citizen.

GOALS

MEASURES

1 Early Years: Developing a Strong Foundation

Every learner develops the foundational skills that will lead to Reading proficiency by the end of Grade 3.

- a. Increased percentage of students enrolled in accredited Pre-Kindergarten programs
- b. Increased percentage of students receiving timely and effective early intervention
- c. Increased percentage of pre-K to Grade 2 students meeting criteria for social-emotional, physical and cognitive development
- d. Increased percentage of students who demonstrate collaboration, responsibility and confidence in their own learning

2 Engaged, Self-disciplined Critical Thinkers

Every learner is empowered with ownership of their own learning, and becomes a creative critical thinker, problem solver, and advocate for social justice.

- a. Increased percentage of students who justify a stand or decision with supporting evidence
- b. Increased percentage of students participating in real world community and civic engagements with tangible results
- c. Increased percentage of students engaged in their own academic process, goal setting, and personal development plan
- d. Increased percentage of students with at least 95% school/class attendance rate
- e. Increased percentage of students engaged in healthy and constructive peer-to-peer and peer-to-staff relationships

3 Mastery of Academic Subjects & the Arts

Every learner receives equitable opportunities for success, and meets or exceeds standards of academic performance in all subjects at each grade level.

- a. Increased percentage of underperforming students at every grade level making at least 1.5 years' growth in one year in core subjects
- b. Increased participation and pass rates of middle school and high school students in upper level/AP/Honors courses
- c. Increased percentage of students meeting standards on state, local, and national assessments (e.g., district benchmarks, SAT, PSAT, PSSA, PASA, WIDA, Keystone)
- d. Increased participation and proficiency in related and technical arts

4 Equity, Fairness and Justice for All Learners

Every learner receives fair and equitable treatment regarding personal conduct and access to educational resources, to spur each student's growth and eliminate disproportionalities in achievement and discipline practices.

- a. Decreased disproportionality in the suspension and expulsion rates
- b. Increased achievement rates for traditionally underperforming student groups
- c. Increased timely access to rigorous courses, programs, and interventions for traditionally underperforming students

5 Graduates Prepared for a Purposeful Life

Every learner graduates high school equipped with the knowledge, skills and disposition to execute their post-high school future plan.

- a. Increased percentage of 10th grade students on-track to complete high school
- b. Increased high school graduation rate and decreased dropout rate
- c. Increased percentage of students completing dual enrollment and trade/technical/ apprenticeship /industry certification programs
- d. Increased percentage of seniors with a five-year post-high school career plan

3B. Six Game-changing Targets

We believe in the inherent **potential** in our students.

We know that our students will rise up to **high standards** of conduct, achievement and citizenship when we – the members of the Erie Community – pull together as one to guide, support and nurture all students, equitably and without exception.

These **game-changing targets** – to be accomplished by 2024 – demonstrate our commitment to each student's journey towards **academic and personal excellence**.

And as our students progress towards these targets, the Erie community benefits through **stronger schools, thriving neighborhoods, and a growing, vibrant city** committed to learning for life.

| | | |
|---|---|--|
| Read at Grade Level by Grade 3 | At least 18 out of every 20 students (90%) proficient in Reading by end of Grade 3. | In 2016-2017: 7 out of every 20 students (35%) in the third grade were proficient or advanced on the PSSA in ELA. |
| Attain 95% Attendance | At least 18 out of every 20 students (90%) with attendance rate of at least 95%. | In 2016-2017: 9 out of every 20 students (45%) reached an attendance rate of at least 95%. |
| Model Civic Responsibility | All students in Grades K-12 (100%) participating in real-world community project. | In 2016-2017: 0% of the students were required to participate in real-world community projects. |
| Achieve Proficiency in the Core | Double the proficiency rate in Reading/Language Arts for Grades 4-8; triple the rate in Math for Grades 3-8. | In 2016-2017: 7 out of every 20 students (~ 35%) proficient/advanced in Reading/Language Arts; in Math, about 4 out of every 20 students (~20%). |
| Experience Proportional Discipline | 50% year-to-year reduction in behavior incidents involving Black/African American students (<i>until proportional discipline rates are attained</i>). | In 2016-2017: African American students were 37% of total student enrollment, and 57% of all discipline referrals. |
| A Diploma in Every Hand | 100% graduation rate and 0% dropout rate. | In 2015-2016: The District graduation rate was 73.6% and the dropout rate was 17.8%. |

