

MARPLE NEWTOWN SD

40 Media Line Rd Ste 204

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The mission of the Marple Newtown School District is to provide appropriate, rigorous educational opportunities for all students in a safe, healthy, and responsive learning environment through a collaborative commitment that involves students, staff, families, and the community. In pursuit of this mission, Marple Newtown School District is committed to preparing students to be responsible citizens in the 21st Century workforce and society. MNSD is committed to collaborating with all stakeholders to support the above mission so that all students are career and college-ready.

VISION STATEMENT

For all students... • learning is engaging, meaningful, and relevant • individual differences are respected • students will have a proficient understanding of the basic skills needed in core content areas • students will know how to communicate, collaborate, think critically, and problem-solve in creative ways • innovative thinking and application to learning will be evident in each classroom • interests and aspirations will be honored • availability of and access to necessary resources will be ensured • educational experiences will foster a commitment of service to others

EDUCATIONAL VALUE STATEMENTS

STUDENTS

We believe that... • students are entitled to a safe, caring learning environment that provides for interpersonal relationships, positive wellbeing, well researched and evidence based programming, and high-qualified staff. • it is the responsibility of the district to provide an educational environment that embodies appropriate amounts of learner autonomy, a relatable purpose, and the opportunity to master content so that students have the foundational skills-set needed to succeed in a global community. • all students can learn. • it is essential to recruit, retain, and revere high-quality staff. • collaboration between parents, educators, and the community plays an integral role in student success • education of our youth occurs through the supported and shared leadership of all stakeholders

STAFF

MNSD school staff will act with regard for those around them. Staff will provide a welcoming setting for all stakeholders in the Marple Newtown school community for the purpose of creating an inclusive school environment. Employees will be empathetic to all students, the families they serve, and the mission and values put forth by MNSD. Staff will uphold the standards expected of them as per District goals and the PA Department of Education.

ADMINISTRATION

Administrators will nurture a collaborative environment that includes all stakeholders. All programming for staff and students will be aligned to the mission and values stated in MNSD's Comprehensive Plan. Administrators will monitor student and teacher wellbeing, development, and learning so that each student has access to high-quality instruction that prepares them for a career and/or college.

PARENTS

Families are invited to share their ideas, concerns, and efforts in our schools. Their consult is important to administrative planning and is evident in our policies and regulations. MNSD and the school community families model the vision and expectations of the District through volunteering, open communication, celebrations, and traditions/rituals, and established routines. MNSD offers parents and guardians an

assortment of District sponsored workshops focused on an array of topics related to child development, District operations, wellbeing, and learning.

COMMUNITY

MNSD and the community at large collaborate to provide District students with experiences that extend beyond the classroom. District and community leaders develop school projects and programs that offer our students experiences in the workforce. The purpose of these learning experiences is to support our students' wellbeing and prepare them for the 21st Century workforce and real-life experiences in their community.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Tina Kane, Ed.D.	Administrator	Marple Newtown School District
Jonathan Regino	Administrator	Marple Newtown School District
John Beltrante	Administrator	Marple Newtown High School
TJ Gretchen	Administrator	Paxon Hollow Middle School
Matt Flood	Administrator	Teaching and Learning
Stephanie Sturdivant	Administrator	Worrall Elementary School
Jaime Smythe	Administrator	Loomis Elementary School
Noelle Newtown	Staff Member	Loomis Elementary School
Samantha Grimes	Staff Member	Paxon Hollow Middle School
Matt Oberecker	Administrator	Teaching and Learning
Janeen Partridge	Parent	Russell Elementary School
Linda Wigo	Parent	Paxon Hollow Middle School
Jim Orwig	Administrator	Human Resources

Name	Position	Building/Group
Gina Ross	Administrator	Pupil Services
Heather Logue	Administrator	Pupil Services
Nick Siano	Board Member	School Board Director
Joel DiBartolomeo	Administrator	Central Office
Matt Bilker	Board Member	School Board Director

