Profile and Plan Essentials

LEA Type		AUN	
Manheim Central School District		113364403	
Address 1			
281 White Oak Rd			
Address 2			
City	**State**	**Zip Code**	
Manheim	Pennsylvania	17545	
Chief School Administrator		**Chief School Administrator Email**	
Ryan J. Axe		axer@manheimcentral.org	
Single Point of Contact Name			
Amy Flannery			
Single Point of Contact Email			
flannerya@manheimcentral.org			
Single Point of Contact Phone Number			
7176648547			

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Amy Flannery	Assistant Superintendent/Point Person	Manheim Central School District	flannerya@manheimcentral.org
Tracy Fasick	Director of Curriculum	Manheim Central School District	fasickt@manheimcentral.org
Joshua Weitzel	Administrator	High School Principal	weitzelj@manheimcentral.org
Krystle Nemeth	Administrator	Middle School Principal	nemethk@manheimcentral.org
Michael Pyle	Administrator	Baron Elementary Principal	pylem@manheimcentral.org
Arthur Paynter	Administrator	Doe Run Elementary Principal	payntera@manheimcentral.org
Matthew Linder	Board Member	Manheim Central School District	linderm@manheimcentral.org
Pamela Watts	Supervisor of Special Education	Manheim Central School District	wattsp@manheimcentral.org
Christine Kreider	Staff Member	Baron Elementary Special Education Teacher	kreiderc@manheimcentral.org
Lyudamila Romanova	Staff Member	Middle School Special Education Support Staff	romanoval@manheimcentral.org
Aimee Szulborski	Staff Member	Doe Run Elementary Special Education Teacher	szulborskia@manheimcentral.org
Keisha McCauley	Administrator	High School Assistant Principal	mccauleyk@manehimcentral.org
Isabella Barr	Staff Member	Doe Run Elementary Facilitator	barri@manheimcentral.org
Megan Boas	Staff Member	Doe Run Elementary Facilitator	Boasm@manheimcentral.org
Allison Bullock	Staff Member	Middle School Facilitator	bullocka@manheimcentral.org
Jennifer Campbelll	Staff Member	High School Facilitator	campbellj@manheimcentral.org
Ilisa Chasser	Staff Member	Doe Run Elementary Facilitator	chasseri@manheimcentral.org
Heather Coonan	Staff Member	Baron Elementary School Counselor	coonanh@manheimcentral.org
Amelia Fair	Staff Member	High School Special Education Facilitator	faira@manheimcentral.org
Dillan Enck	Staff Member	Middle School Facilitator	enckd@manheimcentral.org
Nate Enck	Staff Member	Baron Elementary Facilitator	enckn@manheimcentral.org
Kimberly Hatfield	Staff Member	High School Special Education Facilitator	hatfieldk@manheimcentral.org
Julie Hibshman	Staff Member	Middle School Facilitator	hibshmanj@manheimcentral.org
Melyssa Herzer	Staff Member	Doe Run Elementary Facilitator	herzerm@manheimcentral.org
Travis Lenz	Staff Member	Middle School Facilitator	lenzt@manheimcentral.org
Liz Lubeskie	Staff Member	Instructional Coach	lubeskiem@manheimcentral.org
Tracy Fasick	Administrator	Director of Curriculum	fasickt@manheimcentral.org
Ryan Axe	Administrator	Superintendent	axer@manheimcentral.org
Rod Brenize	Administrator	High School Administrator	brenizer@manheimcentral.org
Charles Gearhart	Board Member	School Board Member	gearhartc@manheimcentral.org
Jennifer Walker	Board Member	School Board Member	walkerj@manheimcentral.org
Abby Reinert	Staff Member	Middle School Special Educator	reinerta@manheimcentral.org
Barb Rule	Staff Member	Elementary Specialist	ruleb@manheimcentral.org
Adam Buckmoyer	Parent	Baron Elementary Parent	n/a