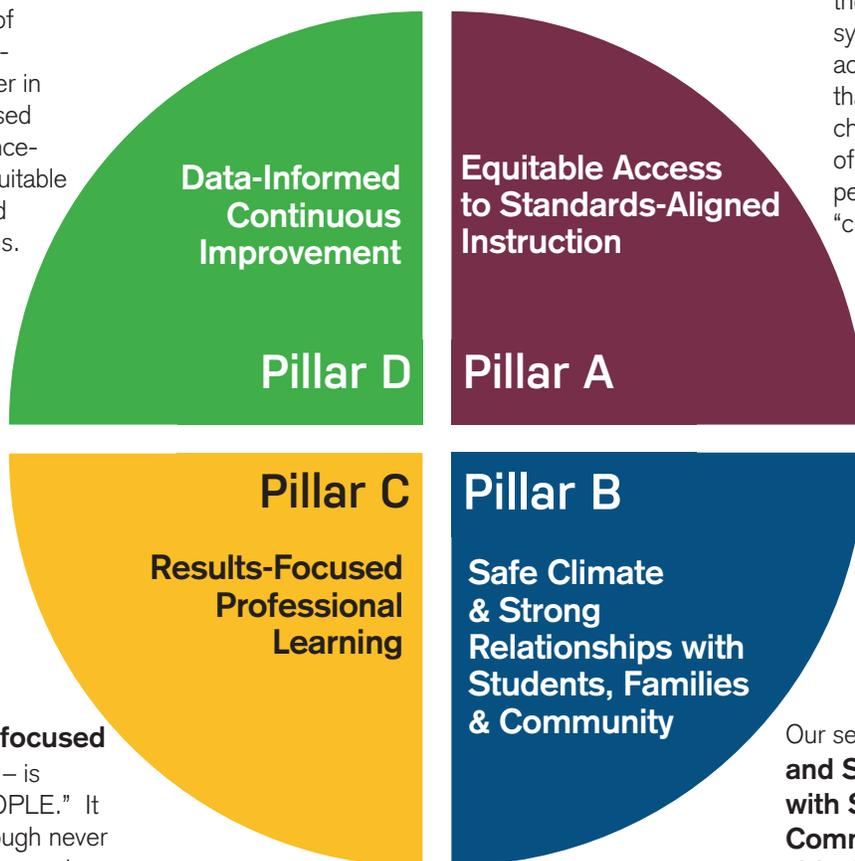
3C. Four Pillars

Our **Four Pillars** provide a solid foundation on which to organize our work at the school level as well as system-wide. They are the building blocks for action; they define the most important competencies or “internal muscles” that we must develop in order to achieve our aspirational outcomes for our students. Together, the Four Pillars make up our theory of action.

Like any foundation that is built to last, the Four Pillars must meet four criteria which – together – define a clear roadmap for accomplishing our priorities.

Our fourth Pillar— **Data-informed Continuous Improvement** – addresses “MANAGING THE WHOLE.” It ensures that all aspects of our school system are goal-aligned and moving together in an equitable, mission-focused manner. It promotes evidence-based decision making, equitable allocation of resources, and effective efficient operations.

Our third Pillar – **Results-focused Professional Learning** – is about “INVESTING IN PEOPLE.” It emphasizes that “good enough never is” and makes the case for ongoing investments in capacity building for our teachers, leaders and staff. Furthermore, it promotes collaborative team learning as a key tool for advancing the effectiveness and efficiency of the school system.



Our first Pillar – **Equitable Access to Standards-Aligned Instruction** – focuses on “TEACHING-&- LEARNING”, the central function of our school system. It advocates for equitable access to practices and programs that engage every student in challenging work, regardless of the student’s current level of performance, background or “circumstances.”

Our second Pillar – **Safe Climate and Strong Relationships with Students, Families & Community** –recognizes that “SCHOOLS CAN’T DO IT ALONE.” This Pillar emphasizes school safety and collaboration with families and community in ways that are welcoming and respectful of diverse perspectives.

These Four Pillars provide the framework (i.e., “organizer”) for the Professional Practices and Strategic Priorities described in subsequent sections of the strategic plan.

3D. Professional Practices for Instructional Effectiveness

As practitioners, we are committed to continuous improvement of our Teaching Practices, Leadership Practices, and Organizational Practices because they are the precursors to higher levels of student achievement. Our Four Pillars are the building blocks of our professional practices.

TEACHING PRACTICES

Pillar A

Equitable Access to Standards-Aligned Instruction

T1: Teachers utilize instructional materials and technology resources that are aligned to instructional goals and engage students in cognitively appropriate work.

T2: Teachers utilize a variety of high engagement strategies, including technology-based approaches and real world experiences, to match student needs.

Pillar B

Safe Climate & Strong Relationships with Students, Families & Community

T3: Teachers create an engaging, caring and safe environment that supports high expectations, student voice, responsibility, independence and social-emotional competencies.