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Maintain instruction, delivery, and assessment programming that aligns PA Academic Standards with student needs.	Essential Practices 1: Focus on Continuous Improvement of Instruction Social emotional learning English Language Arts
Build organizational capacity for analyzing and evaluating student information for the purpose of informing instructional practices and programming adjustments.	Essential Practices 4: Implement Data-Driven Human Capital Strategies
Students enrolled in AP courses will take the AP exam. Enrichment opportunities for all students beginning in elementary school will provide access to students in this pathway.	Rigorous Courses of Study Section

ACTION PLAN AND STEPS

Evidence-based Strategy
MNSD Data Informed Decision-Making for Programmatic Improvement

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

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MNSD programming alignment to PA Academic Standards focused on Literacy, Writing, and Mathematics.	Each year, MNSD teachers and administration will align K - 12 course programming vertically and to the PA Academic Standards. Student achievement on the state tests in Math, English and Science at all tested grades will show at least 75% Proficient and Advanced in five years. Student performance measures in local curriculum based assessments and benchmarks will reflect a similar trend from the beginning to the end of each school year where at least 85% of the students in said grade will reach Proficiency or Advanced levels (on the end of the school year assessments).
Data informed decision-making to improve instructional practices and student growth in literacy and mathematics.	Small learning communities of teachers and administrators will use a data-driven system to inform strategic and operational decision-making related to student performance and growth, instructional practices, enriching and supporting each student's learning environment, assessments, and MNSD programming.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Adoption and implementation of student performance information warehouse and data-driven decision-making analysis tools. Build organizational capacity in the use of the digital resources and decision-making framework. Creation of aligned assessment and analysis of performance information. Establish K-12 and grade level or Department small learning community focus in the use of data analysis.	2022-05-01 - 2025-06-30	Joel DiBartolomeo/Assistant Superintendent	Digital warehouse to store student performance information for the purpose of monitoring and analyzing. Adoption and implementation of a data-informed decision-making tool.
Strengthen college/career readiness K-12 programming and	2022-08-23 -	Joel	Adoption, training, and

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
instructional design to provide access to and to introduce all students to professions, pathways, and access to their interests.	2027-06-30	DiBartolomeo/Assistant Superintendent	alignment of programming and instruction to educate students in college and career readiness. Write curriculum that will be included the K-12 Guidance program and MNSD's K-12 STEM Programming. Adoption of non-core academic courses, electives, that support the myriad professions and options available to a current 21st Century student.
Develop Guided Reading K-5 to improve literacy skills in ALL K-5 students.	2022-07-01 - 2025-06-30	Brooke Tocci	Fountas and Pinnell program "Guided Reader" books
Implementation of writing program designed to improve skills for ALL K-8 students.	2022-07-01 - 2025-06-30	Brooke Tocci	Units of Study program, Writers' Workshop
Anticipated Outcome			
+ Improved reading growth measures on: - Grades K-3, F&P - Grades 4-8, Diagnostic testing growth measures (AIMSWeb and STAR) -			

Grades 4-Keystone, State testing PVAAS (ELA) + Digital resources to operate data driven decision-making. + Small learning communities of teachers and administrators + collaborating to analyze and evaluate student information in similar ways. + Maintaining a current program that gives students access to learning about college and careers. + Commit resources so MNSD can support each student's successful integration into said pathway to graduation and college or career.

Monitoring/Evaluation

+ Monitoring student performance using digital data warehouse. + Collaborative efforts designed to use decision-making tools and resources for the purpose of improving instruction and supporting each student's needs. + Teacher and administrative collaboration in maintaining a current college/career programming for K-12 students.

Evidence-based Strategy

Brain-based learning, belonging, and inclusivity.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Nurturing self-awareness, self-regulation, self-other awareness, community awareness, and an inclusive environment.	Over the course of the next PD cycle of four years, teachers and students will be engaged in learning opportunities that equip them with an understanding and the tools needed to support their wellbeing with a specific focus on the following: resilience and grit (nurturing a growth mindset); empathy for others; seeking understanding; and understanding the role of emotions, neurology, and brain physiology as they relate to self-management, self-other management, and decision-making.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Anticipated Outcome