Bianca Palmer	Staff Member	Middle School Counselor	palmerb@manheimcentral.org
Anna Simpson-Bein	Staff Member	Baron Teacher	simpsona@manheimcentral.org
Alyssa Collins	Parent	Middle School Parent	n/a
Danielle Iovino	Parent	Doe Run Parent	n/a
Amanda Richards	Staff Member	Doe Run Teacher	richardsa@manheimcentral.org
Andrew Mobarak	Community Member	Doe Run Parent	n/a
Danielle Cruz	Student	High School Student	n/a
Matthew Schwartz	Staff Member	High School Teacher	schwartzm@manheimcentral.org
Katie Mummau	Other	Business Owner	n/a
Elisha Altkovich	Parent	High School Parent	n/a
Michael Diesner	Parent	MS Parent	n/a
Steve Bushey	Other	Business Owner/ Board Member	busheys@manheimcentral.org
Emily Lindberg	Parent	High School Parent	n/a
Joshua Whitney	Staff Member	Baron Teacher	n/a
Kalysta White	Parent	Baron Parent	n/a
Melissa Troiano	Staff Member	Elementary Instructional Coach	troianom@manheimcentral.org
Laura Ortiz	Board Member	District ESL Teacher	ortizl@manheimcentral.org
Tyler Schuhl	Staff Member	High School Teacher	schuhlt@manheimcentral.org

LEA Profile

Manheim Central School District is located in Manheim, PA in a suburban community in Lancaster County. The district is made up of Penn and Rapho Townships and Manheim Borough. Within the Manheim Central School District's boundaries the population is 23,813 people. The district's square mileage is 78.2 miles. The district is comprised of two elementary buildings, one middle school and one high school serving 3,026 students. On the average, 36.37% of our students (1,106 students) qualify for free and reduced lunches. There is little cultural diversity in the community. There is a number of post-secondary schools in the area such as HACC, Millersville University, Elizabethtown College, F&M, Stevens College of Technology, Lancaster Bible College, Lancaster School of Nursing, Lebanon Valley College and Pennsylvania State University Harrisburg Campus.

Agriculture is a major industry in the area. The district has its own Agriculture Program. Major area employers in the area include: Manheim Auto Auction, Fenner Drives, Banking, Pleasant View Retirement Community, Worley & Obetz, Harrington Hoists, Claire Brothers, Carel USA, Weis Market and the school district.

Mission and Vision

Mission

Ignite passion and purpose to empower Difference Makers.

Vision

Manheim Central School District: 1) recognizes that learning has no limits, is flexible, continuous and lifelong. 2) considers risk-taking and making mistakes to be inherent to learning which allows for trying something new without fear of failure. 3) establishes high expectations for all and desires that all learners grow academically, socially, and emotionally through robust learning opportunities. 4) maintains safe spaces for all where everyone is valued for their individuality, trust is established, and relationships are nurtured. 5) believes that all members of the community share the responsibility for collaboratively growing our learners so they can pursue their gifts and abilities.

Educational Values

Students

Manheim Central students value innovation to enhance their personal growth. They support a physically secure environment where differences are celebrated as they are free to learn, thrive and pursue their dreams. Our learners exhibit a growth mindset and are willing to take risks to develop their talents. When our learners face challenging undertakings, they successfully meet their goals through perseverance. Learners value integrity and strive to be honest, fair, trustworthy, honorable and consistent in their adherence to high-level principles. Manheim Central students are positive and try to approach all circumstances with an open mind, optimistic attitude, and the grace to be able to see the best in all situations. Our learners deserve sincere respect and trust in others in order to build lasting and meaningful connections within the school and community. Finally, they aspire to be risk takers in their path towards making improvements and achieving excellence.

Staff

Manheim Central staff value innovation and have a constant generation of ideas that allow for the continued growth of their person and the organization. They commit to providing a physically secure environment where differences are celebrated and children are free to learn, thrive, and pursue their dreams. Our employees strive to create a school culture embedded in a growth mindset as they take risks in helping facilitators and learners develop their talents despite fears of failure. They value perseverance in working towards the successful completion of challenging endeavors. Employees value and exhibit integrity, honesty, fairness, trustworthiness, honor, and high-level morals. They strive to approach all situations with positivity, an open mind, optimistic attitude, and grace. Manheim Central Staff prioritize relationships and have a sincere respect and trust in others that leads to lasting and meaningful connections within the school and community. Our employees strive to promote a culture of risk-tasking, such as taking initiative, breaking the mold and speaking out in order to further the opportunities for our students and their ability to achieve excellence.