T4: Teachers communicate early and often with students and families about each student's progress toward meeting academic and behavioral expectations, and share strategies to support student learning at home.

Pillar C

Results-focused Professional Learning

T5: Teachers develop their Professional Growth Plans and decisions based on individual and collaborative reflection on and analysis of student work and data.

T6: Teachers observe each other's classroom and participate in collaborative discussions to share standards-based instructional strategies.

Pillar D

Data-informed Continuous Improvement

T7: Teachers use multiple assessment methods to extend their understanding of students' progress and learning challenges, and tailor instruction to individual student needs.

T8: Teachers guide students in setting and monitoring their own progress toward meeting academic and behavior goals.

LEADERSHIP PRACTICES

L1: Principal and leadership team ensure that 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 PRACTICES

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.

3E. Aligning and Strengthening the Instructional Core

Standards-Aligned Instructional System

Continuous improvement of instructional programs demands the alignment of the six components of a standards-based instructional system.

The first component (**standards**) involves clarifying what students need to know, need to do, and need to be like. Next, we align those content and performance standards with what we teach (**curriculum**) and how we track student progress (**assessments**).

Finally, we examine how we teach (**instruction**); the teaching tools we use (**materials and resources**); and the safety nets that foster learning for every student (**interventions**) and ask ourselves: Are these designed and implemented in ways that assure equity of access and learning opportunity for every student, regardless of the student's background, condition or circumstance?

Together, these six ideas make up a standards-aligned instructional system.

A complementary idea – **professional development** – may be added to identify opportunities for continuous learning specific to each content area or student outcome priority.

The district's Curriculum, Instruction and Professional Development department completed a comprehensive assessment of the current state of Erie's core instructional programs.

For each of the focus areas listed below, the Curriculum, Instruction and Professional Development team reflected on what has worked well as well as what needs to be improved relative to each of the six components of a standards-aligned system.

- Alternative Programming
- Academic Decathlon
- Career and Technical Education
- Computer and Technology
- English Language Arts - elementary
- English Language Arts - middle school
- English Language Arts - high school
- English Language Development
- Fine Arts- Visual & Performance Arts
- Guidance- Diversity
- Higher Level Algebra, Geometry, AP Honors
- Magnet - elementary
- Magnet -middle school
- Magnet - high school
- Magnet - STEM
- Mathematics - elementary
- Mathematics - middle school
- Mathematics - high school
- Physical Education - elementary
- Physical Education - middle school
- Physical Education - high school
- Pre-Kindergarten
- Science -Pre-K to grade 5
- Science - grades 6 to 8
- Science - high school
- Social Studies - elementary
- Social Studies - middle school
- Social Studies - high school
- Special Education
- Technology Hardware - Pre-K- grade 12
- Technology
- World Languages

Highlights of those assessments can be found in internal documents available from the Curriculum and Instruction department.



3F. Implementation Roadmap: Twelve Strategic Priorities

The Strategic Priorities define what we must implement well within each Pillar in order to support effective instruction and achieve our aspirational Goals for student success. The priorities represent the infrastructure essential for achieving our aims.



The Four Pillars – the means to the ends – are the building blocks of what we must do well to achieve the outcomes for students. Together, they define the capabilities we need and must develop continuously to strengthen instructional effectiveness and organizational infrastructure.

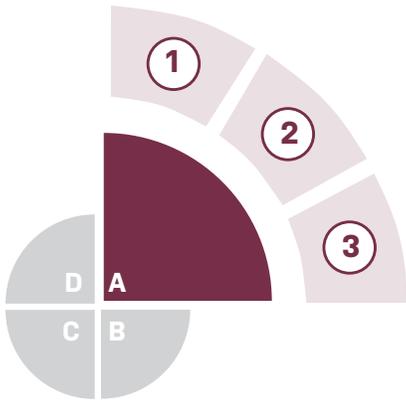
Pillar A focuses on **TEACHING AND LEARNING**, our schools' most important function. Pillar A promotes a personalized instructional system that responds to each student's needs.

Recognizing that **SCHOOLS CAN'T DO IT ALONE**, Pillar B promotes trust, open communication and healthy partnerships with families and community.

Pillar C emphasizes **INVESTING IN PEOPLE** by attracting, developing and retaining high-caliber staff at all levels.

Pillar D – **MANAGING THE WHOLE** – champions devising mission-focused structures and processes that drive effective and efficient operations and continuous improvement.

