

GOVERNOR MIFFLIN SD

10 South Waverly Street

Comprehensive Plan | 2020 - 2023

MISSION STATEMENT

The Governor Mifflin School District: Educating while Inspiring, and Empowering Every Student, Every Day.

VISION STATEMENT

The Governor Mifflin School District is a community of dedicated individuals working together to achieve the mission of, Educating, Inspiring, and Empowering Every Student Every Day. To this end, we commit to the following Vision: THE DISTRICT Will establish a reputation for excellence at the local, state, national and international levels. Will be perceived as a 21st Century school system committed to preparing every student for success in an interdependent, global economy. Will strive to produce student achievement data that ranks it as the premier school district in Berks County. Will commit to building a strong home and school connection within each building, as well as the entire District. TEACHERS AND STAFF Will encourage students to take healthy risks in their quest for excellence Will offer respect and encouragement by providing the materials, time, and attention required to meet students' needs. Will commit to a culture of continuous professional improvement. Will strive to establish healthy, lasting relationships with their students which, in turn, serve to make everyone more eager to learn and to become active members of our school community. Will commit to a greater awareness of the use of social media for student learning. Will be encouraged and supported to be risk takers. PARENTS AND COMMUNITY MEMBERS Will work in a mutual partnership with the school district to promote student growth and achievement. Will provide a safe, supportive environment beyond the classroom that recognizes excellence and encourages growth in all aspects of students' lives. Will challenge children to work to their fullest potential both at home and at school. THE SCHOOL ENVIRONMENT Will reflect a student-first approach to the overall school experience. Will have classroom walls that do not restrict learning, but rather provide a safe environment in which the students can develop the technological, communicative, collaborative and creative competencies needed for application in the world in which they live. Will embody a positive,

mutually respectful culture in which students and staff thrive. Will provided consistent hardware access, implementation and use of technology across buildings and grade levels. Will be supportive of the growing diverse population with cultural sensitivity and understanding. STUDENTS Will arrive at school prepared to engage in a rigorous and relevant curriculum that encourages communication and collaboration as a means of developing critical thinking skills, problem solving skills, and creativity. Will be provided with varied opportunities to develop and enhance their artistic, musical, athletic and leadership attributes. Will explore the world around them in order to gain confidence as learners and leaders who will inspire change and make a difference. Will embrace challenges as a springboard to success. Will be confident in their abilities, and upon Commencement become integral parts of society on the local, national, and global levels and proud graduates of the Governor Mifflin School District.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

We believe... Students learn best in an environment where they are not afraid of failing and they are encouraged to take risks. Students learn best when they are prepared for the economic and social challenges of a global society. In rigorous curriculum for all students. Students should have a clear understanding of the world beyond their immediate community. Every student has the ability to learn. Embracing this potential will lead students to lifelong success. Students are more likely to flourish when teachers and students establish a mutually respectful relationship. Students should have the opportunity to develop, express and demonstrate talents extending beyond the classroom.

STAFF

We believe... In developing the competencies of problem solving, social/communication skills, technology and teamwork In teaching our students to display honesty, integrity and respectful behavior through leadership and positive interactions with others. In rigorous curriculum for all students. In attaining a clear acceptance for all diversity including, but not limited to ethnic, racial, gender and sexual orientation. It takes a team to provide an appropriate education for all: Students, parents, teachers, counselors, administrators, coaches, and supportive staff. Teachers and administrators must acknowledge and embrace the increasing global impact of technology. Every student has the ability to learn. Embracing this potential will lead students to lifelong success. Students are more likely to flourish when teachers and students establish a mutually respectful relationship. Interpersonal skills and relationships are critical to the learning process. In providing a safe and engaging learning environment that honors different learning and teaching styles and displays respect for diversity. A competent, caring and driven teacher is critical to nurturing student achievement. In providing opportunities for students to develop, express and demonstrate individual talents extending beyond the classroom.

ADMINISTRATION

We believe... In developing the competencies of problem solving, social/communication skills, technology and teamwork In teaching our students to display honesty, integrity and respectful behavior through leadership and positive interactions with others. In rigorous curriculum for all students. In attaining a clear acceptance for all diversity including, but not limited to ethnic, racial, gender and sexual orientation. It

takes a team to provide an appropriate education for all: Students, parents, teachers, counselors, administrators, coaches, and supportive staff. Teachers and administrators must acknowledge and embrace the increasing global impact of technology. Every student has the ability to learn. Embracing this potential will lead students to lifelong success. Interpersonal skills and relationships are critical to the learning process. In providing a safe and engaging learning environment that honors different learning and teaching styles and displays respect for diversity. A competent, caring and driven teacher is critical to nurturing student achievement. In providing opportunities for students to develop, express and demonstrate individual talents extending beyond the classroom.

PARENTS

We believe... Parental support and engagement are crucial to nurturing student achievement.

COMMUNITY

We believe... In providing opportunities for students to develop, express and demonstrate individual talents extending beyond the classroom. Parental support and engagement are crucial to nurturing student achievement. Students should have the opportunity to develop, express and demonstrate talents extending beyond the classroom.

STEERING COMMITTEE

Name	Position	Building/Group
Brianna Rowlands	Staff Member	High School
Kristyna Eagle	Staff Member	High School
Jennifer Stinson	Staff Member	High School
Karen Redford	Staff Member	High School
Colleen Rios	Staff Member	High School
Rebecca Boyer	Staff Member	Middle School
Jennifer Myers	Staff Member	Middle School
Jennifer Caron	Staff Member	Middle School
Jennifer Schools	Staff Member	Middle School
Jessica.Leisawitz	Staff Member	Cumru Elementary School
Jillian Lynch	Staff Member	Mifflin Park Elementary School
Rachel Sebastin	Staff Member	Brecknock Elementary School
Jennifer Arnold	Staff Member	Cumru Elementary School

Name	Position	Building/Group
Tory Bilger	Staff Member	Brecknock Elementary School
Lisa Smith	Staff Member	Cumru Elementary School
Lindsey Babczak	Staff Member	Brecknock Elementary School
Emily Byrne	Staff Member	Brecknock Elementary School
Ryan Katzenmoyer	Staff Member	Mifflin Park Elementary School
Kathleen Jacobs	Staff Member	Mifflin Park Elementary School
Sarah Reigel	Staff Member	Intermediate School
Sue Ernst	Parent	Parent
Stephanie Conner	Staff Member	High School
Bill McKay	Administrator	Administration Building
Steven Holst	Staff Member	Intermediate School
Alison Wright	Staff Member	Intermediate School
Brian Davis	Staff Member	Cumru Elementary School
Sara Friedman	Parent	Parent
Lisa Hess	Administrator	Adminstration Building