Administration

Manheim Central administrators value innovation and expect a constant generation of ideas that allows for the continued growth of their person and the organization. They commit to providing a physically secure environment where difference are celebrated and children are free to learn, thrive, and pursue their dreams. Administration strives to create a school culture embedded in a growth mindset as they take risks in helping facilitators and learners develop their talents despite fears of failure. They value perseverance in working towards the successful completion of challenging endeavors. MCSD administrators value and exhibit integrity, honesty, fairness, trustworthiness, honor, and high-level morals. They strive to approach all situations with positivity, an open mind, optimistic attitude, and grace. They prioritize relationships and have a sincere respect and trust in others that leads to building lasting and meaningful connections within the school and community. Administration promotes a culture of risk taking, such as taking initiative, breaking the mold and speaking out in order to further the opportunities for our employees and students and their ability to achieve excellence.

Parents

Manheim Central parents are a critical part of the climate, culture, and learning process. Community stakeholders need to be an active part of our students learning journey. Their support of our mission, vision and values is critical to our success as the parents support our work towards innovation, safety, growth mindset, perseverance, integrity, positivity, relationships, and risk taking.

Community

Manheim Central's Community is a critical part of the climate, culture, and learning process of our learners. Families need to be an active part of their child's learning jourey. Their support of our mission, vision and values is critical to our success as the community supports our work towards innovation, safety, growth mindset, perseverance, integrity, positivity, relationships, and risk taking.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Elementary PSSA Math and Science Data	All elementary buildings are above the state wide gaol.
Middle School Math PSSA/PVAAS	Math was at or above the state average for performance and growth.
High School Keystone (Bio, Algebra, ELA)	ELA and Biology showed substantial growth.

Challenges

Indicator	Comments/Notable Observations
Elementary PSSA ELA Data	Decrease in all elementary performance from past years.
Middle School PSSA/PVAAS	MS ELA was below the standard for growth.
High School Keystones/PVAAS	HS Math performance and annual growth were below the average.
District Attendance Rates	Attendance rates declined throughout all buildings in the District.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Middle School PSSA **Grade Level(s) and/or Student Group(s)** Asian subgroup	**Comments/Notable Observations** Achievement for our asian middle school subgroup is inconsistent across subject areas.
Indicator College and Career Readiness **Grade Level(s) and/or Student Group(s)** District Wide- All subgroups	**Comments/Notable Observations** All subgroups grew in completion of college and career achievement.

Challenges

Indicator Attendance **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations** Our economically disadvantaged subgroups attendannce is lower than our average attendance throughout the District.

District wide- Economically Disadvantaged	
Indicator Middle School PSSA **Grade Level(s) and/or Student Group(s)** Asian subgroup	**Comments/Notable Observations** Achievement for our asian middle school subgroup is inconsistent across subject areas.

Summary

Strengths
Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

All elementary buildings are above the state wide gaol for Math and Science.
All subgroups in all buildings in the district grew in meeting college and career measures.

Challenges
Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

All buildings need to improve their attendance, particularly with our economically disadvantaged population.
All buildings need to improve their overall ELA achievement.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
IRLA (Independent Reading Level Assessment Framework).	Students reading levels are improving since the implementation of ARC Core Curriculum. Teachers Conferencing with Students and setting Reading goals has been making a difference.
Acadiance Assessment	Inconsistency in Acadiance data between grade levels. Could be due to COVID gap or other reasons.
Independent Reading Data (reading logs)	Continue to improve at home reading levels (MS)- students completing steps at home independently.

English Language Arts Summary

Strengths

The work with Teacher/Student Conferencing and Goal Setting in ELA classrooms is setting high expectations for ALL students with Reading proficiencies.
Our at home reading logs are increasing the amount of time students are reading for many students.

Challenges

As ARC core is a newer curriculum for some grades, continuing to grow the rigor and mindset associated with this curriculum is an area for continued growth.
Need to identify skills in ELA (Writing) to bring more consistency to the program. Scaffolding needed. What comes at the next grade level. (BE)
Continue to stress structured literacy through the consistent implementation of Fundations and Heggerty in grades K-2 and the use of UFLI in grades 3 and 4.

Mathematics

Data	Comments/Notable Observations
STAR	Consistency in Math, (STAR data) for percentile ranks. While the data is high at times, it is not consistent in all grade levels.
Math Courses with Learning Progressions	Geometry Learning Progressions at the HS are having a positive impact on student achievement in Math.
Math Learning Progressions K-8	The use of learning targets, success criteria and learning progressions in grades K-8 has impacted student achievement in grades K-8.