Strategic Priorities and Key Actions



Pillar A: Equitable Access to Standards-Aligned Instruction

Instruction reflects students' prior knowledge, learning styles and cultural background, with standards at the center of curriculum planning and student learning, evidenced in student outcomes.

Strategic Priority ① Aligned K-12 Curriculum and Resources

Key Actions

- 1.1** Align curriculum, assessments, instructional practices, functional technology and instructional materials across all content and grade levels (K-12), and provide appropriate resources for teachers and students in alignment with the common core standards and Pennsylvania Eligible Content.
- 1.2** Improve the district-wide assessment system to include multiple measures of student progress and provide actionable information about student progress toward the academic, social-emotional, and behavioral standards.
- 1.3** Strengthen current curriculum adoption process, and update curriculum guides to reflect the alignment with the standards, and to include sequencing and/or pacing guidance for instruction and assessment.
- 1.4** Ensure access to a viable and guaranteed curriculum for all students and across all schools demonstrate commitment to common expectations, ensure equity of opportunity and minimize the impact of student mobility.

Strategic Priority ② Engaging, Culturally Responsive Instruction

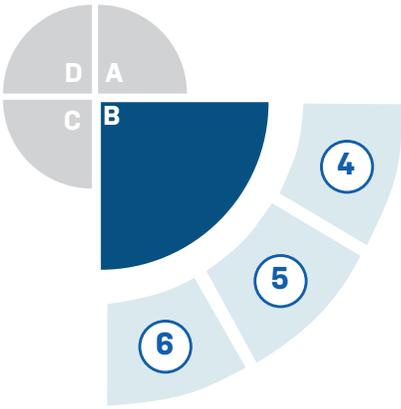
Key Actions

- 2.1** Shift mindset to an asset-based, growth orientation through courageous conversations about and reflection on the assumptions that practitioners make about their students, their students' parents, and their own sense of professional efficacy.
- 2.2** Ensure culturally inclusive school and district practices through: (a) professional development to enhance staff knowledge and skills about students' cultural, linguistic, and socioeconomic backgrounds; (b) adoption and faithful implementation of research-validated culturally responsive practices in every school; and (c) equitable treatment for all students in referral and disciplinary processes.
- 2.3.** Foster students' sense of belonging and appropriate conduct by validating their social and cultural identities ("identity safety"), and by implementing fair, rehabilitative discipline models (e.g., Restorative Justice; Teaching Tolerance curriculum).
- 2.4.** Offer middle school and high school students equitable access to a variety of standards-aligned programs, curricular options and career orientation choices, including: related arts such as fine art, STEM and music; dual enrollment; Advanced Placement; honors courses; online and blended learning; technical/industry certification.

Strategic Priority ③ Intervention, Enrichment & Successful Transitions

Key Actions

- 3.1** Implement a coherent system of timely, accelerated intervention for all students, with particular emphasis on strengthening proficiency of English learners, special education pupils, and chronically underperforming students.
- 3.2** Identify research-based material/human resources appropriate for tiered intervention and enrichment at the school site, and designate standard district assessment tools that will be used in the evaluation of student movement within that tiered system.
- 3.3** Increase high school completion rates by providing multiple pathways and timely, differentiated support for students (e.g., comprehensive K-12 guidance process; development and follow-through on a college/career plan starting in grade 8; career exploration programs; college-bound academics; etc.)
- 3.4** Decrease high school dropout rates through initiatives such as credit recovery, summer schools, alternative models to demonstrate mastery of academic standards.



Strategic Priorities and Key Actions

Pillar B: Safe Climate & Strong Relationships with Students, Families & Community

Trust among home-school-community is nurtured through shared responsibility for student success, proactive communication and meaningful stakeholder “voice”.

Strategic Priority 4 Safe and Welcoming Classrooms & Schools

Key Actions

- 4.1** Implement school-wide Positive Behavior Intervention and Support (PBIS) or district-approved equivalent in every school and classroom.
- 4.2** Implement a Student Assistance Program (SAP) or district-approved equivalent in all schools to facilitate more in-depth analysis of the root-causes of a student’s mental health, attendance, discipline or academic challenges. Encourage supplemental use of Responsive Classroom with an emphasis on positive teacher language to inspire and motivate students.
- 4.3** Strengthen student-to-student support and problem-solving through collaborative approaches such as peer mediation, peer mentoring and community advocacy.
- 4.4** Implement a trauma-sensitive school model focused on supporting teachers, students, and families that have had traumatic experiences.