Name	Position	Building/Group
Erika Thomas	Administrator	High School
Zach School	Parent	Parent
Jennifer Orzechowski	Staff Member	Mifflin Park Elementary School
Andrea Spangler	Parent	Parent
Mark Kruse	Parent	Parent
Michele Bleacher	Administrator	Administration Building
David Argentati	Administrator	Administration Building
Tony Alvarez	Administrator	Administration Building
Rick Lapi	Staff Member	High School
Melissa Yoch	Administrator	Mifflin Park Elementary School
David Yoch	Community Member	Community Member
Michele Bleacher	Administrator	Administration Building
Mark Heberlein	Community Member	Community Member
Chris Killiinger	Administrator	Middle School
Gene Waltz	Community Member	Community Member

Name	Position	Building/Group
Steven McNabb	Community Member	Community Member
Carl Pettinato	Community Member	Community Member
Steven Gerhard	Administrator	Administration Building
Chad Curry	Administrator	Cumru Elementary School
Ben Gibson	Community Member	Community Member
Coleen Davenport	Administrator	Middle School
Janine Labagh	Community Member	Community Member
Mary-Liz Eshbach	Community Member	Community Member
Dave Kreibel	Community Member	Community Member
Darren Kostival	Community Member	Community Member
Tammy Kreibel	Community Member	Community Member
Ellie Friedlander	Student	High School
Don Kennedy	Board Member	Board Member
Mara Roman	Student	High School
Lee Umberger	Administrator	Intermediate School

Name	Position	Building/Group
Derek DeFreece	Student	High School
Ryan Klein	Student	High School
Aaron Kopetsky	Administrator	Brecknock Elementary School
Steven Murray	Administrator	High School
Aubrey Miller	Student	High School
Caryn Friedlander	Board Member	Board Member
Olivia Ziegler	Student	High School
Elizabeth Adams	Board Member	Board Member
Lisa Peterson	Board Member	Board Member
Anastasia Alvarez	Student	High School
Ayasha Osiris	Student	High School
Carter Adams	Student	High School
Emma Klahr	Student	High School
Brady Detweiler	Student	High School
Maria Ceballos	Student	High School

Name

Position

Building/Group

Lexi McNabb

Student

High School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If a professional learning plan is developed to provide the necessary ongoing professional learning that needs to occur, teachers will become equipped to support students not meeting grade level expectations in math and ELA and lead to improved graduation rates.	Mathematics English Language Arts
If individual instructional needs for students not meeting grade expectations in the subject of math is addressed, then instructional practices will change and the gap between student performance and expectations will narrow.	Mathematics Professional learning Mathematics
If individual instructional needs for students not meeting grade expectations in the subject of reading is addressed, then instructional practices will change and the gap between student performance and expectations will narrow.	Early Literacy Professional learning Early Literacy
If the curriculum that is currently in place for ELA and math are revised to ensure standards alignment with formative and	Mathematics

Priority Statement

Outcome Category

summative assessments embedded, the assessments will provide accurate data for teachers to use to adjust instruction and put effective interventions in place which will increase student proficiency in math and ELA.

English
Language
Arts

ACTION PLAN AND STEPS

Evidence-based Strategy

Focus on Continuous Improvement of Instruction: Support Implementation of evidence based strategies and programs

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math PSSA and Keystone Instructional Practice Goal	By June 2023, all 7th grade students in the Governor Mifflin School District will improve student achievement outcomes each year as measured by the grade 7 math PSSA through the implementation of best instructional math practices to meet the state target goal of 56.4%.
Grade 3 Early Indicator of Success Goal	By June 2023, all third grade students in the Governor Mifflin School District will improve student achievement outcomes each year as measured by the grade 3 reading PSSA through the implementation of best instructional reading practices to meet or exceed the Early Indicator of Success state target of 70.6%

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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All math teachers and instructional leaders in grades K-8 will participate in a series of professional learning sessions around math instructional best practices.	2020-08-12 - 2022-06-01	Assistant Superintendent or Director of Teaching and Learning	Ready and iReady Math Professional Learning
All math teachers in grades 9-12 will participate in a series of professional learning sessions around math instructional best practices.	2020-08-12 - 2023-06-02	High School Principal and 7-12 Math Department Leader	Math Educational Consultant Dan Kauffman
All principals will conduct regular walkthroughs and observations to determine the level of implementation and effectiveness of math instructional best practices learned in the professional learning sessions.	2020-08-12 - 2023-06-02	Assistant Superintendent or Director of Teaching and Learning	Danielson Framework Math Instructional Best Practices Rubric PAEtep for walkthrough and observation data

Anticipated Outcome

Improvement of student achievement outcomes each year as measured by the math PSSA and Algebra I Keystone Exam through the implementation of best instructional math practices.

Monitoring/Evaluation

K-12 Principal walkthrough and observation data iReady Math Data for grades K-8 CDT Math data for Algebra I PSSA and Keystone Exam Math Data Teacher grade and local assessment data



Evidence-based Strategy

Focus on Continuous Improvement of Instruction: Ensure standards aligned curriculum and assessment

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Math Curriculum

By 2023, the K-12 math curriculum will be aligned to the state standards with formative and summative assessments.

ELA Curriculum

By 2023, the K-12 ELA curriculum will be aligned to the state standards with formative and summative assessments.

Math Professional Learning K-12

By 2023, all math teachers in grades K-12 will engage in a series of professional learning focused on best instructional math practices to increase the growth to meet the state target goal of 56.4%

Math Professional Learning K-7

By 2023, all math teachers in grades K-7 will engage in a series of professional learning focused on best instructional math practices to increase the growth to meet the state target goal of 56.4%

Reading Professional Learning K-3

By 2023, all reading teachers and reading specialists in grades K-3 will engage in a series of professional learning focused on best instructional reading practices to increase the growth to meet the state target goal of 70.6%.

ELA Professional Learning K-12

By 2023, all reading teachers and reading specialists in grades K-12 will engage in a series of professional learning focused on best instructional reading practices to increase the growth to meet the state target goal of 70.6%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Math and ELA curriculum frameworks based on grade level standards for grades K-6 and with formative and summative assessments will be developed by teachers and instructional leaders and implemented at every grade level.	2021-06-04 - 2023-06-02	Assistant Superintendent or Director of Teaching and Learning	In-service time PA Standards Curriculum Framework
Math and ELA 7-12 curricula will be developed and implemented using the Understanding by Design Framework with clear formative and summative assessments.	2021-06-04 - 2022-06-01	Assistant Superintendent or Director of Teaching and Learning	In-service time UBD Framework PA Standards
All principals will conduct regular walkthroughs and observations to determine the level of implementation and effectiveness of the curriculum frameworks or curricula in K-12 Math and ELA.	2021-08-24 - 2023-06-02	Assistant Superintendent or Director of Teaching and Learning	Curriculum Framework or Curricula for each grade level in math and ELA PAEtep for walkthrough and observation data
All K-12 math and ELA teachers will review grade level curriculum formative and summative assessment data on a regular basis and make adjustments as needed to improve student performance.	2020-06-04 - 2023-06-02	ELA and Math Teachers	Formative and Summative Assessments for K-12 ELA and math
All K-8 Math and ELA teachers will engage in professional learning on how to develop a quality curriculum framework	2021-06-01 - 2023-06-02	Assistant Superintendent or Director of Teaching and Learning	Flex and In-Service Days Curriculum Framework Template PA Standards for ELA and Math

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
All 9-12 Math and ELA teachers will engage in professional learning on the Understanding by Design curriculum framework	2021-06-01 - 2023-06-02	Assistant Superintendent or Director of Teaching and Learning	Flex and In-Service Days Curriculum Framework Template PA Standards for ELA and Math

Anticipated Outcome

K-12 ELA curriculum will be aligned to the state standards with formative and summative assessments which will in turn improve student achievement.