Mathematics Summary

Strengths

The work with Learning Progressions in HS math are a new positive that is allowing students to work at their current level and set goals for individualized achievement.
The work with Learning Progressions K-12 has been a positive as learners set personal for personalized and individualized achievement.

Individualized goal setting in all ELA content could be a benefit to helping students see the benefit of their hard work in ELA classes K-12.
Math intervention does not formally exist. Adding this could be helpful for remediation.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science Growth (PVAAS) compared to Science Curriculum and ELA crossover content grades.	The ARC core has crossover content in Science and Social Studies. An example would be the weather unit where students become an expert in an area of weather through nonfiction reading and research. This could be a reason why we are seeing boosted scores in our Science courses.

Science, Technology, and Engineering Education Summary

Strengths

Cross curricular connections is a strength in our Science data. Continued cross curricular connections can help students grow as readers and in the content area.
Coding has been increasing student interest in STEM related fields.

Challenges

Curricular time for Science in the elementary level is a challenge at times, but the cross curricular connection to ELA may be helping this challenge.
With the implementation of the STEELS standards, work will need to be done to align curriculum and provide pd for phenomenon based instruction.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Portfolio Review	There has been an improvement in students meeting the college and career mark. There is still room for improvement in meeting the 2033 expectation.
Graduation Rate	Graduation rate is an area of focus for our High School. The graduation rate is slightly above the state average, but below the 2033 goal.
Attendance Rate	Our attendance rate needs to be a focused area for improvement.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Agriculture Productions- NOCTE scores were reviewed	100% of the "completers" took the Agricultural Productions Operations PA NOCTI exam for the 2022-2023 school year. 50% scored advanced on the written, and 75% scored advanced on the performance.
Agriculture Mechanics- NOCTE scores were reviewed	100% of the "completers" took the Agricultural Mechanics NOCTI exam for the 2022-2023 school year. 100% scored advanced on the written, and 100% scored advanced on the performance.

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Delaware Valley University

Agreement Type

Dual Credit

Program/Course Area

AgriEcology; Greenhouse Management/Landscaping

Uploaded Files

Articulation Agreement Delaware Valley Unversity_12.2021.pdf

Partnering Institution

PA College of Health Science

Agreement Type

Dual Credit

Program/Course Area

Various courses including subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics & government, economics, arts, history, geography, computer science, music, career & technical education, health, and physical education.

Uploaded Files

PA College of Health Science Dual Enrollment Agreement 23_00acd14c.pdf

Partnering Institution

Elizabethtown College

Agreement Type

Dual Credit

Program/Course Area

Various courses (non-remedial)

Uploaded Files

Elizabethtown_2023-05_Dual Enrollment Agreement_9382f13e.pdf

Partnering Institution

Central Penn College

Agreement Type

Other

Program/Course Area

Edcelerated Success Program Pathways

Uploaded Files

2023 Cenral Penn College (CPC) Edcelerated Agreement Draft.pdf

Partnering Institution

Harissburg Area Community College

Agreement Type

Other

Program/Course Area

Third Party Agreement: Various

Uploaded Files

HACC_Manheim Central Third Party Agreement (1) (002).pdf

HACC_Manheim Central Third Party Agreement (1) (002)_a92926a0.pdf

Partnering Institution

University of Delaware

Agreement Type

Dual Credit

Program/Course Area

EntreX Lab Delaware

Uploaded Files

University of Delaware Horn MOU 2023-2024_Signed.pdf

Partnering Institution

Clarion University

Agreement Type

Dual Credit

Program/Course Area

Various courses

Uploaded Files

Articulation Agreement CU LBC LV TSand PC.pdf

Partnering Institution

Lancaster Bible College

Agreement Type

Dual Credit

Program/Course Area

Various courses

Uploaded Files

Articulation Agreement CU LBC LV TSand PC_c8554402.pdf

Partnering Institution

Lebanon Valley College

Agreement Type

Dual Credit

Program/Course Area

Various courses

Uploaded Files

Articulation Agreement CU LBC LV TSand PC_3f1bdd0d.pdf

Partnering Institution

Millersville

Agreement Type

Dual Credit

Program/Course Area

Various Courses

Uploaded Files

Articulation Agreement CU LBC LV TSand PC_9dd11cca.pdf

Partnering Institution

Pennsylvania College of Technology

Agreement Type

Dual Credit

Program/Course Area

Various on campus courses

Uploaded Files

Articulation Agreement CU LBC LV TSand PC_4375919a.pdf

Partnering Institution

Thaddeus Stevens College of Technology

Agreement Type

Dual Credit

Program/Course Area

Various courses

Uploaded Files

Articulation Agreement CU LBC LV TSand PC_7204cbb5.pdf

Summary

Strengths
Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

The graduation rate is slightly above the state average.
The 5 year cohort graduation rate is higher than the state overall AND in each subgroup including special education.

