



Manheim Central Comprehensive Plan

2021-2024

Our Team

BARON

Katie Mummau- Parent
Jen Rittel- Teacher
Laura Cropper- Specialist
Carrie Heinsey- Social Worker, HSV
Christy Kreider- Special Education
Trudy Grimm- Paraprofessional
Mike Pyle- Principal

MIDDLE SCHOOL

Kelly Neifert- Parent
Russell Fraley-Hogg- Teacher
Kurt Funk- Specialist
Christina Mercandetti- Counselor
Catherine Dale- Special Education
Lyudamila Romanova- Paraprofessional
Marilyn Reifsnyder- Paraprofessional
Krystle Nemeth- Principal

DOE RUN

Renee Adair- Parent
Lauren Kachonik- Parent
Marissa Lewis- Teacher
Stephen Fink- Specialist
Melissa Terch- Counselor
Aimee Szulborski- Special Education
Art Paynter- Principal

DISTRICT

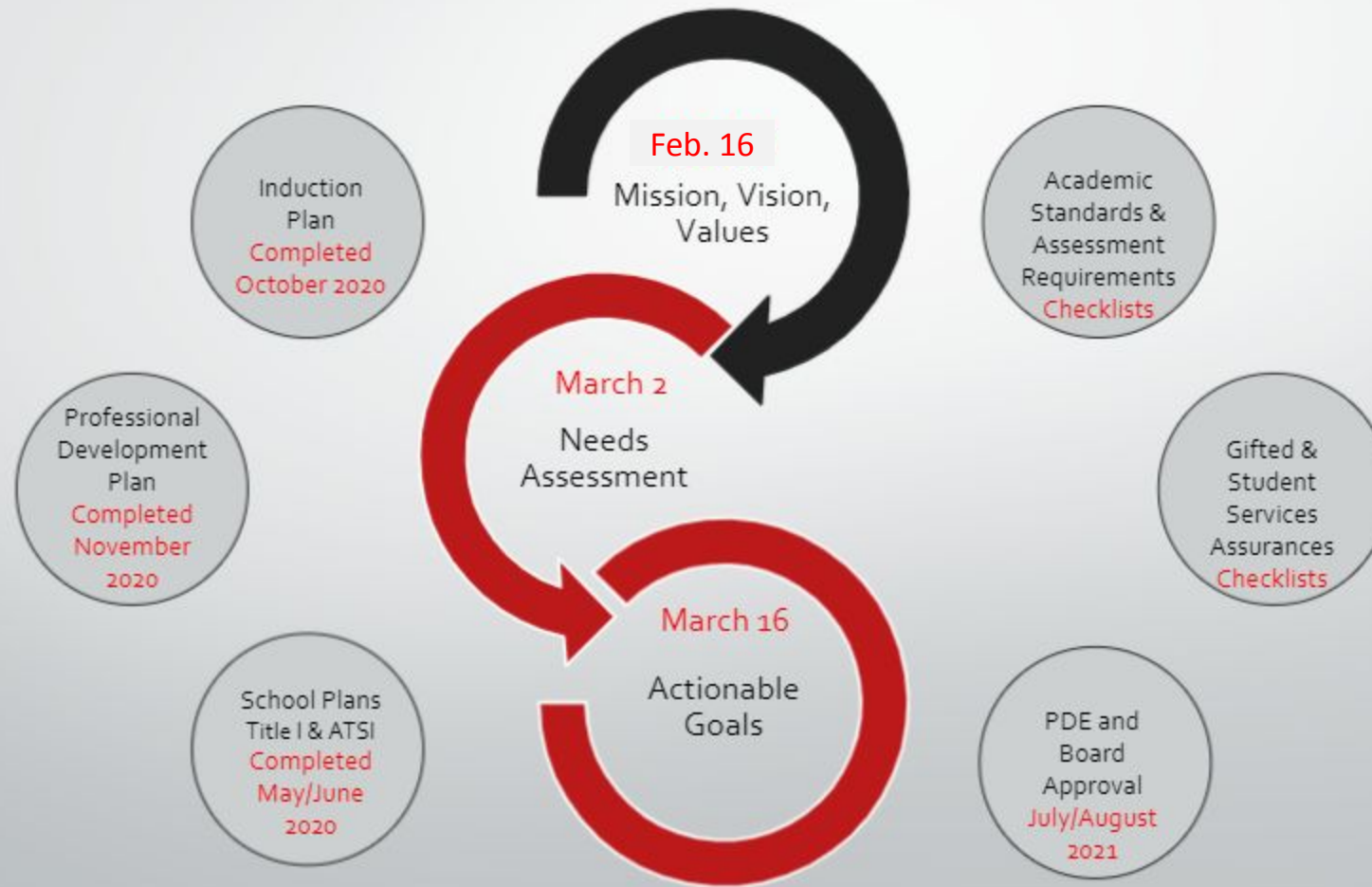
Ed Frick- School Board
Matthew Linder- School Board
Tracy Fasick- Curriculum Director
Pam Watts- Supervisor of Special Education
Amy Flannery- Assistant Superintendent
Pete Aiken- Superintendent

