

Millcreek Township SD

Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
School District		105257602
Address 1		
3740 W 26th St		
Address 2		
City	State	Zip Code
Erie	PA	16506
Chief School Administrator		Chief School Administrator Email
Dr John Cavanagh		cavanagh@mtsd.org
Single Point of Contact Name		
Trevor Murnock		
Single Point of Contact Email		
murnock@mtsd.org		
Single Point of Contact Phone Number		
814-835-5314		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
John Cavanagh	Administration	MEC	cavanagh@mtsd.org
Trevor Murnock	Administration	MEC	murnock@mtsd.org
Jennifer Dunmire	Administration	MEC	dunmire@mtsd.org
Hilary Gehrlein	Administrator	MEC	gehrlein@mtsd.org
Joey Jablonski	Administration	MEC	jablonski@mtsd.org
Carisa Coppolo	Staff Member	MEC	coppolo@mtsd.org
Mary Triana	Administrator	MEC	triana@mtsd.org
Shirley Winschel	Board Member	MEC	swinschel@mtsd.org
Sally Newsham	Board Member	MEC	newsham@mtsd.org
Brigitta Anthony	Administrator	MIHS	anthony@mtsd.org
Kim Damcott	Administrator	Walnut Creek	damcott@mtsd.org
Sandy Means	Administrator	McDowell	means@mtsd.org
James Smith	Administrator	Belle Valley	smith@mtsd.org
Scott Quivey	Administrator	MIHS	quivey@mtsd.org
Kristen Schaefer	Administrator	Chestnut Hill	schaefer@mtsd.org
Kellee Beresik	Administrator	Walnut Creek	beresik@mtsd.org
Carrie Barzeski	Staff Member	MIHS	barzeski@mtsd.org
Nick Emmanuele	Staff Member	MIHS	emmanuele@mtsd.org
Kevin Jones	Staff Member	Westlake	ksjones@mtsd.org
Sarah Beilharz	Parent	McDowell	sara2374@aol.com
Mia Liu	Student	McDowell	142282@mtsd.org
Kathy Gebhardt	Staff Member	Grandview	kgebhardt@mtsd.org
Gridley Wright	Student	McDowell	152366@mtsd.org
Ron Craig	Community Member	Edinboro University	rcraig@pennwest.edu
Kim Mascia	Parent	MIHS	knmascia@gmail.com
Jolene Gerlach	Staff Member	Asbury	gerlach@mtsd.org
Mary Gibson	Staff Member	McDowell	gibson@mtsd.org
Rita Roberts	Staff Member	Walnut Creek	rroberts@mtsd.org
Danielle Woods	Staff Member	JS Wilson	woods@mtsd.org
Mary Dudenhoeffer	Staff Member	Tracy	dudenhoeffer@mtsd.org
Natalie Gealy	Staff Member	Chestnut Hill	gealy@mtsd.org

Jen Gilroy	Parent	Walnut Creek	jenn.gilroy@marshamarsh.com
John Nelson	Student	McDowell	147687@mtsd.org
Kendall Klapsinos	Student	McDowell	139880@mtsd.org
Rob Hodgson	Staff Member	McDowell	hodgson@mtsd.org
Brian DiLuzio	Parent	Walnut Creek	bdiluzio11@gmail.com
Danielle Garris	Community Member	Achievement Center of LECOM Health	daniellegarris@achievementctr.org
Erin Klinge	Community Member	UPMC	klingeem@upmc.edu
Lisa Dippold	Community Member	Erie Insurance	lisa.dippold@erieinsurance.com
Alisia Faulkner	Parent	Tracy	alisiarn@hotmail.com
Joanna Lorei	Staff Member	Belle Valley	lorei@mtsd.org
Judah Jones	Student	McDowell	139991@mtsd.org
Angie Chen	Student	McDowell	141270@mtsd.org
Christina Donis	Staff Member	Walnut Creek	donis@mtsd.org
Leo Finazzo	Student	McDowell	152347@mtsd.org
Maggie Testa	Staff Member	McDowell	testa@mtsd.org
Maggie Moore	Parent	Sarah Reed	mowery1287@gmail.com
Damon Finazzo	Parent	JS Wilson	damon.finazzo@gmail.com
Jon O'Camb	Community Member	Erie Insurance	j169e@erieinsurance.com
Carrie Raleigh	Community Member	Wegmans	carrie.raleigh@wegmans.com
Ashley Skarzenski	Community Member	UPMC	stegeran@upmc.edu
Jodie Styers	Community Member	Penn State Behrend	jls982@psu.edu
Tim Lewis	Community Member	Matrix Tool Inc	timlewis@mtatrixtoolinc.com
Janice Whiteman	Community Member	Gannon University	whiteman002@gannon.edu