Challenges
Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Working with students to have a confirmed post secondary career plan will help students set goals and use their high school experiences to achieve these goals.
Ensuring students are connected to school through academics and other clubs, activities and organizations will help students attendance and achievement.
The overall 5year cohort graduation rate is slightly disproportionate between special education and the overall group.

Equity Considerations

English Learners
True This student group is not a focus in this plan.

Students with Disabilities
False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Attendance	We have a higher absentee rate over the last few years. Regular attendance dropped for all sub-groups. This is particularly concerning for specific sub-groups given the academic impact of not regularly attending school.
Graduation Rate	Working through our new Graduation Pathways will be a support to our Students with Disabilities in achieving post secondary success. Students with Disabilities are improving their graduation rate; however, have not reached the state target rate.The District has modified graduation requirements for students, but there is a access gap and stigma associated with some of the special education programs that dissuade students from enrolling in the transitional programs.
Keystone Course Grades	Students with disabilities need to be supported throughout their educational experience. Specifically, Keystone trigger course success correlates to keystone test achievement.
Career Readiness Benchmark	Students from this sub-group are not meeting the state-wide average.

Students Considered Economically Disadvantaged
True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity
True This student group is not a focus in this plan.

Summary

Strengths
Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Students with disabilities are gradually improving their college and career readiness.
Students with disabilities are at the state standard for growth in Math.

Challenges
Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Students with Disabilities have not reached the state target rate.The District has modified graduation requirements for students, but there is a access gap and stigma associated with some of the special education programs that dissuade students from enrolling in the transitional programs.
The regular attendance dropped for all sub-groups. This is particularly concerning for specific sub-groups given the academic impact of not regularly attending school.

Designated Schools

Manheim Central SHS

Priority Challenge	Comments and Notable Observations
IF special education teachers are provided curriculum writing time with regular education teachers, then there will be greater curriculum alignment and more consistent of instructional practices between all staff to best support and advance the learning for special education students.	Curriculum review time for special education teachers to revise and align curriculum with regular education teachers.
If the high school implements an instructional coaching model, then teachers will receive additional support and instructional feedback that will result in more student achievement and learning.	Instructional coaching for teachers to grow in their instructional practice

Systemic LEA Challenges
Holding the bar equitably high for all students including those students with disabilities.
Ensuring students with disabilities and their families are connected to the school community.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	We reviewed the Compliance Monitoring reports that were conducted in 2021. Strengths include our Student Files and Educational Benefit. Areas for growth include Graduation/Dropout Rate, Parent Trainings, Least Restrictive Environment, and Participation in PSSA and PASA.
Title 1 Program	The Title program operates as schoolwide programs in both Baron Elementary and Doe Run Elementary and also at our Manheim Central Middle School. The focus areas in the schoolwide plans are literacy improvement, increasing Stem opportunities and providing teachers with coaching opportunities. Overall, the focus on providing learners with increased STEM opportunities has been a huge success as we have been able to provide STEM each week for 100% of K-6 learners. Coaching has benefited all teachers as they have had the opportunity to utilize the instructional coach to provide feedback to improve instruction. An area for continued growth is in literacy where the pandemic has had an impact on learners, especially in grades k-2. Manheim Central will continue to make literacy improvement a goal moving forward.
Student Services	Our student services team has developed a focus on connections between stakeholders and the community to support the physical, intellectual and mental health and development of our students. In prioritizing mental health we are enhancing our school based counseling services as a result of analyzing our SAP data to find increased cases of anxiety and depression at all grade levels.
K-12 Guidance Plan (339 Plan)	Our 339 Plan was evaluated and an area of strength has been our College and Career Pathway. Our goals include examining our student/staff climate surveys to see if we are making growth with students feeling connected to school.