HIGH SCHOOL

Justin & Angie Barbush- Parents
Carol Roach- Parent
Zach Pratt- Teacher
Shane Martin- Counselor
Annette Zell- Special Education
Sally Ludwig- Paraprofessional
Josh Weitzel- Principal
Sidney Carter- Student

Comprehensive Planning Process

2021-2024



Manheim Central **Mission** Statement:

**Ignite passion and purpose
to empower Difference
Makers**

Manheim Central Vision Statements

MCSD recognizes that learning has no limits, is flexible, continuous and lifelong.

MCSD considers risk-taking and making mistakes to be inherent to learning which allows for trying something new without fear of failure.

MCSD establishes high expectations for all and desires that all learners grow academically, socially, and emotionally through robust learning opportunities.

MCSD establishes and maintains safe spaces for all where everyone is valued for their individuality, trust is established, and relationships are nurtured.

MCSD believes that all members of the community share the responsibility for collaboratively growing our learners so they can pursue their gifts and abilities.

MCSD Core Values



A word cloud of the MCSD Core Values. The words are arranged in a roughly rectangular shape, with 'relationships' being the largest word in the center. Other prominent words include 'growth mindset', 'innovation', and 'risk taking' (written vertically on the left). The words are color-coded: blue for 'relationships', 'opportunity', and 'individuality'; red for 'innovation', 'flexibility', and 'safety'; pink for 'growth mindset' and 'safety'; green for 'collaboration'; orange for 'perseverance'; yellow for 'positivity'; and purple for 'risk taking'.

perseverance opportunity
risk taking innovation
relationships
growth mindset
collaboration individuality
safety flexibility positivity

Manheim Central Core Values Defined:

Innovation-Constant generation of ideas that allow for the continued enhancement of personal and organizational results, performances, and processes.

Safety-Providing a physically secure environment where differences are celebrated and children are free to learn, thrive, and pursue their dreams.

Growth Mindset-The willingness of individuals and organizations to risk themselves and develop their talents despite the chance of negative consequences or fear.

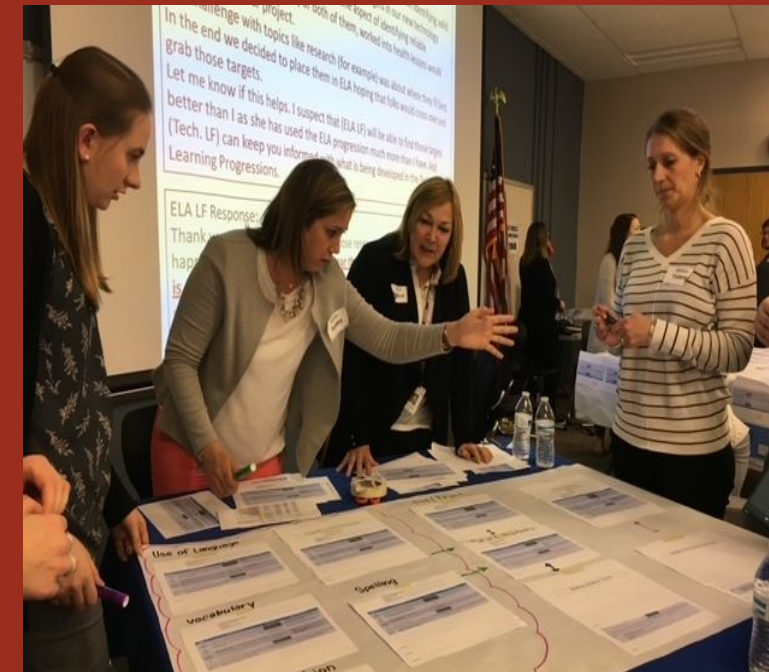
Perseverance-Devoting one's full energies and talents to the successful completion of challenging undertakings.

Integrity-The inclusion of honesty, fairness, trustworthiness, honor, and consistent adherence to high-level, moral principles.

Positivity-Approaching all circumstances with an open mind, optimistic attitude, and grace to be able to see the best in all situations.

Relationships-Sincere respect and trust in others that leads to building lasting and meaningful connections.

Risk taking-Taking initiative, innovating, breaking the mold, and speaking out in a sincere attempt to make improvements and achieve excellence.



As a Result of MCSD's Mission and Vision:

Goal 1: Every learner will be reading at or above grade level by third grade or reaching their individualized reading target and maintain or improve their proficiency for each subsequent grade because we empower learners to succeed.

