



Pennsylvania Department of Education  
Future Ready Comprehensive Planning

Millcreek Township SD

Millcreek Township School District

Comprehensive Plan  
For Review

September 24, 2021



## Steering Committee

| Name             | Position/Role     | Building /Group /Organization | Email              |
|------------------|-------------------|-------------------------------|--------------------|
| Joe Orlando      | Administration    | MEC                           | jorlando@mtsd.org  |
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| Ed Nientimp      | Administrator     | MEC                           | nientimp@mtsd.org  |
| John Cavanagh    | Administrator     | MEC                           | cavanagh@mtsd.org  |
| Carisa Coppolo   | Staff Member      | MEC                           | coppolo@mtsd.org   |



## LEA Profile

The Millcreek Township School District (MTSD) is located in Erie County PA. The MTSD is the 2nd largest school district in this region, serving approximately 7,000 students within 5 elementary schools, 3 middle schools, and 1 high school. Elementary schools operate on a K-5th grade configuration while middle schools include grades 6-8 and the high school includes grades 9-12. Additionally, the District utilizes the Asbury Woods Nature Center in which students K-12 make regular education visits connected to the district's science curriculum. High school students serviced through special education have the opportunity to participate in the McDowell Independent Living (MIL) program and Project SEARCH to prepare students for a variety of post-secondary options at two alternative District sites.

Student demographics are as follows: The student population is 86% White, 4% Hispanic, 3% Asian, 3% African-American, and 4% other. The Free/Reduced lunch rate is 44% for elementary, 38% for middle school, and 39% for high school. Kindergarten through twelfth grade, 16% of students receive individually designed instruction via an IEP and 6% of students receive academic acceleration or enrichment experiences via a GIEP.

The MTSD is governed by a 9-member School Board elected to 4-year terms. The central office administration is directed by a Superintendent, Assistant Superintendent, Chief Financial Officer, Director of Elementary Education, Director of Secondary Education, Director of Alternative Learning & Assessment, Director of Personnel, and Director of Student Services. The elementary schools are each directed by a principal and an assistant principal in three of the five schools, the middle schools are each directed by a Principal and Assistant Principal, and the high school is directed by 2 Principals, 4 Assistant Principals.

Students receive an education that is standards-based. Best instructional and assessment practices are utilized to maximize student learning. Teachers are provided professional development to help ensure they are best prepared to work with students. Data is utilized at the classroom, grade, school, and district levels to impact student learning and programs. Additionally, students are provided character development and career development opportunities from kindergarten to graduation. The students also benefit from a variety of meaningful extra-curricular opportunities and from high-quality athletic teams.

The MTSD resides in a suburban community with an aid ratio of .4756 (2020-21 Aid Ratios - PDE). The major industries in the community include LECOM, Eriez



Magnetics, and Plastek. The District partners in many ways with both small and large businesses and organizations within the community (e.g. grants, mentorship).

## **Mission and Vision**

### **Mission**

The Millcreek Township School District (MTSD) provides a world-class education that prepares students to reach their potential as life-long learners and responsible citizens.

### **Vision**

The Millcreek Township School District (MTSD) is building foundations for life. Millcreek Township School District (MTSD) believes that... Families play a critical role in student success. Each student is important and should be treated with dignity and respect. All students should have the opportunity to participate in academic programs that are relevant and rigorous. A learning community embraces diversity and allows individuals to achieve their maximum potential. Learning is a life-long experience and does require different approaches.

## **Educational Value Statements**

### **Students**

In order for Millcreek Township School District to successfully attain our mission and vision:

- Long-term learning requires students to deeply understand curriculum content and to be able to transfer learning to new and different situations. Instruction will emphasize the enduring understandings and essential questions to cue students into the "big ideas" of the curriculum that are the foundation for meaningful, long-term learning.
- All students come to school with varied readiness, interests, and learning profiles. To the extent possible, instruction will be responsive to the varied learning needs of all students.
- All students are exposed to the district-defined learner core competencies (LCC). The purpose of the LCC is to provide students opportunities to develop into well-rounded contributing members of the community. The district learner core competencies are defined as communicating (communication



and collaboration), thinking (critical, reflective, creative), personal (awareness and responsibility), and social (positive cultural identity).