Strengths
Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Our Title 1 program is strong and will have a great benefit to making literacy improvement moving forward.

Challenges
Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Special education growth include Graduation/Dropout Rate, Parent Trainings, Least Restrictive Environment, and Participation in PSSA and PASA.
Focusing on Reading K-12 needs to be an intentional effort to improve literacy forward.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

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

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Collectively engage in conversations with stakeholders to sustain shared responsibility for all student learning across the district
Establish and maintain a focused system for continuous improvement and ensure organizational coherence

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
All elementary buildings are above the state wide gaol for Math and Science.	False
All subgroups in all buildings in the district grew in meeting college and career measures.	False
The work with Teacher/Student Conferencing and Goal Setting in ELA classrooms is setting high expectations for ALL students with Reading proficiencies.	True
Our at home reading logs are increasing the amount of time students are reading for many students.	False
Cross curricular connections is a strength in our Science data. Continued cross curricular connections can help students grow as readers and in the content area.	False
Coding has been increasing student interest in STEM related fields.	False
The work with Learning Progressions in HS math are a new positive that is allowing students to work at their current level and set goals for individualized achievement.	True
The graduation rate is slightly above the state average.	False
The 5 year cohort graduation rate is higher than the state overall AND in each subgroup including special education.	False
Students with disabilities are gradually improving their college and career readiness.	False
Students with disabilities are at the state standard for growth in Math.	False
Fostering a vision and culture of high expectations for success for all students, educators, and families	True
Our Title 1 program is strong and will have a great benefit to making literacy improvement moving forward.	True
The work with Learning Progressions K-12 has been a positive as learners set personal for personalized and individualized achievement.	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
All buildings need to improve their attendance, particularly with our economically disadvantaged population.	True
All buildings need to improve their overall ELA achievement.	True
As ARC core is a newer curriculum for some grades, continuing to grow the rigor and mindset associated with this curriculum is an area for continued growth.	False

Individualized goal setting in all ELA content could be a benefit to helping students see the benefit of their hard work in ELA classes K-12.	True
Need to identify skills in ELA (Writing) to bring more consistency to the program. Scaffolding needed. What comes at the next grade level. (BE)	False
With the implementation of the STEELS standards, work will need to be done to align curriculum and provide pd for phenomenon based instruction.	False
Curricular time for Science in the elementary level is a challenge at times, but the cross curricular connection to ELA may be helping this challenge.	False
Working with students to have a confirmed post secondary career plan will help students set goals and use their high school experiences to achieve these goals.	True
Ensuring students are connected to school through academics and other clubs, activities and organizations will help students attendance and achievement.	True
Collectively engage in conversations with stakeholders to sustain shared responsibility for all student learning across the district	False
Special education growth include Graduation/Dropout Rate, Parent Trainings, Least Restrictive Environment, and Participation in PSSA and PASA.	False
Focusing on Reading K-12 needs to be an intentional effort to improve literacy forward.	True
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	True
Continue to stress structured literacy through the consistent implementation of Fundations and Heggerty in grades K-2 and the use of UFLI in grades 3 and 4.	True
Math intervention does not formally exist. Adding this could be helpful for remediation.	True
Students with Disabilities have not reached the state target rate.The District has modified graduation requirements for students, but there is a access gap and stigma associated with some of the special education programs that dissuade students from enrolling in the transitional programs.	True
The regular attendance dropped for all sub-groups. This is particularly concerning for specific sub-groups given the academic impact of not regularly attending school.	True
The overall 5year cohort graduation rate is slightly disproportionate between special education and the overall group.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