Monitoring/Evaluation

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Each year, MNSD teachers and administration will align K - 12 course programming vertically and to the PA Academic Standards. Student achievement on the state tests in Math, English and Science at all tested grades will show at least 75% Proficient and Advanced in five years. Student performance measures in local curriculum based assessments and benchmarks will reflect a similar trend from the beginning to the end of each school year where at least 85% of the students in said grade will reach Proficiency or Advanced levels (on the end of the school year assessments). (MNSD programming alignment to PA Academic Standards focused on Literacy, Writing, and Mathematics.) Small learning communities of teachers and administrators will use a data-driven system to inform strategic and operational decision-making related to student performance and growth, instructional practices, enriching and supporting each student's learning environment, assessments, and MNSD programming. (Data informed decision-making to improve instructional practices and student growth in literacy and mathematics.)	MNSD Data Informed Decision-Making for Programmatic Improvement	Strengthen college/career readiness K-12 programming and instructional design to provide access to and to introduce all students to professions, pathways, and access to their interests.	08/23/2022 - 06/30/2027

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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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APPROVALS & SIGNATURES

Assurance of Quality and Accountability

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

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

Chief School Administrator	Tina Kane	2023-01-03
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ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

High School growth scores in ELA exceeded PA growth (75%) by 23% (MNSD 98%).

High School Economically Disadvantaged students growth scores were at 96% in ELA.

100% of high school students with disabilities exceeded growth expectations in Science.

80% of English Language Learner students achieved at the proficient level on the ELA state assessment, which is an increase from the year prior.

Guided Reading training is beginning to showing evidence of positive results in student ELA performance at the elementary and middle school levels.

Differentiated instruction professional development for MNSD teachers will continue to be a focal point in our PD plan.

Focus on our curriculum updated (writing) and common assessment development aligns instructional programming to PA Academic Standards.

Challenges

Students with disabilities did not meet the standard for demonstrating growth in ELA by 36%.

Asian students did not meet the expected level of growth: MNSD = 62%; State minimum = 70%.

Middle School students did not meet the expected performance level for growth (should be 70%) in ELA - MNSD is 55%.

High School student Career Readiness performance benchmark performance was below state average (85%) and state minimum expectation (98%); MNSD

We do not meet the state wide average in "Rigorous course of study." Miss this measure by 1%. State average = 58% MNSD = 56%

High School student Career Readiness performance benchmark performance was below state average (85%) and state minimum expectation (98%).

Continue to find time in our PD schedule to deliver teacher training in Guided Reading.

Create and implement a new writing program K - 8.

Strengths

7th Grade ELA PSSA growth measures meets or exceeds expected measures in all sub-groups.

Curriculum writing to update and maintain alignment of the District's Math curriculum will continue each school year. Financial funds are budgeted to meet this need.

The creation of common assessments is expected to align planning, instruction, and evaluation of student performance.

Intervention and enrichment time will be designated to support K-8 student needs in math.

High school Keystone scores across all groups meet or exceed growth expectations.

Common assessment in Science will align MNSD programming to PA Academic Standards.

MNSD has initiated training in NGSS instruction. MNSD is researching appropriate resources to implement in time for NGSS adoption.

STEM programming is available to students K-12 as part of their yearly course requirements. The High School STEM Academy is in its first year (2021 - 2022).

Expanding offering in computer science K-12.

Challenges

Middle school GIEP students show the lowest growth on PSSA.

Continue to align common assessment to PACC.

Training in the District's Mathematics program began at the start of COVID.

NGSS adoption, training, and purchase of new resources.

Scheduled time at the elementary school level. We continue to investigate ways to increase the number of minutes for science instruction.

Continue to provide/schedule training in the use of elementary science kits.

25% of MNSD Keystone biology students are not proficient on the exam.

On-going teacher Professional Development and alignment of non-core academic classes.

MNSD does not meet the state wide average in "Rigorous course of study." State average = 58%. MNSD = 56%

Ensure effective standards-aligned curriculum and assessment.

Strengths

Student participation in non-core academic (English, Math, Science, and Social Studies), elective, classes.

Teacher interest and engagement in teaching non-core academic, elective, classes.

1:1 computer access for each student in MNSD.

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

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

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

This plan includes goals and activities that provide access to all students starting at the (primary) elementary grade levels.