Monitoring/Evaluation

Completed curriculum frameworks or curricula for Math and ELA K-12 K-12 Principal walkthrough and observation data to determine the consistent implementation and effectiveness of the frameworks or curricula. ELA and Math PSSA and Keystone Exam data in ELA and Math iReady math data NWEA/MAP reading/ELA data Fountas and Pinnell data CDT data Teacher grade and local assessment data in ELA and Math

Evidence-based Strategy

Provide Student Centered Supports to Ensure All Students Are Ready to Learn

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math MTSS	By 2023, an MTSS system of identifying student learning gaps in math and creating action plans for individual intervention will be fully implemented in each K-4, 5-6, and 7-8 building to meet the state target of 56.4%
ELA MTSS	By 2023, an MTSS system of identifying student learning gaps in reading and creating action plans for individual intervention will be fully implemented in each K-4, 5-6, and 7-8 building to meet the state target of 70.6%

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
MTSS teams will be developed and implemented at every district building	2020-06-01 - 2023-06-02	Building Principal	MTSS regular meeting time
MTSS teams use Ed Insight data to identify who are not meeting expectations in math and/or ELA	2020-06-01 - 2022-06-01	Building Principal	MTSS regular meeting time Ed Insight Data
MTSS teams will develop specific action plans for each student identified with gaps and/or review action plans in place for current MTSS students in math and/or ELA	2020-06-01 - 2022-06-03	Building Principal	MTSS regular meeting time Ed Insight Action Plan Framework
MTSS team will communicate actions plans for each student to teachers, parents and the student and provide regular updates on implementation and progress	2020-06-01 - 2022-06-03	Building Principal	Ed Insight Data Action Plan Framework

Anticipated Outcome
A system of identifying student learning gaps in math and ELA, as well as creating action plans for individual intervention will be fully

implemented in each K-4, 5-6, and 7-8 to increase student achievement.

Monitoring/Evaluation

EdInsight Data on student action plans and progress in ELA and Math Teacher grade and local assessment data in ELA and Math ELA and Math PSSA and Keystone Exam data in ELA and Math NWEA/MAP reading/ELA data

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 2023, all 7th grade students in the Governor Mifflin School District will improve student achievement outcomes each year as measured by the grade 7 math PSSA through the implementation of best instructional math practices to meet the state target goal of 56.4%. (Math PSSA and Keystone Instructional Practice Goal)</p>	<p>Focus on Continuous Improvement of Instruction: Support Implementation of evidence based strategies and programs</p>	<p>All math teachers and instructional leaders in grades K-8 will participate in a series of professional learning sessions around math instructional best practices.</p>	<p>08/12/2020 - 06/01/2022</p>
<p>By June 2023, all third grade students in the Governor Mifflin School District will improve student achievement outcomes each year as measured by the grade 3 reading PSSA through the implementation of best instructional reading practices to meet or exceed the Early Indicator of Success state target of 70.6% (Grade 3 Early Indicator of Success Goal)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 2023, all 7th grade students in the Governor Mifflin School District will improve student achievement outcomes each year as measured by the grade 7 math PSSA through the implementation of best instructional math practices to meet the state target goal of 56.4%. (Math PSSA and Keystone Instructional Practice Goal)</p> <p>By June 2023, all third grade students in the Governor Mifflin School District will improve student achievement outcomes each year as measured by the grade 3 reading PSSA through the implementation of best instructional reading practices to meet or exceed the Early Indicator of Success state target of 70.6% (Grade 3 Early Indicator of Success Goal)</p>	<p>Focus on Continuous Improvement of Instruction: Support Implementation of evidence based strategies and programs</p>	<p>All math teachers in grades 9-12 will participate in a series of professional learning sessions around math instructional best practices.</p>	<p>08/12/2020 - 06/02/2023</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2023, the K-12 math curriculum will be aligned to the state standards with formative and summative assessments. (Math Curriculum)	Focus on Continuous Improvement of Instruction:	All K-12 math and ELA teachers will review grade level curriculum	06/04/2020 -
By 2023, the K-12 ELA curriculum will be aligned to the state standards with formative and summative assessments. (ELA Curriculum)	Ensure standards aligned curriculum and assessment	formative and summative assessment data on a regular basis and make adjustments as needed to improve student performance.	06/02/2023
By 2023, all math teachers in grades K-12 will engage in a series of professional learning focused on best instructional math practices to increase the growth to meet the state target goal of 56.4% (Math Professional Learning K-12)			
By 2023, all math teachers in grades K-7 will engage in a series of professional learning focused on best instructional math practices to increase the growth to meet the state target goal of 56.4% (Math Professional Learning K-7)			
By 2023, all reading teachers and reading specialists in grades K-3 will engage in a series of professional learning focused on best instructional reading practices to increase the growth to meet the state target goal of 70.6%. (Reading Professional Learning K-3)			
By 2023, all reading teachers and reading specialists in grades K-12 will engage in a series of professional learning focused on best instructional reading practices to increase the growth to meet the state target goal of 70.6%. (ELA Professional Learning K-12)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2023, the K-12 math curriculum will be aligned to the state standards with formative and summative assessments. (Math Curriculum)	Focus on	All K-8 Math and	06/01/2021
By 2023, the K-12 ELA curriculum will be aligned to the state standards with formative and summative assessments. (ELA Curriculum)	Continuous Improvement of	ELA teachers will engage in	-
By 2023, all math teachers in grades K-12 will engage in a series of professional learning focused on best instructional math practices to increase the growth to meet the state target goal of 56.4% (Math Professional Learning K-12)	Instruction:	professional learning on how	06/02/2023
By 2023, all math teachers in grades K-7 will engage in a series of professional learning focused on best instructional math practices to increase the growth to meet the state target goal of 56.4% (Math Professional Learning K-7)	Ensure standards aligned curriculum and assessment	to develop a quality curriculum framework	
By 2023, all reading teachers and reading specialists in grades K-3 will engage in a series of professional learning focused on best instructional reading practices to increase the growth to meet the state target goal of 70.6%. (Reading Professional Learning K-3)			
By 2023, all reading teachers and reading specialists in grades K-12 will engage in a series of professional learning focused on best instructional reading practices to increase the growth to meet the state target goal of 70.6%. (ELA Professional Learning K-12)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2023, the K-12 math curriculum will be aligned to the state standards with formative and summative assessments. (Math Curriculum)	Focus on	All 9-12 Math and	06/01/2021
By 2023, the K-12 ELA curriculum will be aligned to the state standards with formative and summative assessments. (ELA Curriculum)	Continuous Improvement of	ELA teachers will engage in	-
By 2023, all math teachers in grades K-12 will engage in a series of professional learning focused on best instructional math practices to increase the growth to meet the state target goal of 56.4% (Math Professional Learning K-12)	Instruction: Ensure standards aligned curriculum and assessment	professional learning on the Understanding by Design curriculum framework	06/02/2023
By 2023, all math teachers in grades K-7 will engage in a series of professional learning focused on best instructional math practices to increase the growth to meet the state target goal of 56.4% (Math Professional Learning K-7)			
By 2023, all reading teachers and reading specialists in grades K-3 will engage in a series of professional learning focused on best instructional reading practices to increase the growth to meet the state target goal of 70.6%. (Reading Professional Learning K-3)			
By 2023, all reading teachers and reading specialists in grades K-12 will engage in a series of professional learning focused on best instructional reading practices to increase the growth to meet the state target goal of 70.6%. (ELA Professional Learning K-12)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2023, an MTSS system of identifying student learning gaps in math and creating action plans for individual intervention will be fully implemented in each K-4, 5-6, and 7-8 building to meet the state target of 56.4% (Math MTSS)	Provide Student Centered Supports to Ensure All Students Are Ready to Learn	MTSS team will communicate actions plans for each student to teachers, parents and the student and provide regular updates on implementation and progress	06/01/2020 - 06/03/2022
By 2023, an MTSS system of identifying student learning gaps in reading and creating action plans for individual intervention will be fully implemented in each K-4, 5-6, and 7-8 building to meet the state target of 70.6% (ELA MTSS)			