The themes of a focus on literacy, personalized/student-centered learning, and a culture for learning rose were a result of our discussion and data analysis.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Focusing on Reading K-12 needs to be an intentional effort to improve literacy forward.	While we have local Reading and ELA programs in place, our ability to analyze and leverage them for instructional decision making and then systematic decision making can improve. Focused work in literacy will improve our ability to meet the needs of learners through our MTSS and Intervention systems.	True
Working with students to have a confirmed post secondary career plan will help students set goals and use their high school experiences to achieve these goals.	Students who graduate knowing the characteristics of the Difference Maker and having a post-secondary plan will have a larger chance of success after high school.	False
Ensuring students are connected to school through academics and other clubs, activities and organizations will help students attendance and achievement.	Focusing on developing our culture for learning will positively impact students and teachers in their achievement and growth.	False
Individualized goal setting in all ELA content could be a benefit to helping students see the benefit of their hard work in ELA classes K-12.	Personalized learning plans and goal setting will benefit every learners path towards being a Difference Maker.	False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Focusing on developing our culture for learning will positively impact students and teachers in their achievement and growth.	True
Students with Disabilities have not reached the state target rate.The District has modified graduation requirements for students, but there is a access gap and stigma associated with some of the special education programs that dissuade students from enrolling in the transitional programs.	The themes identified above (post-secondary plan, connectedness, learning goals, and reading improvement) will help us meet the challenge of improving the drop out rate.	False
All buildings need to improve their attendance, particularly with our economically disadvantaged population.		False
All buildings need to improve their overall ELA achievement.		False
The regular attendance dropped for all sub-groups. This is particularly concerning for specific sub-groups given the academic impact of not regularly attending school.	Continuing to develop learning that is personalized for students and student-centered will empower our students to be the best differencemaker they can be.	True
Continue to stress structured literacy through the consistent implementation of Fundations and Heggerty in grades K-2 and the use of UFLI in grades 3 and 4.		False
Math intervention does not formally exist. Adding this could be helpful for remediation.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
The work with Teacher/Student Conferencing and Goal Setting in ELA classrooms is setting high expectations for ALL students with Reading proficiencies.	This strength in ELA could be utilized in other areas throughout the board.
Fostering a vision and culture of high expectations for success for all students, educators, and families	Communication and a clear understanding of the vision is important for all stakeholders to know where we are going and why we want to get there.
Our Title 1 program is strong and will have a great benefit to making literacy improvement moving forward.	
The work with Learning Progressions in HS math are a new positive that is allowing students to work at their current level and set goals for individualized achievement.	
The work with Learning Progressions K-12 has been a positive as learners set personal for personalized and individualized achievement.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we continue to strategically focus our practices in literacy, we will improve our ability to meet the needs of learners.
	If we focusing on developing a culture for learning, our students and teachers will be positively impacted in their achievement and growth.
	If we develop learning that is personalized for students and student-centered, our students will have ownership and be empowered as differencemakers in their learning.

Goal Setting

Priority: If we continue to strategically focus our practices in literacy, we will improve our ability to meet the needs of learners.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
By the end of 2026, Manheim Central will have implemented leading instructional and assessment practices in reading including structured literacy in all ELA and related area classrooms.		
Measurable Goal Nickname (35 Character Max)		
Instruction and Assessment of Literacy		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of Year 1, the ELA curriculum will be revised and reviewed for standards alignment and instructional practices including Structured Literacy. Additionally, elementary will strategically study structured literacy.	By the end of Year 2, ELA assessments data will be analyzed and interpreted to determine strategic areas for improvement. Additionally, middle school will strategically study structured literacy.	By the end of 2026, Manheim Central will have implemented leading instructional and assessment practices in reading including structured literacy in all ELA and related area classrooms.

Priority: If we focusing on developing a culture for learning, our students and teachers will be positively impacted in their achievement and growth.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of the 2026-2027 school year, all of our students will have equitable access to expanded high-quality instructional strategies that focus on developing the attributes of being a differencemaker (collaborator, critical thinker, reflective practitioner, responsible citizen and innovator).		
Measurable Goal Nickname (35 Character Max)		
Culture for Learning: Differencemaker		
Target Year 1	**Target Year 2**	**Target Year 3**
All teachers are trained in instructional strategies that are focused on the differencemaker attributes. All students are introduced to differencemaker attributes.	All teachers are implementing strategies that are focused on the differencemaker attributes. All students are focusing on anindividualized differencemaker characteristic.	By the end of the 2026-2027 school year, all of our students will have equitable access to expanded high-quality instructional strategies that focus on developing the attributes of being a differencemaker (collaborator, critical thinker, reflective practitioner, responsible citizen and innovator).

Priority: If we develop learning that is personalized for students and student-centered, our students will have ownership and be empowered as differencemakers in their learning.