## Staff

In order for the Millcreek Township School District to successfully attain our mission and vision:

- All staff members need to be life-long learners themselves, continually enhancing their own skills and knowledge to provide students the best learning experiences possible. Ongoing professional development will be a priority.
- Targeted individualized professional development opportunities, as well as focus on adult SEL experiences, exist throughout the calendar year from a variety of providers.
- All staff are trained in the district-defined learner core competencies (LCC). Staff identifies the purposes of the LCC, which is to provide students opportunities to develop into well-rounded contributing members of the community. (Refer to student section)

## Administration

In order for the Millcreek Township School District to successfully attain our mission and vision:

- The school setting communicates the value of education. Each school will convey to anyone who enters that it is an environment for learning.
- Curriculum is the framework that prescribes the scope and sequence of desired results and related learning experiences. The curriculum must be responsive to a changing society and the world environment in which we live. Curriculum renewal efforts will be ongoing and involve MTSD professional staff, other education experts, and relevant stakeholders. A balance of ongoing diagnostic, formative, and summative assessments is integral to the teaching-learning process. Instruction will be guided by these assessments.
- Administration is trained in the district-defined learner core competencies (LCC). Administration works with staff to implement the LCC through professional development, monthly meetings, and long-term planning. (To review LCC definitions, refer to the student section)



## Parents

In order for the Millcreek Township School District to successfully attain our mission and vision:

- Family support is an integral and valued part of students' learning experiences. A wide variety of parent involvement opportunities through district activities exist throughout the school year.
- Parents are encouraged to support student responsibility and commitment to the learning process via access to the Learning Management System (LMS) and Student Information System (SIS) to monitor their students' progress to support student achievement and growth.
- Parent feedback and communication are welcomed, valued, and utilized in planning and preparation for district operations and instructional programming.

## Community

In order for the Millcreek Township School District to successfully attain our mission and vision:

- Community support is an integral and valued part of students' learning experiences.
- Community partnerships are essential for student experiences, instructional programming, and standard achievement opportunities.
- Community feedback and communication are welcomed and utilized in planning and preparation for district operations and instructional programming.



## Summary Of Strengths and Challenges

| Strength   | Consideration In Plan |
|--|-----------------------|
| Assessment anchors and eligible content components are reviewed and integrated at appropriate times within the curriculum based on Keystone Literature results.  | No                    |
| Implementing Acadience K-3 has provided evidence for curricular changes (i.e., phonological awareness, phonics, and fluency). The ongoing progress monitoring utilizing Acadience provides insight to target students at various levels.   | No                    |
| All students K-5 in MTSD have exposure and experiences in career planning and preparation facilitated by school counselors. This portfolio provides students a longitudinal look into what their career goals are as they progress into middle school.   | No                    |
| All students in grades 9-12 in MTSD complete an interest inventory. Using a digital warehouse, student experiences are recorded and tracked to meet the continuum strands. Students experience 4 touchpoints per grade level.  | No                    |
| Meaningful 2-way communication with stakeholders   | Yes                   |
| Recruit and retain fully credentialed, experienced and high-quality leaders and teachers   | Yes                   |
| Completed and developing common assessments have positively contributed to meeting our standards-based learning targets.   | No                    |
| Examination by building level teams from PVAAS to indicate whether a student is exceeding, meeting, or did not meet the standards for PA Academic Growth. Our recent PVAAS results show the growth measures in grades 4-8 as having significant evidence that the district exceeded the standards for PA Academic Growth. The three year average indicated that the district exceeded the standards for PA Academic Growth. The three year average for Keystone English Language Arts indicated that there was evidence that the district met the standard for PA Academic Growth. | Yes                   |