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 placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

School Board Minutes or Affirmation Statement

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

Superintendent/Chief Executive Officer

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Future Ready Index 2019-2020: Career Standards Benchmark - The Intermediate School exceeds the Career Standards Benchmark All Student Group Statewide Average of 89.8% by 8.6% and the Statewide 2030 Goal of 98% by .4% with a score of 98.4%. Grades 7-12 exceed the Career Standards Benchmark All Student Group Statewide Average by 8.1% and is only .1% below the Statewide 2030 Goal of 98%.

Career Fairs - High School and Middle School - Each year, the middle and high school hold Career Fairs. Community members in a wide variety of careers engage students in presentations and conversations around the different aspects of their careers.

Career Education and Work Standards: Elementary Career Programs: Students in K-4 get regular lessons connected with the PA Career Education and Work Standards.

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

Challenges

Internship Program - The high school is working to build the internship program that was put into place in 2017. Currently, we have 25 students in the internship, but we would like to work to double that number.

School to Work Program: Currently, our high school has about 20 students in our School to Work program. We would like to work to double that number.

Many, but not all grades have infused the PA Career Education and Work Standards in their curriculum.

Middle School Contribution to Student Career Paths and Choices Made for 9th grade Scheduling: We would like to see a stronger/more fluid connection between the middle school resources that are available to students related to setting them up to be prepared for specific career paths at the high school level such as a diagnostic that provides results of careers that match their interest and then resources to learn more about those careers.

Foster a vision and culture of high expectations for success for all students, educators, and families

Strengths

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

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district

Algebra Intervention course provides students with an additional period of Algebra instruction.

Co teaching Algebra 1A and 1B increased the support students receive inside the regular education classroom.

Proficient or Advanced on Pennsylvania State Assessments - ELA - All student groups. The Intermediate School (grades 5 and 6) scores 1.4% (63.5%) higher than the state average of proficient and advanced students in ELA of 62.1% with Black, Hispanic, White, and Economically Disadvantaged students trending up with an increase performance from the previous year

Meeting Annual Academic Growth Expectations (PVAAS) - ELA - Mifflin Park is exceeding the Statewide Average Growth Score of 70% by 20% in ELA (90%) and 23% in Math (93%) with Economically Disadvantaged students trending up in both.

Proficient or Advanced on Pennsylvania State Assessments - ELA - The High School is above the statewide average of 62.1% by

Challenges

Establish and maintain a focused system for continuous improvement and ensure organizational coherence

Ensure effective, standards-aligned curriculum and assessment

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

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

Social emotional learning opportunities need to increase as demands increase.

Special Education sub group proficiency levels continue to decrease in the tested areas.

An increase in overall student attendance would result in an increase in achievement.

Increasing the number of students taking Honors and AP courses at the high school.

An increase in overall student attendance would result in an increase in achievement.

Strengths

10.4% (72.5%) for proficient and advanced students in ELA with Black students increasing in performance from the previous year.

Meeting Annual Academic Growth Expectations - ELA - The High School is above the Statewide Average Growth Score of 75% by 14% and the Meeting Standards Growth Standard of 75% by 19% with a score of 89% in ELA.

Proficient or Advanced on Pennsylvania State Assessments - Math - All student groups - The Intermediate School (grades 5 and 6) scores 3% (48.2%) higher than the state average of proficient and advanced students in Math of 45.2% with Black students increasing their performance from the previous year. The High School is above the statewide average of 45.2% by 19% (64.2%) for proficient and advanced students in Math.

Meeting Annual Academic Growth Expectations (PVAAS) - Math - The Intermediate School is exceeding the Statewide Average Growth Score in Math of 75.3% by 1.9% and the Meeting Standards Growth Standard of 70% by 7% with Hispanic, White, Economically Disadvantaged and Students with Disabilities increasing their performance from the previous year.

Proficient or Advanced on Pennsylvania State Assessments - Science/Biology - All student groups - Every K-4 school is higher than the statewide average of 66% Mifflin Park -77.4% The High School is above the statewide average of 66% by .8% (66.8%) for

Challenges

Special education students taking the Algebra Keystone in 11th grade without experiencing the curriculum.

Early Indicators of Success: Grade 3 Reading - Only 74.5% of students in grade 3 are reading on grade level.

Meeting Annual Academic Growth Expectations (PVAAS) - ELA - The Middle School is below the Statewide Average Growth Score of 75% by 15% and the Meeting Standards Growth Standard of 75.3% by 15.3% with a score of 50% with all student groups trending in decreased performance for the previous year in ELA.