Teacher training in reviewing student information is a goal that emphasizes seeing the whole MNSD student.

Teacher training in planning and delivering lessons in ways that connect to each student's background.

Challenges

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

Sustained teacher training in the whole-student approach to classroom instruction and relationships.

Stable housing for all families would allow MNSD to address student and family needs over a long period of time.

Early identification of student needs using data driven decision-making.

K-8 math programming will be updated to reflect the needs indicated in the most recent state testing information and CBA results.

The loss of Title I funding to sustain programming offered to students and teachers is a concern for the local budget constraints it could present.

ELL students and teachers' access to learning in the inclusive model continues to improve. As the students develop with training and their sense of belonging develops, we believe that their engagement and performance will improve.

In the guidance plan, a challenge at times is the scheduling and completing all the artifacts and meeting the social-emotional need of all the students.

Strengths

Community support for non-core academic, elective, classes.

District support (space, resources, funding, and extracurricular, to name a few) for the non-core academic, elective, classes.

The use of our Title I programming supports students, teachers, and schools with the greatest need. MNSD aligns resources to enrich the learning experience for our Title I students and schools.

Technology use and capacity in students, teachers, and families provides greater access to learning for more students in MNSD.

The district has been progressive in this area and other districts are looking to duplicate some of these efforts. The division of the college and career access support and emotional support and the creation of the STEM Academy has provided benefits to high school students. The counselors across the elementary buildings follow the same career readiness program and utilize a career-based program.

The Special Education Plan emphasizes the supports and services that are provided along a continuum comprehensively K-12. 57% of the students with disabilities are in the general education 80% more of their day.

Challenges

Students and families come to the MNSD for Autism services within the district. Therefore, the district has a higher number of students than the state average. The district needs to continually provide professional development for the staff to keep up with this goal. The district's goal is to educate all students in their least restrictive environment. At times, students cannot be educated in their neighborhood school and need to go outside the district.

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
We do not meet the state wide average in "Rigorous course of study." Miss this measure by 1%. State average = 58% MNSD = 56%	MNSD is creating access to rigorous courses of study for all elementary school and middle school students to prepare them for high school college career readiness.	✓
Continue to find time in our PD schedule to deliver teacher training in Guided Reading.		
Ensure effective standards-aligned curriculum and assessment.	MNSD is about to enter the adoption period for a new math (K-12), Science (K-12) and writing (K-8) program.	✓
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	MNSD is creating and implementing student performance information practices to guide decision-making and inform instructional practices.	✓

ADDENDUM B: ACTION PLAN

Action Plan: MNSD Data Informed Decision-Making for Programmatic Improvement

Action Steps	Anticipated Start/Completion Date
Adoption and implementation of student performance information warehouse and data-driven decision-making analysis tools. Build organizational capacity in the use of the digital resources and decision-making framework. Creation of aligned assessment and analysis of performance information. Establish K-12 and grade level or Department small learning community focus in the use of data analysis.	05/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
+ Monitoring student performance using digital data warehouse. + Collaborative efforts designed to use decision-making tools and resources for the purpose of improving instruction and supporting each student's needs. + Teacher and administrative collaboration in maintaining a current college/career programming for K-12 students.	+ Improved reading growth measures on: - Grades K-3, F&P - Grades 4-8, Diagnostic testing growth measures (AIMSWeb and STAR) - Grades 4-Keystone, State testing PVAAS (ELA) + Digital resources to operate data driven decision-making. + Small learning communities of teachers and administrators + collaborating to analyze and evaluate student information in similar ways. + Maintaining a current program that gives students access to learning about college and careers. + Commit resources so MNSD can support each student's successful integration into said pathway to graduation and college or career.