|   |     |
|---|-----|
| PVAAS data indicated significant evidence that grades four and seven exceeded the standards for PA Academic Growth. PVAAS data indicated that grade eight had moderate evidence to suggest the district exceeded the standard for PA Academic Growth.   | No  |
| PVAAS three-year Growth Measure indicated significant evidence that grades four, seven, and eight exceeded the standards for PA Academic Growth. The three-year average for grade five had evidence that the district meet the standards for PA Academic Growth.  | No  |
| PVAAS for grade four revealed evidence that the district met the standard for PA Academic Growth. PVAAS for grade eight revealed that the district there was significant evidence that the district exceeded the standards for PA Academic Growth. The district had significant evidence that the three year average exceeded the standards for PA Academic Growth as well. | No  |
| PVAAS Keystone results showed significant evidence that the district exceeded the standards for PA Academic Growth as did the three-year average.   | No  |
| MTSD is a now a 1:1 school district and all teachers have laptops. This gives us flexibility and mobility with our instructional delivery   | No  |
| All supplemental plans help guide our operations, instruction and planning for our students.  | Yes |
| Keystone: In the areas of Biology, Algebra, and Literature, our students performed above the state average in all subgroups.  | No  |
| MS PSSA: As a grade band, our students performed above the state average in ELA across the District and all subgroups. In math and science, our students performed above the state average in most subgroups.   | No  |
| ES 3-4-5: As a grade band, our students performed above the state average in ELA and Math across the District.  | No  |
| All students in grades 6-8 in MTSD have exposure and experiences in career planning and preparation facilitated by school counselors. Using a digital warehouse, student experiences are recorded and tracked to meet the continuum strands.  | No  |





| Challenge  | Consideration In Plan |
|--|-----------------------|
| N/A; no category falls into the not yet evident or emerging ranges   | No                    |
| Continued refinement of curriculum, resources, and assessment to address the PVAAS results that showed there was moderate evidence that the district did not meet the standards of for PA Academic Growth.   | No                    |
| Examination of grade distribution and failure rates will continue to be part of the process of determining where challenges exist in English Language Arts.  | No                    |
| Student data will be examined to ensure equity of instruction for traditionally marginalized and underrepresented populations.   | Yes                   |
| Grade 6 PVAAS revealed that there was significant evidence that the district did not meet the standard for PA Academic Growth. This resulted in common assessment implementation in grades based on standards that were not being met on the PSSA. | No                    |
| Curriculum audits with attention to pacing and standards-alignment where conducted to ensure stronger PSSA alignment.  | No                    |
| Professional Development emphasizing ways has been developed to increase the support of student mathematical skills and abilities in the areas of reasoning, argumentation, and mathematical sense-making.   | Yes                   |
| Purposeful root-cause analysis to examine why there is moderate evidence that grade four did not meet the standard for PA Academic Growth.   | No                    |
| Stronger attention paid to performance of historically marginalized and underrepresented sub groups to ensure equity in instruction and assessment.  | Yes                   |
| The challenge for K-12 is integrating opportunities for career exploration and skill development cross-curricular.   | No                    |



|  |     |
|--|-----|
| The secondary challenge is bringing K-12 transfer students into the flow of career readiness opportunities.  | No  |
| Keystone: Although our subgroups outperform the state subgroups, there is still a gap between our students' performance in these subgroups' performance and our overall District level of performance in the areas of Biology, Algebra and Literature.   | No  |
| MS PSSA: As a grade band, our students performed above the state average in Math across the District in most subgroups. In Math, our special education subgroup is underperforming.  | No  |
| ES 3-4-5: As a grade band, our students performed above the state average in ELA and Math. However, our multiracial subgroup did not meet the state average. Additionally, our science scores do not meet the state average in two additional subgroups. | No  |
| MTSD ELL program continues to rapidly grow impacting classroom teachers resulting in a need for professional development in working with ELL learners.   | No  |
| Evaluate current resources to ensure they provide opportunities for differentiation for our ELL population, as well as continue to identify supplemental resources to support ELL teachers' instructional planning.                                      | No  |
| Human and financial resources will continue to affect long-range planning and budgeting for MTSD.  | Yes |