Strategic Priority 5 Family Engagement, Responsibility & Empowerment

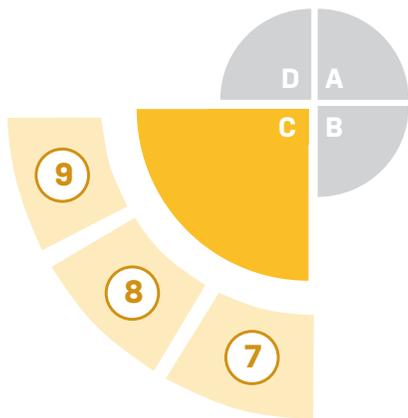
Key Actions

- 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 that show 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 that support each student’s academic and behavioral life success, and family health & wellness.

Strategic Priority 6 Leveraging Community Assets & Partnerships

Key Actions

- 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



Strategic Priorities and Key Actions

Pillar C: Results-focused Professional Learning

Professional learning is valued as an organizational ethic; linked to school and district priorities; and focused on continuous improvement of teaching practices, leadership practices, and organizational practices.

Strategic Priority 7 Teacher Development & Efficacy

Key Actions

7.1 Provide differentiated professional development regarding effective use of curriculum materials and instructional best practices aligned to the common core standards and Pennsylvania Eligible Content.

7.2 Strengthen the effectiveness of teachers and leaders in fostering culturally inclusive relationships and learning through professional development experiences that enhance cultural competency, implementation of research-based culturally respectful practices in every classroom, and equitable treatment for all students in referral and discipline processes.

7.3 Facilitate continuous improvement of teachers' practices by providing developmentally appropriate supports, such as mentor-teachers, trained content experts, instructional coaches, and teacher-leaders to enhance knowledge of common core standards, adapted program materials, and effective instructional strategies.

7.4 Facilitate induction of new teachers into their profession through recognized new-teacher programs (e.g., Urban Institute) and mentor-teacher support in areas such as: classroom management, diversity, student/parent engagement, assessment practices, interventions, and collaboration.

Strategic Priority 8 Professional Mastery & Collaborative Practice

Key Actions

8.1 Define the *Standards of Professional Practice* for all district employees and outline explicit criteria for assessing and supporting mastery of the professional standards.

8.2 Develop and implement professional development institutes/academies, aligned to the *Standards of Professional Practice* for teachers, leaders, and staff, and inclusive of multiple opportunities for collaboration among practitioners.

8.3 Establish a professional development committee – comprised of diverse stakeholders – to assess the need, effectiveness, consistency, and alignment of professional development, and to serve as a communication bridge among practitioners.

8.4 Provide professional development for all staff (including custodians, cafeteria workers, secretaries, counsellors, teachers, and administrators) regarding culturally respectful interactions with all students.

8.5 Expose educators to learning opportunities in corporate and community settings.

Strategic Priority 9 Shared Leadership for Results

Key Actions

9.1 Strengthen leadership effectiveness at all levels through continuous learning all practitioners and new/aspiring leaders by:

- a. Developing strong Instructional Leadership Team (ILT) or equivalent at each school
- b. Cultivating a cadre of trained facilitators – teachers, leaders, and staff – to facilitate professional development offerings competently and confidently for their colleagues
- c. Developing and implementing a year-round leadership development curriculum for site administrators, managers, and district-level leaders focused on strengthening their capabilities and effectiveness
- d. Promoting greater parent and community leadership on school teams, district committees and task forces, etc.

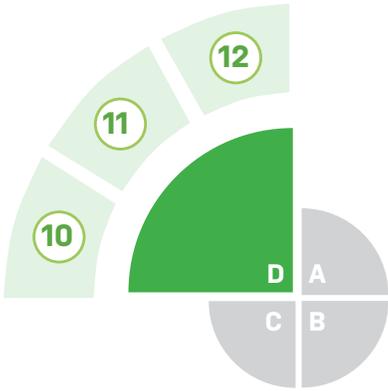
9.2 Provide training and ongoing capacity building for the leadership team at each school, with emphasis on effective instruction, using data to improve practice and outcomes, building a culture of collaboration, and strengthening relationships with stakeholders.

9.3 Provide opportunities for all teachers to take on leadership positions outside the classroom; assume joint responsibility for defining and implementing the instructional focus; and participate in instructional monitoring, coaching, and feedback.

Strategic Priorities and Key Actions

Pillar D: Data-informed Continuous Improvement

Decisions are made based on evidence, not opinion, and mission-focused processes and structures are established at all levels to facilitate sound practices and worthwhile outcomes.



Strategic Priority

10

Equitable Resource Allocation

Key Actions

- 10.1** Collaborate with community stakeholders to provide additional and adequate classroom facilities for Pre-K programs in line with level of parent interest.
- 10.2** Increase each school's chances of closing opportunity and achievement gaps by instituting need-based, results-focused budgeting; matching hiring and staff placement with relative school-level needs; and ensuring greater openness and transparency in the allocation of resources (i.e., people, time, money).
- 10.3** Ensure equity among schools and programs regarding funding for interventions, alternative pathways, and technology; and improvement of facilities/physical plant.