Outcome Category

Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
By the end of the 2026-27 school year, we will increase overall achievement according to PA Future Ready data by ensuring personalized and student- centered learning and supports for all students.		
Measurable Goal Nickname (35 Character Max)		
Personalized and Student-Centered Learning		
Target Year 1	**Target Year 2**	**Target Year 3**
We will examine the instructional, behavioral, and social emothional supports in all tiers of our MTSS system to identify key areas for improvement.	We will implement programs and practices identified in year one to improve our overall Tier 1, and 2 levels of MTSS.	By the end of the 2026-27 school year, we will increase overall achievement according to PA Future Ready data by ensuring personalized and student- centered learning and supports for all students.

Action Plan

Measurable Goals

Instruction and Assessment of Literacy	Culture for Learning: Differencemaker
Personalized and Student-Centered Learning	

Action Plan For: Program Evaluation

Measurable Goals:

- By the end of 2026, Manheim Central will have implemented leading instructional and assessment practices in reading including structured literacy in all ELA and related area classrooms.

Action Step		Anticipated Start/Completion Date	
Complete Curricula rewrites for ELA Reading K-12		2024-08-27	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum	PA Standards, Structural Literacy Support, Data Analysis	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
An PA standards aligned K-12 ELA curriculum, instruction and assessment plan.	The ELA curriculum team will evaluate the finalized project throughout their implementation years.

Action Plan For: Structured Literacy

Measurable Goals:

- By the end of 2026, Manheim Central will have implemented leading instructional and assessment practices in reading including structured literacy in all ELA and related area classrooms.

Action Step		Anticipated Start/Completion Date	
Training all ELA and relevant staff in Structured Based Literacy techniques.		2024-07-01	2026-10-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum	Materials and PD surrounding Structured Based Literacy techniques.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Structured Literacy integration into lesson plans 4-8 weeks post training sessions.	Building and District level evaluation, teacher data analysis.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Program Evaluation	Complete Curricula rewrites for ELA Reading K-12
Structured Literacy	Training all ELA and relevant staff in Structured Based Literacy techniques.

Training in PA Standards/Learning Progressions

Action Step		
• Complete Curricula rewrites for ELA Reading K-12		
Audience		
K-12 ELA Curriculum Writing Core Team		
Topics to be Included		
PA ELA Standards, Vertical Alignment, Assessment Alignment,		
Evidence of Learning		
Aligned ELA curriculum		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Curriculum	2024-07-01	2025-06-06

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Regularly throughout the 2024-25 school year.
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes • 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly throughout the 2025-27 school years.
Observation and Practice Framework Met in this Plan	
• 4e: Growing and Developing Professionally • 3c: Engaging Students in Learning • 1e: Designing Coherent Instruction • 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	

Language and Literacy Acquisition for All Students

Training in Structured Literacy

Action Step
• Training all ELA and relevant staff in Structured Based Literacy techniques.

Audience
All impacted teachers K-12 who are involved in literacy/ELA.

Topics to be Included
Structured Literacy, Science of Reading, Phonics

Evidence of Learning
Teaching practices incorporating structured literacy.

Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum	2024-07-01	2027-06-26

Learning Format

Type of Activities	Frequency
Inservice day	Elementary- 2024-25 Middle School 2025-26 High School 2026-27

Observation and Practice Framework Met in this Plan
• 4e: Growing and Developing Professionally
• 1a: Demonstrating Knowledge of Content and Pedagogy

This Step Meets the Requirements of State Required Trainings
Structured Literacy

Learning Format

Type of Activities	Frequency
Learning walk	Quarterly throughout

Observation and Practice Framework Met in this Plan
• 3b: Using Questioning and Discussion Techniques
• 1d: Demonstrating Knowledge of Resources
• 2b: Establishing a Culture for Learning
• 4d: Participating in a Professional Community

This Step Meets the Requirements of State Required Trainings
Structured Literacy

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Program Evaluation	Complete Curricula rewrites for ELA Reading K-12
Structured Literacy	Training all ELA and relevant staff in Structured Based Literacy techniques.

Utilize internal and external expertise to provide extensive and ongoing professional development to develop capacity in research-based best practices in the area of English-Language Arts (ELA).

Action Step		
Audience		
K-12 ELA curriculum writing team		
Topics to be Included		
ELA Curricular Resources, PA Standards		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Curriculum	2024-08-26	2025-06-06

Communication

Type of Communication	Frequency
Presentation	In person meetings to develop curriculum.

Communication

Type of Communication	Frequency
Presentation	Academic committee, Board presentations to showcase curriculum

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date