## Analyzing Strengths and Challenges

| Strength   | Discussion Points  |
|--|--|
| Meaningful 2-way communication with stakeholders   | With a changing population, maintain consistent communication with all community members and stakeholders and ensure that they have equitable access to the expected means of communication. |
| Recruit and retain fully credentialed, experienced and high-quality leaders and teachers   | Continued focus on recruitment and university partnerships to acquire fully credentialed, experienced and high-quality leaders and teachers.   |
| Examination by building level teams from PVAAS to indicate whether a student is exceeding, meeting, or did not meet the standards for PA Academic Growth. Our recent PVAAS results show the growth measures in grades 4-8 as having significant evidence that the district exceeded the standards for PA Academic Growth. The three year average indicated that the district exceeded the standards for PA Academic Growth. The three year average for Keystone English Language Arts indicated that there was evidence that the district met the standard for PA Academic Growth. | While MTSD is displaying a high level of growth across most of the identified groups, a need to attain specific levels of achievement is still evident.                                      |
| All supplemental plans help guide our operations, instruction and planning for our students.   | Maintenance and the continuous improvement cycles of the supplemental plans are invaluable.  |



| <b>Challenge</b>   | <b>Discussion Points</b>   | <b>Priority For Planning</b> | <b>Priority Statement</b>   |
|--|--|------------------------------|---|
| Student data will be examined to ensure equity of instruction for traditionally marginalized and underrepresented populations.   | Growing population of historically underrepresented populations. | Yes                          | The focus for the identified priority challenge is to provide targeted professional development on accessing and analyzing data, identifying and closing the achievement gap, and ensuring equitable practices district-wide. |
| Professional Development emphasizing ways has been developed to increase the support of student mathematical skills and abilities in the areas of reasoning, argumentation, and mathematical sense-making. | Growing population of historically underrepresented populations. | Yes                          | The focus for the identified priority challenge is to develop an increased level of support of instructional strategies, data analysis, and resource implementation district-wide.  |
| Stronger attention paid to performance of historically marginalized and underrepresented sub groups to ensure equity in instruction and assessment.  | Growing population of historically underrepresented populations. | Yes                          | The focus for the identified priority challenge is to support leaders and teachers utilizing practices of evidence-based instruction.   |
| Human and financial resources will continue to affect long-range planning and budgeting for MTSD.  | Growing population of historically underrepresented populations. | Yes                          | The focus for the identified priority challenge is to communicate district needs related to the budgetary considerations impacting instruction, student growth, and achievement.  |



**Priority:** The focus for the identified priority challenge is to provide targeted professional development on accessing and analyzing data, identifying and closing the achievement gap, and ensuring equitable practices district-wide.

| Outcome Category      | Measurable Goal Statement  | Measurable Goal Nickname              | Target Year 1   | Target Year 2  | Target Year 3  |
|-----------------------|--|---------------------------------------|---|--|--|
| Professional Learning | The development, execution, and long-term implementation plan of professional development for MTSD over the next 3 years will encourage and allow stakeholders within MTSD the opportunity to explore and implement research-based instructional strategies, analyze data to drive instruction, and support resource selection and implementation district-wide. | Professional Development Yearly Focus | MTSD's focus of communication and collaboration through student agency, engagement, and cognitive lift during the Summer Symposium in August of 2021 provides a kick-off opportunity for instructional staff and administration to investigate and create implementation plans for instructional strategies, data analysis, and resource selection. That same focus continues to be the foundation of all professional development workshops and activities throughout the school year. Additionally, through the Year of Math, K-12 teachers will be engaged in professional development to analyze and research practices related to student discourse, mathematical argumentation strategies, and reasoning practices. | MTSD's focus of thinking through critical thinking, creative thinking, and reflective thinking during the Summer Symposium in August of 2022 provides a kick-off opportunity for instructional staff and administration to investigate and create implementation plans for instructional strategies, data analysis, and resource selection. That same focus continues to be the foundation of all professional development workshops and activities throughout the school year. Additionally, through the Year of ELA, K-12 teachers will be engaged in professional development to analyze and research practices related to Reading, Writing, Speaking, and Listening. | The development, execution, and long-term implementation plan of professional development for MTSD over the next 3 years will encourage and allow stakeholders within MTSD the opportunity to explore and implement research-based instructional strategies, analyze data to drive instruction, and support resource selection and implementation district-wide. |