Strategic Priority

11

Evidence-based Cycles of Inquiry

Key Actions

- 11.1** Ensure that each school and department develops a results-driven annual action plan with clear, measurable goals, implementation strategies, and continuous monitoring process.
- 11.2** Provide timely, easy-to-understand diagnostic and formative assessment data to teachers and school leaders to facilitate evidence-based continuous improvement of professional practices and student learning.
- 11.3** Strengthen implementation of the cycle of inquiry (COI) as a tool for continuous improvement of practices and processes at every level, by:
 - a. Developing 6-12-week instructional plans
 - b. Conducting a Data Summit at the end of each assessment cycle, including analysis of student data and evidence-based reflection professional practices
 - c. Monitoring and reflecting on instruction day-to-day, and providing timely support and intervention to teachers and students to ensure successful learning
 - d. Refining district-wide data management system to facilitate cycle of inquiry practices, assessments development and data recording

Strategic Priority

12

Effective & Efficient Operations

Key Actions

- 12.1** Define the standards of service-excellence and the performance metrics for each school/ department, with input from stakeholders. and provide ongoing professional development for all department staff.
- 12.2** Provide formal orientation and ongoing professional development to all operations personnel (include school-based secretarial and custodial personnel) regarding customer service excellence.
- 12.3** Conduct annual *Hear My Voice* feedback surveys of each department's customers/clients to assess the quality of services provided by the unit, identify opportunities for improvement, compile annual service ratings, and recognize departments that meet improvement targets and/or achieved significant year-to-gain growth in their services ratings.



4. Working the Plan

Turning Good Intentions into Strong Results

This strategic plan is our community's collective promise to equip every student with the competence and confidence that will propel him/her into further success beyond high school. A results-focused plan is the first step toward accomplishing our goals. However, without disciplined implementation, the plan will flounder and may not live up to its promise.

Getting things done well demands discipline! Turning our good intentions into stronger results for our students will demand disciplined implementation at every level: every classroom, every school, every department, and in every part of our community.

Our schools cannot do it alone. Each stakeholder within the Erie community – including our students – must do its part near-term and for the long haul to implement the priorities outlined in this strategic plan. There is a role for everybody!

Erie's Public Schools will implement the following four-step framework to facilitate disciplined implementation, continuous improvement and accountability for results of the goals outlined in this strategic plan.



Step 1: Clear performance milestones – Set annual performance objectives, outlining what each accountable unit (e.g., schools, units/ departments, work teams, external stakeholders) must accomplish. Those objectives include measurable improvement targets, clear strategies for meeting the targets, and capacity-building priorities to sharpen knowledge and skills. Together, these represent the key components of the school improvement plan or department annual operating plan.

Step 2: Detailed Action Plans – Develop detailed maps of the key tasks to be completed, including specific dates by which each task will be accomplished. For each performance objective or milestone of progress, the task analysis will include the timeline, lead responsibility, resources needed, and measure of effectiveness of successful completion.

Step 3: Continuous Monitoring of Progress – Track and communicate progress on a regular schedule to provide timely feedback and to guide decisions about assistance and intervention. Data dashboards will provide easy-to-understand records of progress toward the annual and long-term goals.

Step 4: Accountability for Performance – Accountability and incentives drive a performance-oriented system. Therefore, we will recognize and celebrate accomplishments of the performance objectives and provide timely assistance and support to enhance individual and team performance.

By paying consistent attention to our intentions, Erie's Public Schools and its stakeholders can achieve the student outcomes outlined in this strategic plan.

We Believe in Erie's Public Schools!