Advanced on Pennsylvania Assessments -ELA - All student groups - Grades 7-12 are below the Statewide Average of 17.8% in the percent of advanced students in ELA by 8.8% with only 9% of students scoring advanced.

If individual instructional needs for students not meeting grade expectations in the subjects of math ELA are addressed, then instructional practices will change and the gap between student performance and expectations will narrow.

If individual instructional needs for students are not meeting grade expectations in the subjects of math and ELA are addressed, then instructional practices will change and the gap between student performance and expectations will narrow.

Strengths

proficient and advanced students in Science/Biology with Hispanic and Black students increasing in performance from the previous year

Advanced on Pennsylvania Assessments -Science - All student groups - All K-4 buildings were over the statewide average of 28.9% in the number of advanced students in Science: Brecknock by 12.2% (41.1%) Mifflin Park by 6% (34.9%) Cumru by .1% (29%)

Proficient or Advanced on Pennsylvania State Assessments - Science/Biology - All student groups - K-4 - very K-4 school is higher than the statewide average of 66% Mifflin Park -77.4% Cumru - 77% Brecknock - 81.1% One elementary school, Brecknock, only 1.9% away from the statewide 2030 goal of 83.0%

Meeting Annual Academic Growth Expectations (PVAAS) - ELA - Grades K-4 - Mifflin Park is exceeding the Statewide Average Growth Score of 70% by 20% in ELA (90%) and 23% in Math (93%) with Economically Disadvantaged students trending up in both.

Meeting Annual Academic Growth Expectations - ELA - Grade 10 - The High School is above the Statewide Average Growth Score of 75% by 14% and the Meeting Standards Growth Standard of 75% by 19% with a score of 89% in ELA.

Challenges

Proficient or Advanced on Pennsylvania State Assessments - Math - The Middle School is significantly below the Statewide Average and all groups are trending in a decreased performance from the previous year in Math with only 27.6% of students proficient and advanced. This is 17.6% below the statewide average of only 45.2% and 44.2% below the Statewide 2030 Goal of 71.8%. The HS All Student Group overall, as well as Black, White, and Students with Disabilities groups decreased in performance from the previous year in Math.

If the curriculum that is currently in place for math and ELA are revised in terms of being standards aligned with effective formative and summative assessments embedded, then the assessment data will provide accurate data for teachers to use adjust instruction and interventions, which will increase student proficiency in math and ELA.

If a professional learning plan is developed for math and ELA to provide the necessary ongoing professional learning that needs to occur, teachers will become equipped to support students not meeting grade level expectations in math and lead to improved graduation rates.

Proficient or Advanced on Pennsylvania State Assessments - Science - The Middle School is below the Statewide Average and all but one student group (SD) are trending in a decreased performance from the previous year in Science with only 56.6% of

Challenges

students proficient and advanced. This is 9.4% below the statewide average of 66% and 26.4% below the Statewide 2030 Goal of 83%. The High School All Student Group overall, as well as Economically Disadvantaged and Students with Disabilities groups decreased in performance from the previous year in Science/Biology.

Meeting Annual Academic Growth Expectations (PVAAS) - Science/Biology - The Middle School is below the Statewide Average Growth Score of 75.1% by 25.1% and the Meeting Standards Growth Standard of 70% by 20% with a score of 50% with all student groups trending in decreased performance for the previous year in Science.

Advanced on Pennsylvania Assessments -Science/Biology - All student groups - Grades 7-12 are below the Statewide Average of 28.9% in the percent of advanced students in Science by 9.4% with 19.5% of students scoring advanced.

Future Ready Index 2019-2020: Advanced on Pennsylvania Assessments -ELA - All student groups - Grades 7-12 - Secondary is below the Statewide Average of 17.8% in the percent of advanced students in ELA by 8.8% with only 9% of students scoring advanced.

Future Ready Index 2019-2020: Advanced on Pennsylvania Assessments -Math - All student groups - Grades 7-12- Secondary

Challenges

is below the Statewide Average of 17.8% in the percent of advanced students in Math by 11.5% with only 6.3% of students scoring advanced. Mifflin Park - 62.7% Brecknock - 74.5% With a specific focus necessary on Economically Disadvantaged Students and Students with Disabilities at Mifflin Park: ED - 46.3% SD - 26.1%

Secondary is below the Statewide Average of 28.9% in the percent of advanced students in Science by 9.4% with 19.5% of students scoring advanced.

Future Ready Index 2019-2020: Advanced on Pennsylvania Assessments -Science/Biology- All student groups - Grades 7-12 - Early Indicators of Success: Grade 7 Math All Student Group: The Middle School's percent of Grade 7 Mathematics for All Student Groups is 28.4%

Future Ready Index 2019-2020 - Early Indicators of Success: Grade 3 Reading All Student Group - All K-4 buildings need to improve the percentage of students reading on grade level at grade 3. All K-4 buildings need to improve the percentage of students reading on grade level at grade 3. Cumru - 67.6% Mifflin Park - 62.7% Brecknock - 74.5% With a specific focus necessary on Economically Disadvantaged Students and Students with Disabilities at Mifflin Park: ED - 46.3% SD - 26.1%

Most Notable Observations/Patterns

Challenges

Discussion
Point

Priority for Planning

Secondary is below the Statewide Average of 28.9% in the percent of advanced students in Science by 9.4% with 19.5% of students scoring advanced.

Early Indicators of Success: Grade 3 Reading - Only 74.5% of students in grade 3 are reading on grade level.

If individual instructional needs for students are not meeting grade expectations in the subjects of math and ELA are addressed, then instructional practices will change and the gap between student performance and expectations will narrow.

Foster a vision and culture of high expectations for success for all students, educators, and families

Establish and maintain a focused system for continuous improvement and ensure organizational coherence

Ensure effective, standards-aligned curriculum and assessment

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

Challenges

**Discussion
Point**

Priority for Planning

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

Social emotional learning opportunities need to increase as demands increase.

Special Education sub group proficiency levels continue to decrease in the tested areas.

If the curriculum that is currently in place for math and ELA are revised in terms of being standards aligned with effective formative and summative assessments embedded, then the assessment data will provide accurate data for teachers to use adjust instruction and interventions, which will increase student proficiency in math and ELA.

If a professional learning plan is developed for math and ELA to provide the necessary ongoing professional learning that needs to occur, teachers will become equipped to support students not meeting grade level expectations in math and lead to improved graduation rates.