**Priority:** The focus for the identified priority challenge is to develop an increased level of support of instructional strategies, data analysis, and resource implementation district-wide.

| Outcome Category  | Measurable Goal Statement   | Measurable Goal Nickname | Target Year 1   | Target Year 2  | Target Year 3   |
|---|---|--------------------------|---|--|---|
| Essential Practices 1: Focus on Continuous Improvement of Instruction | The development, execution, and long-term implementation plan of the learner core competencies for MTSD over the next 3 years will encourage and allow stakeholders within MTSD the opportunity to explore and implement research-based instructional strategies, analyze data to drive instruction, and support resource selection and implementation district wide. | LCC                      | Present and implement the initial LCC components of Communication and Collaboration to stakeholders. Throughout the school year opportunities related to instructional strategies, data analysis, and resource implementation will be driven by communication and collaboration competencies. | Present and implement the initial LCC components of Thinking, Creative, Reflective, and Critical, to stakeholders. Throughout the school year opportunities related to instructional strategies, data analysis, and resource implementation will be driven by the thinking competency component. At the start of year 3, MTSD will focus on the third component of LCC, the Personal and Social core competencies. | The development, execution, and long-term implementation plan of the learner core competencies for MTSD over the next 3 years will encourage and allow stakeholders within MTSD the opportunity to explore and implement research-based instructional strategies, analyze data to drive instruction, and support resource selection and implementation district wide. |



**Priority:** The focus for the identified priority challenge is to support leaders and teachers utilizing practices of evidence-based instruction.

| Outcome Category  | Measurable Goal Statement  | Measurable Goal Nickname | Target Year 1   | Target Year 2  | Target Year 3  |
|---|--|--------------------------|---|--|--|
| Essential Practices 1: Focus on Continuous Improvement of Instruction | The development, execution, and long-term implementation plan of the walk-throughs, observations, instructional rounds, and targeted professional coaching within MTSD over the next 3 years will encourage and allow leaders and teachers the opportunity to explore and implement research-based instructional strategies, analyze data to drive instruction, and support resource selection and implementation district-wide. | Coaching                 | MTSD administration will attend the Summer Leadership Academy to develop consistency of expectations across all K-12 buildings and teams. | MTSD teachers will attend faculty meetings, in-service offerings, and embedded professional development to build capacity to effectively execute expectations across all K-12 buildings and teams. | The development, execution, and long-term implementation plan of the walk-throughs, observations, instructional rounds, and targeted professional coaching within MTSD over the next 3 years will encourage and allow leaders and teachers the opportunity to explore and implement research-based instructional strategies, analyze data to drive instruction, and support resource selection and implementation district-wide. |



**Priority:** The focus for the identified priority challenge is to communicate district needs related to the budgetary considerations impacting instruction, student growth, and achievement.

| Outcome Category  | Measurable Goal Statement   | Measurable Goal Nickname | Target Year 1   | Target Year 2  | Target Year 3   |
|---|---|--------------------------|---|--|---|
| Essential Practices 5: Allocate Resources Strategically and Equitably | MTSD will evaluate resource impact on instruction, achievement, and growth. Using industry and research-based evaluative approaches and measurements, MTSD will identify those resources that have the greatest impact on instruction, achievement, and growth and prioritize the budget accordingly. | Resources                | MTSD will research evaluative protocols to measure resource effectiveness, usage, long-term financial impacts, and curricular alignments. | MTSD will establish evaluative protocols to measure resource effectiveness, usage, long-term financial impacts, and curricular alignments. | MTSD will evaluate resource impact on instruction, achievement, and growth. Using industry and research-based evaluative approaches and measurements, MTSD will identify those resources that have the greatest impact on instruction, achievement, and growth and prioritize the budget accordingly. |