5. Members of the Planning Teams

Core Planning Team Members

| | |
|-----------------------|--|
| Aleksandrowicz, Linda | EPS School Board Member |
| Alicea, Makayla | Community Member |
| Atkinson, Marcus | Executive Director, ServErie |
| Baker, Jennifer | Teacher and Parent |
| Bauschard, Amy | Director, Carpe Diem Academy, Mercyhurst University |
| Bell, Allison | Teacher |
| Bibbs, | Community Member |
| Biswa, Maku | Equity & Inclusion Committee-EHS |
| Boam, Jeff | Principal |
| Bongiovanni, Noah | Student |
| Brokman, Neal | Coordinator of Alternative Programs |
| Brooks, Jeff | Community Outreach Coordinator, International Institute |
| Byrd, Katrina | Community School Director |
| Caplea, Elena | Safe Harbor Behavioral Health, UPMC Hamot |
| Cappabianca, Linda | Supervisor of Special Education/Federal Programs |
| Caram, Paul | Student |
| Carney, Cindy | Teacher Assistant |
| Casillo, Robert | EPS School Board Member |
| Caspar, Heather | Executive Director, Sisters of the St. Joseph Neighborhood Network |
| Conway, Tami | Community School Director |
| Cook, Laysaun | Student |
| Crable, Jill | Principal |
| Craig, Daryl | Executive Director, Blue Coats and Parent |
| DeFazio, Heather | Teacher |
| Devlin, Daria | Coordinator of Grants and Community Relations |
| Dolak, Nora | Director of Curriculum, Instructional & Assessment and Parent |
| Domowicz, Stephanie | Teacher |
| Drapcho, Mary | Librarian |
| Drew, Barbara | Teacher (Retired) |
| Durst, Cathy | Teacher Assistant |
| Easter, Meghan | Community School Director and Parent |
| Eisert, Amy | Director, Mercyhurst University Civic Institute |

| | |
|--------------------|---|
| Elliott, Mara | Student |
| Espy, George | Erie Community Foundation |
| Eubank, Dave | Principal |
| Farmer, Tabias | Student |
| Farnham, Kathy | Principal |
| Feeney, Darlene | EPS School Board Member |
| Feiock, Shawn | Teacher |
| Feliciano, Shadyea | Student |
| Ferrante, Jamie | Librarian |
| Fiorelli, Mimi | Principal |
| Gates, Jamilia | Community School Director |
| Gehrlein, Jacob | Student |
| Gilmore, Dana | Dean |
| Gore, Kalayziah | Student |
| Habursky, Bea | Assistant Superintendent |
| Hanson, Colleen | |
| Harden, Lovell | Student |
| Harper, Kevin | Principal |
| Hayes, Ron | Erie Education Association |
| Heberle, Kelly | Parent |
| Herring, Lisa | Director of Marketing & PR, Erie Philharmonic |
| Hilliard, Shantel | Executive Director, Booker T. Washington Center |
| Horton, Gary | CEO, Urban Erie Community Development Corp. |
| Hughes, Carla | Equity & Inclusion Committee |
| Hutchinson, Jeff | Principal |
| Jackson, Dylanna | Director, International Institute |
| Jaruszewicz, Mike | Vice President, United Way of Erie County |
| Johnson, Carla | Principal |
| Johnson, Johnny | Teacher (Retired) |
| Jones Jr, Curtis | Parent |
| Kedzierski, Deanna | Teacher |
| Kim, Grace | Teacher Assistant |
| King, Erica | Equity & Inclusion Committee |

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|--------------------|--|
| King, Selena | Parent |
| Kohler, Barry | Erie County Care Management |
| Kownacki, Angela | Director of Pupil Services/Special Education |
| Kreider, Robert | Teacher |
| Krso, Ammar | Student |
| Kuhar, Bill | EEA |
| Lamb, Krista | Assistant Board Secretary and Parent |
| Lakari, Danica | Teacher |
| Lilley, Laura | Student |
| Lourens, Jenny | Teacher |
| Lundberg, Aaron | Parent |
| Mackowski, Pam | Director of Career & Technical Education |
| Malango, Biletambe | Student |
| McDonald, Kalan | Student |
| McLaughlin, Maura | Barber National Institute |
| Messina, Al | Executive Director, Boys & Girls Club of Erie |
| Mikovich, Amanda | EEA |
| Miller, Sue | Northwest Tri-County Intermediate Unit-5 |
| Morgan, Brian | Student |
| Munch, Cindy | Teacher |
| Murphy, Tricia | Parent |
| Musone, Sara | Parent |
| Nickson, Ken, Jr. | Coordinator of Educational Equity & Inclusion and Parent |
| Nientimp, Mary | Director of Field/Student Teaching, Edinboro University |
| Nwachulwy, Marty | Community Member |
| Orlando, Don | Principal |
| Owens, Doug | Teacher |
| Padilla, Jorge | Student |
| Paige, Sydney | Community Member |
| Paolini, Nick | Northwest Tri-County Intermediate Unit-5 |
| Patton, Lori | Northwest Tri-County Intermediate Unit-5 |
| Polito, Brian | Superintendent |
| Potosnak, Nicole | Teacher |
| Plott, Cathy | Teacher Assistant |
| Prater, Scherry | Principal |