ADDENDUM B: ACTION PLAN

Action Plan: Focus on Continuous Improvement of Instruction: Support Implementation of evidence based strategies and programs

Action Steps	Anticipated Start/Completion Date	
All math teachers and instructional leaders in grades K-8 will participate in a series of professional learning sessions around math instructional best practices.	08/12/2020 - 06/01/2022	
Monitoring/Evaluation	Anticipated Output	
K-12 Principal walkthrough and observation data iReady Math Data for grades K-8 CDT Math data for Algebra I PSSA and Keystone Exam Math Data Teacher grade and local assessment data	Improvement of student achievement outcomes each year as measured by the math PSSA and Algebra I Keystone Exam through the implementation of best instructional math practices.	
Material/Resources/Supports Needed	PD Step	Comm Step
Ready and iReady Math Professional Learning	yes	no

Action Steps**Anticipated Start/Completion Date**

All math teachers in grades 9-12 will participate in a series of professional learning sessions around math instructional best practices.

08/12/2020 - 06/02/2023

Monitoring/Evaluation**Anticipated Output**

K-12 Principal walkthrough and observation data
iReady Math Data for grades K-8 CDT Math data for Algebra I PSSA and Keystone Exam Math Data
Teacher grade and local assessment data

Improvement of student achievement outcomes each year as measured by the math PSSA and Algebra I Keystone Exam through the implementation of best instructional math practices.

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

Math Educational Consultant Dan Kauffman

yes

no



Action Steps**Anticipated Start/Completion Date**

All principals will conduct regular walkthroughs and observations to determine the level of implementation and effectiveness of math instructional best practices learned in the professional learning sessions.

08/12/2020 - 06/02/2023

Monitoring/Evaluation**Anticipated Output**

K-12 Principal walkthrough and observation data
iReady Math Data for grades K-8 CDT Math data for Algebra I PSSA and Keystone Exam Math Data
Teacher grade and local assessment data

Improvement of student achievement outcomes each year as measured by the math PSSA and Algebra I Keystone Exam through the implementation of best instructional math practices.

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

Danielson Framework Math Instructional Best Practices Rubric PAEtep for walkthrough and observation data

no

no

Action Plan: Focus on Continuous Improvement of Instruction: Ensure standards aligned curriculum and assessment

Action Steps**Anticipated Start/Completion Date**

Math and ELA curriculum frameworks based on grade level standards for grades K-6 and with formative and summative assessments will be developed by teachers and instructional leaders and implemented at every grade level.

06/04/2021 - 06/02/2023

Monitoring/Evaluation**Anticipated Output**

Completed curriculum frameworks or curricula for Math and ELA K-12 K-12 Principal walkthrough and observation data to determine the consistent implementation and effectiveness of the frameworks or curricula. ELA and Math PSSA and Keystone Exam data in ELA and Math iReady math data NWEA/MAP reading/ELA data Fountas and Pinnell data CDT data Teacher grade and local assessment data in ELA and Math

K-12 ELA curriculum will be aligned to the state standards with formative and summative assessments which will in turn improve student achievement.

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

In-service time PA Standards Curriculum Framework

no

no



Action Steps**Anticipated Start/Completion Date**

Math and ELA 7-12 curricula will be developed and implemented using the Understanding by Design Framework with clear formative and summative assessments.

06/04/2021 - 06/01/2022

Monitoring/Evaluation**Anticipated Output**

Completed curriculum frameworks or curricula for Math and ELA K-12 K-12 Principal walkthrough and observation data to determine the consistent implementation and effectiveness of the frameworks or curricula. ELA and Math PSSA and Keystone Exam data in ELA and Math iReady math data NWEA/MAP reading/ELA data Fountas and Pinnell data CDT data Teacher grade and local assessment data in ELA and Math

K-12 ELA curriculum will be aligned to the state standards with formative and summative assessments which will in turn improve student achievement.

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

In-service time UBD Framework PA Standards

no

no



Action Steps**Anticipated Start/Completion Date**

All principals will conduct regular walkthroughs and observations to determine the level of implementation and effectiveness of the curriculum frameworks or curricula in K-12 Math and ELA.

08/24/2021 - 06/02/2023

Monitoring/Evaluation**Anticipated Output**

Completed curriculum frameworks or curricula for Math and ELA K-12 K-12 Principal walkthrough and observation data to determine the consistent implementation and effectiveness of the frameworks or curricula. ELA and Math PSSA and Keystone Exam data in ELA and Math iReady math data NWEA/MAP reading/ELA data Fountas and Pinnell data CDT data Teacher grade and local assessment data in ELA and Math

K-12 ELA curriculum will be aligned to the state standards with formative and summative assessments which will in turn improve student achievement.

Material/Resources/Supports Needed

**PD
Step**

**Comm
Step**

Curriculum Framework or Curricula for each grade level in math and ELA PAEtep for walkthrough and observation data

no

no



Action Steps**Anticipated Start/Completion Date**

All K-12 math and ELA teachers will review grade level curriculum formative and summative assessment data on a regular basis and make adjustments as needed to improve student performance.

06/04/2020 - 06/02/2023

Monitoring/Evaluation**Anticipated Output**

Completed curriculum frameworks or curricula for Math and ELA K-12 K-12 Principal walkthrough and observation data to determine the consistent implementation and effectiveness of the frameworks or curricula. ELA and Math PSSA and Keystone Exam data in ELA and Math iReady math data NWEA/MAP reading/ELA data Fountas and Pinnell data CDT data Teacher grade and local assessment data in ELA and Math

K-12 ELA curriculum will be aligned to the state standards with formative and summative assessments which will in turn improve student achievement.

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

Formative and Summative Assessments for K-12 ELA and math

yes

no



Action Steps**Anticipated Start/Completion Date**

All K-8 Math and ELA teachers will engage in professional learning on how to develop a quality curriculum framework

06/01/2021 - 06/02/2023

Monitoring/Evaluation**Anticipated Output**

Completed curriculum frameworks or curricula for Math and ELA K-12 K-12 Principal walkthrough and observation data to determine the consistent implementation and effectiveness of the frameworks or curricula. ELA and Math PSSA and Keystone Exam data in ELA and Math iReady math data NWEA/MAP reading/ELA data Fountas and Pinnell data CDT data Teacher grade and local assessment data in ELA and Math

K-12 ELA curriculum will be aligned to the state standards with formative and summative assessments which will in turn improve student achievement.

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

Flex and In-Service Days Curriculum Framework Template PA Standards for ELA and Math

yes

no

Action Steps**Anticipated Start/Completion Date**

All 9-12 Math and ELA teachers will engage in professional learning on the Understanding by Design curriculum framework

06/01/2021 - 06/02/2023

Monitoring/Evaluation**Anticipated Output**

Completed curriculum frameworks or curricula for Math and ELA K-12 K-12 Principal walkthrough and observation data to determine the consistent implementation and effectiveness of the frameworks or curricula. ELA and Math PSSA and Keystone Exam data in ELA and Math iReady math data NWEA/MAP reading/ELA data Fountas and Pinnell data CDT data Teacher grade and local assessment data in ELA and Math

K-12 ELA curriculum will be aligned to the state standards with formative and summative assessments which will in turn improve student achievement.