| Action Plan for: Differentiated Targeted Professional Development   |  |   |
|---|--|---|
| Measurable Goals  | Anticipated Output   | Monitoring/Evaluation   |
| <ul style="list-style-type: none"> <li>LCC</li> <li>Professional Development Yearly Focus</li> <li>Resources</li> <li>Coaching</li> </ul> | Anticipated Output #1: MTSD will distribute a video library of the Summer Symposium sessions to all MTSD faculty and staff. Anticipated Output #2: MTSD will participate in monthly, quarterly, and semester instructional rounds (IR). Anticipated Output #3: MTSD will provide embedded professional development during in-service and regular instructional days. Anticipated Output#4: MTSD will provide an online, on-demand professional development repository, grounded in research. | Monitoring Output #1: Evidence of staff participation in Summer Symposium PD will be shown through the badging system offered through the district. Monitoring Output #2: Each member of the Instructional Rounds team is recording data while rounding followed by sharing feedback with all involved parties. Monitoring Output #3: Evidence of the effectiveness of embedded professional development will be shown through walk-throughs, observations, and student performance measures (SPM). |
| <b>Action Step</b>  | Professional Development plan implementation   |   |
| <b>Action Step Date</b>   | 07/01/2021   |   |
| <b>Anticipated Completion Date</b>  | 06/30/2024   |   |
| <b>Lead Person(s)/ Position</b>   | Dr. John Cavanagh - Director of Secondary Education<br>Mr. Joseph Orlando - Direction of Elementary Education<br>Dr. Tim Stoops - Director of Alternative Learning and Assessment<br>Ms. Marianne Ouellet - Supervisor of ELA and Social Studies K-12<br>Ms. Jennifer Dunmire – Supervisor of Math and Science K-12<br>Ms. Carisa Coppolo – Coordinator of Professional Development and Instructional Technology   |   |
| <b>Material, Resources, Supports Needed</b>   | 3 year PD plan Technology:<br>Presentation tools and software<br>MTSD LCC framework<br>Consultants, vendor products, and partnerships<br>IU 5 resources<br>Budgetary resources and allocations   |   |
| <b>PD Step?</b>   | yes  |   |
| <b>Com Step?</b>  | yes  |   |



## Professional Development Activities

| Summer Symposium   |  |   |  |  |                                 |                                      |
|--------------------|--|---|--|--|---------------------------------|--------------------------------------|
| Action Step        | Audience                                 | Topics to be Included   | Evidence of Learning   | Lead Person/Position   | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|                    | K-12 administration and staff            | Communication, Collaboration, Critical Thinking, Creative Thinking, Reflective Thinking, Personal Awareness and Responsibility, Social: Positive Cultural Identity              | Learning evidence will be evident through walk-throughs, observations, instructional rounds, and student performance measures. | Dr. John Cavanagh - Director of Secondary Education<br>Mr. Joseph Orlando - Director of Elementary Education<br>Dr. Tim Stoops - Director of Alternative Learning and Assessment<br>Ms. Marianne Ouellet - Supervisor of ELA & SS K-12<br>Ms. Jennifer Dunmire - Supervisor of Math & Science K-12<br>Ms. Carisa Coppolo - PD/IT Coordinator | 07/01/2021                      | 06/30/2024                           |
| Learning Formats   |  |   |  |  |                                 |                                      |
| Type of Activities | Frequency                                | Danielson Framework Component Met in this Plan  |  | This Step Meets the Requirements of State Required Trainings   |                                 |                                      |
| Conference         | held every August from 2021 through 2023 | <ul style="list-style-type: none"> <li>3c: Engaging Students in Learning</li> <li>3a: Communicating with Students</li> <li>4e: Growing and Developing Professionally</li> </ul> |  |  |                                 |                                      |