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|--------------------|--|
| Quinones, Alice | Teacher Assistant |
| Range, Emily | Student |
| Rathinavelu, Priya | Student |
| Redenius, Jeanette | Erie County Office of Children & Youth |
| Rios, Sonia | Community School Director |
| Roesch, Donna | Barber National Institute |
| Ryan, Karin | Principal |
| Sabol, Tim | Principal and Parent |
| Schwartz, Eric | Sarah Reed Childrens Center |
| Sherrod, James | Executive Director, Martin Luther King Center |
| Siggia, Nina | Teacher |
| Sinicki, Lisa | Teacher |
| Sutton, Diane | Director of Teaching and Learning |
| Steele, Cheryl | Teacher |
| Stitt, Marci | Teacher |
| Stull, Ashley | Learning Resource Assistant |
| Suppa, Dana | Principal |
| Swoger, Teresa | GECAC Adult Learning Center |
| Szumigala, Teresa | Director of Human Resources |
| Thomas, Kim | PA Department of Community & Economic Development |
| Titus, Tyler | EPS School Board Member and Parent |
| Tucker, Evan | Achievement Center |
| Vieira, Jim | Dean and Parent |
| Vitale, Rick | Director Instructional Technology |
| Wehan, Krista | Teacher |
| Whiteman, Janice | Director of School of Education, Gannon University |
| Williams, Jesse | Principal |
| Wilson, Benjamin | GECAC |
| Wyrosdick, Kathy | Director of Planning, City of Erie and Parent |
| Zagorski, Paulette | Assessment Coordinator |

Alignment Team Members

| | |
|------------------------|--|
| Atkinson, Marcus | Executive Director, ServErie and Parent |
| Batchelor, Mike | President, Erie Community Foundation |
| Craig, Daryl | Executive Director, Blue Coats |
| Dahlkemper, Kathy | County Executive, Erie County of PA |
| Devlin, Daria | Coordinator of Grants and Community Relations |
| Ferati, Ferki | President, Jefferson Educational Society |
| Gibbons, David | President, UPMC Hamot |
| Habursky, Bea | Assistant Superintendent |
| Hagerty, Charles "Boo" | Chief Development Officer, UPMC Hamot |
| Jackson, Bill | President, United Way of Erie County |
| Jones, Danny | CEO, GECAC |
| Laughlin, Dan | PA State Senator |
| Petrunigar, Frank | President, Erie School Board |
| Polito, Brian | Superintendent |
| Ramalho, Erika | Director, Community & Gov. Relations, Gannon University |
| Schember, Joe | Mayor, City of Erie |
| Scott, Ann | Community Outreach Mgr, Erie Insurance |
| Spizarny, Daniel | Chief of Erie Police Department |
| Szumigala, Teresa | Director of Human Resources |
| Tupitza, Tom | President, Erie Regional Chamber of Growth & Partnerships Board of Directors |



6. Glossary



Erie's Public Schools: Student Engagement, Personalized Pathways, Educational Excellence.

Superintendent
Mr. Brian Polito

School Board

- Mr. Frank Petrunjar, Jr. (President)
- Mr. John C. Harkins (Vice-President)
- Ms. Linda Aleksandrowicz (Director)
- Mr. Robert S. Casillo (Director)
- Mr. Robbie Fabrizi (Director)
- Ms. Darlene Feeney (Director)
- Ms. Angela McNair (Director)
- Mr. Thomas A. Spagel (Director)
- Mr. Tyler Titus (Director)

Erie's Public Schools

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Erie, Pennsylvania 16502

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11,500 Students

- 0.28% American Indian/Alaskan Native
- 5.0% Asian
- 0.07% Pacific Islander
- 36.8% Black/African American
- 13.4% Hispanic/Latino
- 3.1% Two or More Races
- 41.0% White
- 74.3% Economically Disadvantaged
- 17.6% Special Education
- 8.3% English Learner

15 Schools

- 10 Elementary Schools
- 3 Middle Schools
- 2 High Schools

1,211 Employees

- 814 Teachers/Professionals
- 58 Administrators/Supervisors
- 339 Support Staff

Points of Pride

- National Environmental Education Award
- Collegiate Academy - Ranked 5th high school in Pennsylvania by U.S. News & World Report and 374th in the nation
- District of Distinction- Breakfast in the Classroom Project
- District of Distinction- Pre-K Partnership Project
- 3 National Merit Semifinalists in 2017
- In 2017, 220 high school students earned 435 industry certifications for post-graduate work
- Grover Cleveland Elementary School PTA named National Parent Group of the Year
- 58 middle school students scored at or above the 50th percentile for college-bound seniors on the 2017 SAT exam administered as part of the Middle School Talent Search Program

Special Thanks To:



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Don Mroczkowski, District Photographer