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

Flex and In-Service Days Curriculum Framework Template PA Standards for ELA and Math

yes

no

Action Plan: Provide Student Centered Supports to Ensure All Students Are Ready to Learn

Action Steps	Anticipated Start/Completion Date
MTSS teams will be developed and implemented at every district building	06/01/2020 - 06/02/2023

Monitoring/Evaluation	Anticipated Output
EdInsight Data on student action plans and progress in ELA and Math Teacher grade and local assessment data in ELA and Math ELA and Math PSSA and Keystone Exam data in ELA and Math NWEA/MAP reading/ELA data	A system of identifying student learning gaps in math and ELA, as well as creating action plans for individual intervention will be fully implemented in each K-4, 5-6, and 7-8 to increase student achievement.

Material/Resources/Supports Needed	PD Step	Comm Step
MTSS regular meeting time	no	no



Action Steps**Anticipated Start/Completion Date**

MTSS teams use Ed Insight data to identify who are not meeting expectations in math and/or ELA

06/01/2020 - 06/01/2022

Monitoring/Evaluation**Anticipated Output**

EdInsight Data on student action plans and progress in ELA and Math Teacher grade and local assessment data in ELA and Math ELA and Math PSSA and Keystone Exam data in ELA and Math NWEA/MAP reading/ELA data

A system of identifying student learning gaps in math and ELA, as well as creating action plans for individual intervention will be fully implemented in each K-4, 5-6, and 7-8 to increase student achievement.

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

MTSS regular meeting time Ed Insight Data

no

no

Action Steps**Anticipated Start/Completion Date**

MTSS teams will develop specific action plans for each student identified with gaps and/or review action plans in place for current MTSS students in math and/or ELA

06/01/2020 - 06/03/2022

Monitoring/Evaluation**Anticipated Output**

EdInsight Data on student action plans and progress in ELA and Math Teacher grade and local assessment data in ELA and Math ELA and Math PSSA and Keystone Exam data in ELA and Math NWEA/MAP reading/ELA data

A system of identifying student learning gaps in math and ELA, as well as creating action plans for individual intervention will be fully implemented in each K-4, 5-6, and 7-8 to increase student achievement.

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

MTSS regular meeting time Ed Insight Action Plan Framework

no

no



Action Steps**Anticipated Start/Completion Date**

MTSS team will communicate actions plans for each student to teachers, parents and the student and provide regular updates on implementation and progress

06/01/2020 - 06/03/2022

Monitoring/Evaluation**Anticipated Output**

EdInsight Data on student action plans and progress in ELA and Math Teacher grade and local assessment data in ELA and Math ELA and Math PSSA and Keystone Exam data in ELA and Math NWEA/MAP reading/ELA data

A system of identifying student learning gaps in math and ELA, as well as creating action plans for individual intervention will be fully implemented in each K-4, 5-6, and 7-8 to increase student achievement.

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

Ed Insight Data Action Plan Framework

no

yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 2023, all 7th grade students in the Governor Mifflin School District will improve student achievement outcomes each year as measured by the grade 7 math PSSA through the implementation of best instructional math practices to meet the state target goal of 56.4%. (Math PSSA and Keystone Instructional Practice Goal)</p> <p>By June 2023, all third grade students in the Governor Mifflin School District will improve student achievement outcomes each year as measured by the grade 3 reading PSSA through the implementation of best instructional reading practices to meet or exceed the Early Indicator of Success state target of 70.6% (Grade 3 Early Indicator of Success Goal)</p>	<p>Focus on Continuous Improvement of Instruction: Support Implementation of evidence based strategies and programs</p>	<p>All math teachers and instructional leaders in grades K-8 will participate in a series of professional learning sessions around math instructional best practices.</p>	<p>08/12/2020 - 06/01/2022</p>
<p>By June 2023, all 7th grade students in the Governor Mifflin School District will improve student achievement outcomes each year as measured by the grade 7 math PSSA through the implementation of best instructional math practices to meet the state target goal of 56.4%. (Math PSSA and Keystone Instructional Practice Goal)</p> <p>By June 2023, all third grade students in the Governor Mifflin School District will improve student achievement outcomes each year as measured by the grade 3 reading PSSA through the implementation of best instructional reading practices to meet or exceed the Early Indicator of Success state target of 70.6% (Grade 3 Early Indicator of Success Goal)</p>	<p>Focus on Continuous Improvement of Instruction: Support Implementation of evidence based strategies and programs</p>	<p>All math teachers in grades 9-12 will participate in a series of professional learning sessions around math instructional best practices.</p>	<p>08/12/2020 - 06/02/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2023, the K-12 math curriculum will be aligned to the state standards with formative and summative assessments. (Math Curriculum)	Focus on Continuous	All K-12 math and ELA teachers will	06/04/2020 -
By 2023, the K-12 ELA curriculum will be aligned to the state standards with formative and summative assessments. (ELA Curriculum)	Improvement of Instruction:	review grade level curriculum	06/02/2023
By 2023, all math teachers in grades K-12 will engage in a series of professional learning focused on best instructional math practices to increase the growth to meet the state target goal of 56.4% (Math Professional Learning K-12)	Ensure standards aligned	formative and summative assessment data	
By 2023, all math teachers in grades K-7 will engage in a series of professional learning focused on best instructional math practices to increase the growth to meet the state target goal of 56.4% (Math Professional Learning K-7)	curriculum and assessment	on a regular basis and make	
By 2023, all reading teachers and reading specialists in grades K-3 will engage in a series of professional learning focused on best instructional reading practices to increase the growth to meet the state target goal of 70.6%. (Reading Professional Learning K-3)		adjustments as needed to	
By 2023, all reading teachers and reading specialists in grades K-12 will engage in a series of professional learning focused on best instructional reading practices to increase the growth to meet the state target goal of 70.6%. (ELA Professional Learning K-12)		improve student performance.	
By 2023, the K-12 math curriculum will be aligned to the state standards with formative and summative assessments. (Math Curriculum)	Focus on Continuous	All K-8 Math and ELA teachers will	06/01/2021 - 06/02/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2023, the K-12 ELA curriculum will be aligned to the state standards with formative and summative assessments. (ELA Curriculum)	Improvement of Instruction: Ensure standards aligned curriculum and assessment	engage in professional learning on how to develop a quality curriculum framework	
By 2023, all math teachers in grades K-12 will engage in a series of professional learning focused on best instructional math practices to increase the growth to meet the state target goal of 56.4% (Math Professional Learning K-12)			
By 2023, all math teachers in grades K-7 will engage in a series of professional learning focused on best instructional math practices to increase the growth to meet the state target goal of 56.4% (Math Professional Learning K-7)			
By 2023, all reading teachers and reading specialists in grades K-3 will engage in a series of professional learning focused on best instructional reading practices to increase the growth to meet the state target goal of 70.6%. (Reading Professional Learning K-3)			
By 2023, all reading teachers and reading specialists in grades K-12 will engage in a series of professional learning focused on best instructional reading practices to increase the growth to meet the state target goal of 70.6%. (ELA Professional Learning K-12)			
By 2023, the K-12 math curriculum will be aligned to the state standards with formative and summative assessments. (Math Curriculum)	Focus on Continuous Improvement of Instruction: Ensure	All 9-12 Math and ELA teachers will engage in professional learning on the	06/01/2021 - 06/02/2023
By 2023, the K-12 ELA curriculum will be aligned to the state standards with formative and summative assessments. (ELA Curriculum)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2023, all math teachers in grades K-12 will engage in a series of professional learning focused on best instructional math practices to increase the growth to meet the state target goal of 56.4% (Math Professional Learning K-12)	standards aligned curriculum and assessment	Understanding by Design curriculum framework	
By 2023, all math teachers in grades K-7 will engage in a series of professional learning focused on best instructional math practices to increase the growth to meet the state target goal of 56.4% (Math Professional Learning K-7)			
By 2023, all reading teachers and reading specialists in grades K-3 will engage in a series of professional learning focused on best instructional reading practices to increase the growth to meet the state target goal of 70.6%. (Reading Professional Learning K-3)			
By 2023, all reading teachers and reading specialists in grades K-12 will engage in a series of professional learning focused on best instructional reading practices to increase the growth to meet the state target goal of 70.6%. (ELA Professional Learning K-12)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
K-8 Math Instructional Best Practices Professional Learning	K-8 Math Teacher	Establish mathematics goals to focus learning. Effective teaching of mathematics establishes clear goals for the mathematics that students