Material/Resources/Supports Needed	PD Step	Comm Step
Digital warehouse to store student performance information for the purpose of monitoring and analyzing. Adoption and implementation of a data-informed decision-making tool.	no	no

Action Steps	Anticipated Start/Completion Date		
Strengthen college/career readiness K-12 programming and instructional design to provide access to and to introduce all students to professions, pathways, and access to their interests.	08/23/2022 - 06/30/2027		
Monitoring/Evaluation	Anticipated Output		
+ Monitoring student performance using digital data warehouse. + Collaborative efforts designed to use decision-making tools and resources for the purpose of improving instruction and supporting each student's needs. + Teacher and administrative collaboration in maintaining a current college/career programming for K-12 students.	+ Improved reading growth measures on: - Grades K-3, F&P - Grades 4-8, Diagnostic testing growth measures (AIMSWeb and STAR) - Grades 4-Keystone, State testing PVAAS (ELA) + Digital resources to operate data driven decision-making. + Small learning communities of teachers and administrators + collaborating to analyze and evaluate student information in similar ways. + Maintaining a current program that gives students access to learning about college and careers. + Commit resources so MNSD can support each student's successful integration into said pathway to graduation and college or career.		
Material/Resources/Supports Needed	PD Step	Comm Step	
Adoption, training, and alignment of programming and instruction to educate students in college and career readiness. Write curriculum that will be included the K-12 Guidance program and MNSD's K-12 STEM Programming. Adoption of non-core academic courses, electives, that support the myriad professions and options available to a current 21st Century student.	yes	yes	

Action Steps	Anticipated Start/Completion Date
Develop Guided Reading K-5 to improve literacy skills in ALL K-5 students.	07/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
+ Monitoring student performance using digital data warehouse. + Collaborative efforts designed to use decision-making tools and resources for the purpose of improving instruction and supporting each student's needs. + Teacher and administrative collaboration in maintaining a current college/career programming for K-12 students.	+ Improved reading growth measures on: - Grades K-3, F&P - Grades 4-8, Diagnostic testing growth measures (AIMSWeb and STAR) - Grades 4-Keystone, State testing PVAAS (ELA) + Digital resources to operate data driven decision-making. + Small learning communities of teachers and administrators + collaborating to analyze and evaluate student information in similar ways. + Maintaining a current program that gives students access to learning about college and careers. + Commit resources so MNSD can support each student's successful integration into said pathway to graduation and college or career.

Material/Resources/Supports Needed	PD Step	Comm Step
Fountas and Pinnell program "Guided Reader" books	yes	yes

Action Steps	Anticipated Start/Completion Date
Implementation of writing program designed to improve skills for ALL K-8 students.	07/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
+ Monitoring student performance using digital data warehouse. + Collaborative efforts designed to use decision-making tools and resources for the purpose of improving instruction and supporting each student's needs. + Teacher and administrative collaboration in maintaining a current college/career programming for K-12 students.	+ Improved reading growth measures on: - Grades K-3, F&P - Grades 4-8, Diagnostic testing growth measures (AIMSWeb and STAR) - Grades 4-Keystone, State testing PVAAS (ELA) + Digital resources to operate data driven decision-making. + Small learning communities of teachers and administrators + collaborating to analyze and evaluate student information in similar ways. + Maintaining a current program that gives students access to learning about college and careers. + Commit resources so MNSD can support each student's successful integration into said pathway to graduation and college or career.

Material/Resources/Supports Needed	PD Step	Comm Step
Units of Study program, Writers' Workshop	yes	yes

Action Plan: Brain-based learning, belonging, and inclusivity.