Goal 2: Every MCSD learner will graduate understanding MCSD's Qualities of a Difference Maker and with a confirmed postsecondary option because we exist to help students use their gifts and abilities to successfully pursue their passions.

Goal 3: Every learner will design a personalized learning plan and achieve their learning goals each year because we exist to provide all learners with opportunities to grow academically, socially, and emotionally through robust learning experiences.

Goal 4: Every learner will be connected through art, music, athletic or an extracurricular activity because we believe that everyone is valued for their individuality and this allows for students to showcase their gifts and abilities.



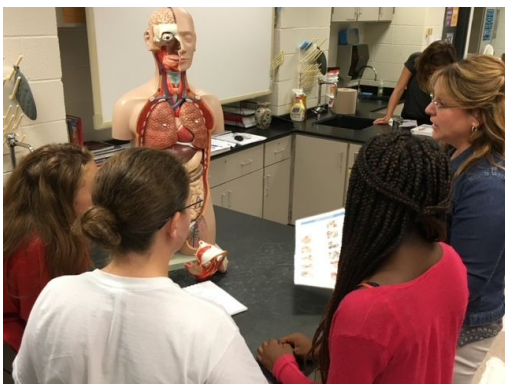
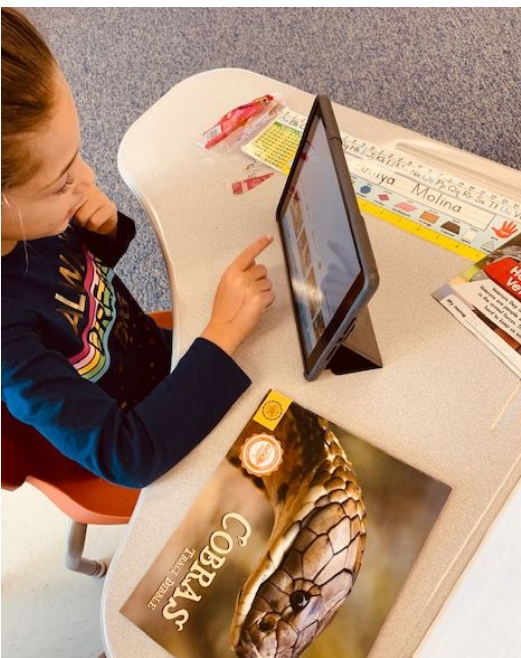
Goal 1:

Every learner will be reading at or above grade level by third grade or reaching their individualized reading target and maintain or improve their proficiency for each subsequent grade **because** we empower learners to succeed.

Goal 2



Every MCSD learner will graduate understanding MCSD's **Qualities of a Difference Maker** and with a confirmed postsecondary option **because** we exist to help students use their gifts and abilities to successfully pursue their passions.



Goal 3

Every learner will design a personalized learning plan and achieve their learning goals each year **because** we exist to provide all learners with opportunities to grow academically, socially, and emotionally through robust learning experiences.



Goal 4

Every learner will be connected through an art, music, athletic or extracurricular activity **because** we believe that everyone is valued for their individuality, and this allows for students to showcase their gifts and abilities.



Goal 1- Reading On Level/Reading Target

Developing

Daily Reading, Logs, Leveling,
Progress Monitoring

**Individualized Reading Goals,
Intervention, review data**

Monitor, Head Start and
Community Partner Outreach

Goal 2- Difference Maker/Career

Continuing



**Focused teaching of Attributes
for Staff, Students, Community**

Conferencing on Difference Maker
attributes and Career Plans

Review Data, Tweak Plan for Success

Goal 3- Personalized Learning Plan

*New**

Establish Building Committees to
develop plan and pilot Student Goals



**Train teachers, implement with all
students, Sp Ed Transition Focus**

Review Data, Tweak Plan for Success

Goal 4- Connectedness

Continuing

Develop/hone staff/student survey,
Give survey mid/end of year

**Analyze survey, Connect Unconnected,
Evaluate Programming, Survey again**

Review Data, Evaluate Programing,
Tweak Plan for Success

2021-2022

2022-2023

2023-2024



Manheim Central Comprehensive Plan

2021-2024

Manheim Central's Beliefs and Guiding Principles About Learners

- All individuals can learn, grow and improve.
- Learners do well when the topics are relevant and interesting; genuine interest in the topic creates a spark.
- Learners acquire knowledge in different ways and learn best when traditional and innovative teaching practices are evoked.
- Learners do well when they take risks, make mistakes and are supported with positive reinforcement.
- Learners succeed when they feel valued, comfortable, safe, and supported as part of the learning community.
- Learners do best when they have varied experiences, are able to share their learning with others and are able to have experiences that allow them to create and innovate.
- Learners excel when they can engage in the reflective process even when mistakes are made, and success is not achieved the first time.