Professional Development Step**Audience****Topics of Prof. Dev**

are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions. Implement tasks that promote reasoning and problem solving. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies. Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving. Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments. Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems. Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships. Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical

Professional Development Step	Audience	Topics of Prof. Dev
		understanding and to adjust instruction continually in ways that support and extend learning.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Principal observation and walkthrough data Student assessment data from Ready math and iReady	10/12/2020 - 06/02/2023	Assistant Superintendent or Director of Teaching and Learning

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	
1e: Designing Coherent Instruction	
1f: Designing Student Assessments	
3a: Communicating with Students	
3b: Using Questioning and Discussion Techniques	
3c: Engaging Students in Learning	
3d: Using Assessment in Instruction	
1c: Setting Instructional Outcomes	



Professional Development Step	Audience	Topics of Prof. Dev
Grades 9-12 Math Instructional Best Practices Professional Learning	All high school math teachers	<p>Establish mathematics goals to focus learning. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions. Implement tasks that promote reasoning and problem solving. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies. Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving. Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments. Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems. Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships. Elicit and use evidence of student thinking. Effective teaching of mathematics</p>

Professional Development Step	Audience	Topics of Prof. Dev
		uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Principal observation and walkthrough data Local Assessment data	10/29/2020 - 04/29/2021	High School Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4e: Growing and Developing Professionally	
1a: Demonstrating Knowledge of Content and Pedagogy	
1e: Designing Coherent Instruction	
1f: Designing Student Assessments	
3a: Communicating with Students	
3b: Using Questioning and Discussion Techniques	
3c: Engaging Students in Learning	
3e: Demonstrating Flexibility and Responsiveness	
1c: Setting Instructional Outcomes	

Professional Development Step	Audience	Topics of Prof. Dev
K-8 Curriculum and Assessment Professional Learning	K-8 Math and ELA teachers	Curriculum Framework Template Ready math and iReady Units of Study for ELA and Writing PA Standards for ELA and Math Instructional Best Practices Quality Formative and Summative Assessments

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Principal observation and walkthrough data Student assessment data from Ready math and iReady Student assessment and conferencing data from Fountas and Pinnell Local student ELA assessment data	06/01/2021 - 06/01/2022	Assistant Superintendent or Director of Teaching and Learning

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	
1b: Demonstrating Knowledge of Students	
1c: Setting Instructional Outcomes	
1e: Designing Coherent Instruction	
1f: Designing Student Assessments	

Professional Development Step	Audience	Topics of Prof. Dev
9-12 Curriculum and Assessment Professional Learning	All grade 9-12 high school math and ELA teachers	Understanding by Design Curriculum Framework Template PA Standards for ELA and Math Instructional Best Practices Quality Formative and Summative Assessments

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Completed 9-12 ELA and Math UBD Curriculum Frameworks Principal observation and walkthrough data Local student ELA and Math assessment data CDT Data from ELA and Math	06/01/2020 - 06/02/2023	Assistant Superintendent or Director of Teaching and Learning

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	
1b: Demonstrating Knowledge of Students	
1c: Setting Instructional Outcomes	
1d: Demonstrating Knowledge of Resources	
1e: Designing Coherent Instruction	
1f: Designing Student Assessments	

Professional Development Step	Audience	Topics of Prof. Dev
K-12 ELA and Math Formative and Summative Assessment Review	K-12 Math and ELA teachers	Quality formative and summative assessments Ed Insight

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Consistently improved formative and summative assessments Teacher use of formative and summative data to adjust and/or differentiate instruction Improved student achievement on assessments	06/01/2021 - 06/01/2022	Assistant Superintendent or Director of Teaching and Learning

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments 3d: Using Assessment in Instruction 4a: Reflecting on Teaching	



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By 2023, an MTSS system of identifying student learning gaps in math and creating action plans for individual intervention will be fully implemented in each K-4, 5-6, and 7-8 building to meet the state target of 56.4% (Math MTSS)</p>	<p>Provide Student Centered Supports to</p>	<p>MTSS team will communicate actions plans for each student to</p>	<p>2020-06-01 - 2022-06-03</p>
<p>By 2023, an MTSS system of identifying student learning gaps in reading and creating action plans for individual intervention will be fully implemented in each K-4, 5-6, and 7-8 building to meet the state target of 70.6% (ELA MTSS)</p>	<p>Ensure All Students Are Ready to Learn</p>	<p>teachers, parents and the student and provide regular updates on implementation and progress</p>	



COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
MTSS Communication for K-12 ELA and Math	Parents, Students, and Teachers	Attendance, Behavior, and/or Academics
Anticipated Timeframe	Frequency	Delivery Method
06/01/2021 - 06/01/2022	Once per month	Letter Email
Lead Person/Position		
Building Principal		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
State of the District	Comprehensive Plan Goals and Progress	Online and/or In-Person Presentation	All District Stakeholders	Every January or February
Overall Comprehensive Plan	All goals and details of the comprehensive plan	District Website	All District Stakeholders	Ongoing over the course of the comprehensive plan