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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Each year, MNSD teachers and administration will align K - 12 course programming vertically and to the PA Academic Standards. Student achievement on the state tests in Math, English and Science at all tested grades will show at least 75% Proficient and Advanced in five years. Student performance measures in local curriculum based	MNSD Data Informed Decision-Making for	Develop Guided Reading K-5 to improve literacy skills in ALL K-5	07/01/2022 - 06/30/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
assessments and benchmarks will reflect a similar trend from the beginning to the end of each school year where at least 85% of the students in said grade will reach Proficiency or Advanced levels (on the end of the school year assessments). (MNSD programming alignment to PA Academic Standards focused on Literacy, Writing, and Mathematics.) Small learning communities of teachers and administrators will use a data-driven system to inform strategic and operational decision-making related to student performance and growth, instructional practices, enriching and supporting each student's learning environment, assessments, and MNSD programming. (Data informed decision-making to improve instructional practices and student growth in literacy and mathematics.)	Programmatic Improvement	students.	
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
performance and growth, instructional practices, enriching and supporting each student's learning environment, assessments, and MNSD programming. (Data informed decision-making to improve instructional practices and student growth in literacy and mathematics.)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data Informed Decision-Making	K-12 Teachers and Administration	Aligned assessments; Analyzing data for trends and possible correlations to curriculum based assessments; Data analysis model (tools and resources) used in MNSD; Small group discussion and decision-making (teachers and administrators); Alignment of PDE and MNSD programming; Differentiated Instruction (DI) ; Formative Assessment (FA) to included in teacher training as methods to employ intervention and enrichment measures for students; and Guided Reading; and mastery teaching.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Common assessments (Departments and Grade levels) uploaded in the digital performance warehouse; Small group data analysis completion and reporting; Common language used in small group team discussions about student information; Action plans (Goals and plans) shared by grade levels, Departments, schools, and administrators; and observation of instructional practices that reflect the relationship between student performance information and lesson planning.	01/08/2022 - 06/30/2027	Joel DiBartolomeo/Assistant Superintendent
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
2b: Establishing a Culture for Learning	Language and Literacy Acquisition for All Students	
3d: Using Assessment in Instruction	Language and Literacy Acquisition for All Students	
1f: Designing Student Assessments		
1d: Demonstrating Knowledge of Resources		
1c: Setting Instructional Outcomes		
1e: Designing Coherent Instruction		
3b: Using Questioning and Discussion Techniques		

Professional Development Step	Audience	Topics of Prof. Dev
College Career Readiness Through STEM Programming	K-12 Teachers and Administrators	Career readiness; College preparedness; School-to-work programming (HS); Adoption of STEM courses (K-12); and K-12 STEM programming
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
MNSD will exceed the state expectations for rigorous course of study; Student participation in and performance on Future Ready Index indicators (i.e. Achievement, Growth, and College Career Readiness); Student performance in MNSD STEM courses; Teacher instruction and delivery training in STEM related courses; Student enrollment in STEM related courses; and Student participation in school-to-work opportunities.	07/01/2022 - 06/30/2027	Joel DiBartolomeo/Assistant Superintendent
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
1c: Setting Instructional Outcomes	Teaching Diverse Learners in Inclusive Settings	
4e: Growing and Developing Professionally		
2b: Establishing a Culture for Learning		
3c: Engaging Students in Learning		

Professional Development Step	Audience	Topics of Prof. Dev
Brain-Based Learning, Belonging, and Inclusivity	K-12 Teachers, Administrators, Students, and Community members	Brain-based learning, a neuroscientific approach to the following: learning; Well-being; Classroom organization for all students; Lesson design for different learners; and Student motivation/engagement.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Classroom settings and lesson plans will reflect brain-based research; Student ability to self-regulate; Student awareness of personal and another's well-being; Teacher well-being; and Organizational dynamics - Collective Efficacy.	05/17/2022 - 06/30/2026	Joel DiBartolomeo/Assistant Superintendent
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
1b: Demonstrating Knowledge of Students	Trauma Informed Training (Act 18) Teaching Diverse Learners in Inclusive Settings	
2e: Organizing Physical Space		
2b: Establishing a Culture for Learning		
1e: Designing Coherent Instruction		
1b: Demonstrating Knowledge of Students		
2c: Managing Classroom Procedures		
2b: Establishing a Culture for Learning		