Manheim Central's Beliefs and Guiding Principles About Learning

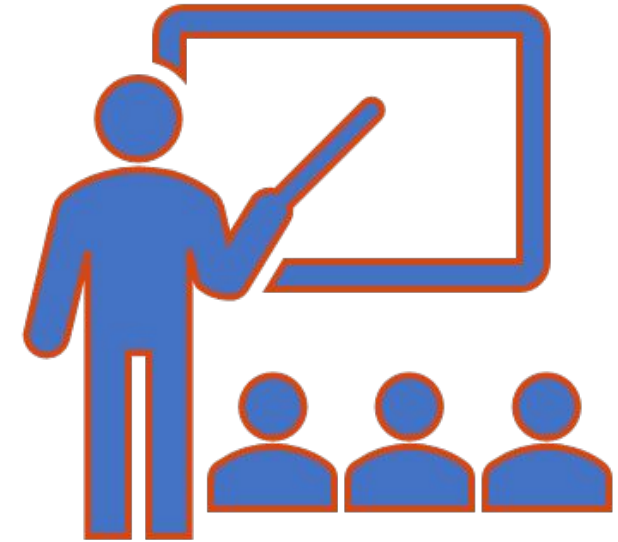
- Learning never stops; it is continuous and lifelong.
- Learning is messy and occurs when students are comfortable enough to take risks, reflect, and learn from their mistakes.
- Learning is social and collaborative, and it is strengthened when connections are made between topics and subjects.
- The process of learning is more important than the grade.
- Risk-taking, reflection, and productive struggle are essential components to the learning process.
- Learning looks different based on the needs of the learner and is most effective when it is relevant, purposeful, and meaningful to the learner.
- All MCSD learners leave our school system with the opportunity to choose the future they desire. Graduates are ready for college, for employment, and/or for creatively designing their own future.

Manheim Central's Beliefs and Guiding Principles About Curriculum

- Curriculum is a living document, continually changing and focused on the future needs of the community.
- Curriculum should prioritize depth over breadth.
- Curriculum should be organized and aligned to state and national standards.
- Curriculum should be relevant, flexible, and transparent.
- Curriculum should be learner-centered, relatable to learner interests and needs, and provide needed diversity and equity.
- Curriculum should offer unique and real-world perspectives and allow for authentic, cross curricular experiences.
- Curriculum should be rigorous; yet, developmentally appropriate.

Manheim Central's Beliefs and Guiding Principles About Instruction

- Instruction should incorporate the 4 Cs - critical thinking, collaboration, creativity, and communication.
- Instruction should present the learner with opportunities for voice and choice.
- Depth, not breadth, is the focus of instruction.
- Instruction should be based on improvement and growth - not on grades.
- Instruction should foster educational risk-taking amongst both learners and facilitators
- Instruction should develop critical thinking and problem-solving skills.
- Instruction needs to be differentiated in order to provide both enrichment and/or scaffolding based on the needs of the learner.



Manheim Central's Beliefs and Guiding Principles About Grading

Learner assessment is directly aligned with MCSD learning outcomes. We identify what we want learners to know, be able to do, and to be like. We teach to those learning outcomes, and we assess progress based upon those learning outcomes.

Learners are allowed and encouraged to demonstrate their learning in various ways. Written tests should not be the only manner for assessing learning.

Meeting individual learner needs allows Manheim Central School District to have high expectations for learner achievement.

Our curriculum, instruction, and assessment practices are rigorous, ensuring that our learners will be successful in colleges and universities or whatever life they pursue after leaving MCSD.

Although MCSD educators do not “teach for the test,” MCSD learners perform well when compared to other PA schools.

Students should be given the opportunity to improve their grades after an assessment or project (the aim is growth and mastery).

Due dates should be flexible and multiple attempts should be allowed to achieve a grade (failure and mistakes are a part of life).



MCSD Profile of A Difference Maker

RESPONSIBLE CITIZEN

I can actively participate in my learning community.

I can serve others.

I can hold myself accountable for my own effort, attitude, and actions.

I value diversity.

I can actively contribute to a positive, inclusive, and respectful culture.

Innovator

Embrace	I can embrace challenges.
Learn	I can learn from my mistakes and try again.
Initiate	I can initiate new ideas.
Take	I can take risks.
Use	I can use my creativity.

CRITICAL THINKER

I can ask appropriate questions.

I can use a variety of strategies to solve problems.

I can analyze information.

I can hold high expectations for myself and others.

Reflective Learner

I can consider the ideas of others.

I can actively participate in my own learning.

I can seek opportunities for growth.

I can set goals for self-improvement.

Collaborator

I can engage with peers.

I can clearly share and explain my ideas.

I can respectfully form and defend my opinions.

I can contribute to the learning of others.