| Year of Math       |   |   |  |  |  |                                      |
|--------------------|---|---|--|--|--|--------------------------------------|
| Action Step        | Audience  | Topics to be Included   | Evidence of Learning   | Lead Person/Position   | Anticipated Timeline Start Date                              | Anticipated Timeline Completion Date |
|                    | K-12 math teachers                                    | mathematical argumentation, discourse, and reasoning; data analysis, curricular alignment to PACCS and assessment anchors   | Learning evidence will be evident through walk-throughs, observations, instructional rounds, and student performance measures. | Dr. John Cavanagh - Director of Secondary Education<br>Mr. Joseph Orlando - Director of Elementary Education<br>Ms. Jennifer Dunmire - Supervisor of Math & Science K-12 | 07/01/2021   | 06/30/2022                           |
| Learning Formats   |   |   |  |  |  |                                      |
| Type of Activities | Frequency   | Danielson Framework Component Met in this Plan  |  |  | This Step Meets the Requirements of State Required Trainings |                                      |
| Inservice day      | October 11, 2021<br>November 5, 2021<br>April 1, 2022 | <ul style="list-style-type: none"> <li>4e: Growing and Developing Professionally</li> <li>3b: Using Questioning and Discussion Techniques</li> <li>3c: Engaging Students in Learning</li> </ul> |  |  |  |                                      |



## Communications Activities

| Millcreek This Week         |  |   |  |                                 |                                      |
|-----------------------------|--|---|--|---------------------------------|--------------------------------------|
| Action Step                 | Audience   | Topics to be Included   | Type of Communication                            | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|                             | Millcreek This Week is distributed to all MTSD stakeholders: staff, students, families, and community members. | Professional development offerings, technology usage strategies, celebrations, stakeholder surveys, online resources, | Ms. Katie Maccaglia - Communications Coordinator | 07/01/2021                      | 06/30/2024                           |
| Communications              |  |   |  |                                 |                                      |
| Type of Communication       |  |   | Frequency  |                                 |                                      |
| Email                       |  |   | weekly   |                                 |                                      |
| Newsletter                  |  |   | weekly   |                                 |                                      |
| Other                       |  |   | weekly   |                                 |                                      |
| Posting on district website |  |   | weekly   |                                 |                                      |



**Professional Development Steering Committee:**

| <b>Name</b>      | <b>Title</b>                              | <b>Committee Role</b>         | <b>Chose by / Appointed by</b> |
|------------------|---|-------------------------------|--------------------------------|
| Darcie Moseley   | Assistant Superintendent                  | Administrator                 | Administration Personnel       |
| Joe Orlando      | Director of Elementary Education          | Administrator                 | Administration Personnel       |
| John Cavanagh    | Director of Secondary Education           | Administrator                 | Administration Personnel       |
| Marianne Ouellet | Supervisor of ELA and Social Studies K-12 | Administrator                 | Administration Personnel       |
| Jennifer Dunmire | Supervisor of Math and Science K-12       | Administrator                 | Administration Personnel       |
| Kathleen Wiest   | Teacher                                   | Elementary Teacher            | Teacher                        |
| Kimberly Chesley | Teacher                                   | Middle School Teacher         | Teacher                        |
| Kyle Bucholtz    | Teacher                                   | High School Teacher           | Teacher                        |
| Tom Clear        | Business Owner                            | Local Business Representative | Administration Personnel       |
| Eric Kuhn        | Parent                                    | Parent of Child Attending     | Administration Personnel       |
| Jon Cacchione    | Community                                 | Community Member              | Administration Personnel       |

**Induction Steering Committee:**

| <b>Name</b>      | <b>Title</b>                        | <b>Committee Role</b> | <b>Chose by / Appointed by</b> |
|------------------|-------------------------------------|-----------------------|--------------------------------|
| Darcie Moseley   | Assistant Superintendent            | Administrator         | Administration Personnel       |
| Melody Ellington | Director of Personnel               | Administrator         | Administration Personnel       |
| Wendy Swaney     | Coordinator of HR                   | Other                 | Administration Personnel       |
| Joe Orlando      | Director of Elementary Education    | Administrator         | Administration Personnel       |
| John Cavanagh    | Director of Secondary Education     | Administrator         | Administration Personnel       |
| Jennifer Dunmire | Supervisor of Math and Science K-12 | Administrator         | Administration Personnel       |
| Megan Mingarelle | Teacher                             | Teacher               | Teacher                        |
| Brigitta Anthony | Administrative Officer              | Education Specialist  | Education Specialist           |
| Nick Emmanuele   | Teacher                             | Teacher               | Teacher                        |



**Pennsylvania Department of Education**  
Future Ready Comprehensive Planning

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