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Each year, MNSD teachers and administration will align K - 12 course programming vertically and to the PA Academic Standards. Student achievement on the state tests in Math, English and Science at all tested grades will show at least 75% Proficient and Advanced in five years. Student performance measures in local curriculum based assessments and benchmarks will reflect a similar trend from the beginning to the end of each school year where at least 85% of the students in said grade will reach Proficiency or Advanced levels (on the end of the school year assessments). (MNSD programming alignment to PA Academic Standards focused on Literacy, Writing, and Mathematics.) Small learning communities of teachers and administrators will use a data-driven system to inform strategic and operational decision-making related to student performance and growth, instructional practices, enriching and supporting each student's learning environment, assessments, and MNSD programming. (Data informed decision-making to improve instructional practices and student growth in literacy and mathematics.)	MNSD Data Informed Decision-Making for Programmatic Improvement	Strengthen college/career readiness K-12 programming and instructional design to provide access to and to introduce all students to professions, pathways, and access to their interests.	2022-08-23 - 2027-06-30
Each year, MNSD teachers and administration will align K - 12 course programming vertically and to the PA Academic Standards. Student achievement on the state tests in Math, English and Science at all tested grades will show at least 75% Proficient and Advanced in five years. Student performance measures in local curriculum based	MNSD Data Informed Decision-Making for	Develop Guided Reading K-5 to improve literacy skills in ALL K-5	2022-07-01 - 2025-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
assessments and benchmarks will reflect a similar trend from the beginning to the end of each school year where at least 85% of the students in said grade will reach Proficiency or Advanced levels (on the end of the school year assessments). (MNSD programming alignment to PA Academic Standards focused on Literacy, Writing, and Mathematics.) Small learning communities of teachers and administrators will use a data-driven system to inform strategic and operational decision-making related to student performance and growth, instructional practices, enriching and supporting each student's learning environment, assessments, and MNSD programming. (Data informed decision-making to improve instructional practices and student growth in literacy and mathematics.)	Programmatic Improvement	students.	
Each year, MNSD teachers and administration will align K - 12 course programming vertically and to the PA Academic Standards. Student achievement on the state tests in Math, English and Science at all tested grades will show at least 75% Proficient and Advanced in five years. Student performance measures in local curriculum based assessments and benchmarks will reflect a similar trend from the beginning to the end of each school year where at least 85% of the students in said grade will reach Proficiency or Advanced levels (on the end of the school year assessments). (MNSD programming alignment to PA Academic Standards focused on Literacy, Writing, and Mathematics.) Small learning communities of teachers and administrators will use a data-driven system to inform strategic and operational decision-making related to student	MNSD Data Informed Decision-Making for Programmatic Improvement	Implementation of writing program designed to improve skills for ALL K-8 students.	2022-07-01 - 2025-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
performance and growth, instructional practices, enriching and supporting each student's learning environment, assessments, and MNSD programming. (Data informed decision-making to improve instructional practices and student growth in literacy and mathematics.)			

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Data Informed Decision-Making	K-12 Teachers and Administrators	MNSD programming alignment to PDE Academic Standards K-12; Assessment alignment to PDE Academic Standards; Data-informed decision-making and the framework used by MNSD to inform instructional practices and programming; Monitoring student achievement and growth; Rigorous courses of study; Career readiness; College preparedness; School-to-work programming (HS); STEM related fields; and K-12 STEM programming.

Anticipated Timeframe	Frequency	Delivery Method
05/17/2022 - 06/30/2027	Summer workshops; In-service days; Periodic monthly small learning community meetings (Departments and/or Grade levels); and Team meetings.	Presentation
Lead Person/Position		
Joel DiBartolomeo/Assistant Superintendent - Presentation		

Communication Step	Audience	Topics/Message of Communication
Brain Based Learning	Students, families, teachers, and administrators.	Research on learning and the brain's functioning in the learning process; Student wellbeing and maintenance of their wellbeing; Lesson planning with an awareness of the brain's functioning; and the role of emotions and brain physiology, self-regulation, and self-other management.

Anticipated Timeframe

Frequency

Delivery Method

05/17/2022 - 06/30/2025

Summers of 2022, 2023, and 2024; In-service and Act 80 workshops; Department meetings; MNSD Professional learning meetings; Faculty meetings; and post observation discussions.

Presentation

Lead Person/Position

Joel DiBartolomeo/Assistant Superintendent - Presentation

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Submit to School Board at the May meeting. Uploaded to the District web pages. Sent in communication to Comprehensive Plan committee and each school in the District.	Invitation to review the Comprehensive Plan. Invitation to participate in the various opportunities to engage with the District in making MNSD better.	Email. Website.	Teachers. Families. School Board. Students. Administration.	This process began in August of 2021. Meetings with different stakeholders were held each month. Final presentation to the Board in May of 2022. Approval in June of 2022.