LEA Profile

The Millcreek Township School District (MTSD) is located in Erie County, PA. The MTSD is the 2nd largest school district in this region, serving approximately 6,500 students within 5 elementary schools, 3 middle schools, and 1 high school. Elementary schools operate on a K-5 grade configuration while middle schools include grades 6-8 and the high school includes grades 9-12. Additionally, the District utilizes the Asbury Woods Nature Center in which students K-8 make regular education visits connected to the District's science curriculum. High school students serviced through special education have the opportunity to participate in the McDowell Independent Living (MIL) program and Project SEARCH to prepare students for a variety of post-secondary options at two alternative District sites.

Student demographics are as follows: The student population is 80% White, 4% Hispanic, 6% Asian, 3% African-American, and 7% other. The Economically Disadvantaged rate for the District is 45.3%. Kindergarten through 12th grade, 18.9% of students receive individually designed instruction via an IEP, and 2.9% of students receive Multi-Language Learner (MLL) services. Additionally, 6% of students receive academic acceleration or enrichment experiences via a GIEP.

The MTSD is governed by a 9-member School Board elected to 4-year terms. The central office administration is directed by a Superintendent, Assistant Superintendent, Chief Financial Officer, Director of Human Resources, and Director of Student Services. The elementary schools are each directed by a Principal and an Assistant Principal, the middle schools are each directed by a Principal and Assistant Principal, and the high school is directed by 2 Principals, 4 Assistant Principals.

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

The MTSD resides in a suburban community with an aid ratio of .4756 (2020-21 Aid Ratios - PDE). The major industries in the community include Lake Erie College of Osteopathic Medicine, Eriez Magnetics, and Plastek. The District partners in many ways (e.g. grants, internships) with both small and large businesses and organizations within the community.

Mission and Vision

Mission

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

Vision

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

Educational Values

Students

In order for the Millcreek Township School District to successfully attain our mission and vision: Long-term learning requires students to deeply understand curriculum content and to be able to transfer learning to new and different situations. Instruction will emphasize the enduring understandings and essential questions to cue students into the "big ideas" of the curriculum that are the foundation for meaningful, long-term learning. All students come to school with varied readiness, interests, and learning profiles. To the extent possible, instruction will be responsive to the varied learning needs of all students. All students are exposed throughout their K-12 experience to the district-identified Portrait of a Graduate. Utilize the Portrait of a Graduate to focus student outcomes and develop students into contributing members of the local and global communities.

Staff

In order for the Millcreek Township School District to successfully attain our mission and vision: All staff members need to be life-long learners themselves, continually enhancing their own skills and knowledge to provide students the best learning experiences possible. Ongoing professional development will be a priority. Targeted individualized professional development opportunities, as well as focus on adult Social-Emotional Learning (SEL) experiences, exist throughout the calendar year from a variety of providers. All staff are trained in the district-defined Portrait of a Graduate. Staff identifies opportunities to develop students into well-rounded contributing members of the community via the attributes identified in the Portrait (refer to student section).

Administration

In order for the Millcreek Township School District to successfully attain our mission and vision: The school setting communicates the value of education. Each school will convey to anyone who enters that it is an environment for learning. Curriculum is the framework that prescribes the scope and sequence of desired results and related learning experiences. The curriculum must be responsive to a changing society and the world environment in which we live. Curriculum renewal efforts will be ongoing and involve MTSD professional staff, other education experts, and relevant stakeholders. A balance of ongoing diagnostic, formative, and summative assessments is integral to the teaching-learning process. Instruction will be guided by these assessments. Administration is trained in the district-defined Portrait of a Graduate. Administration identifies opportunities to develop students into well-rounded contributing members of the community via the attributes identified in the Portrait (refer to student section).

Parents

In order for the Millcreek Township School District to successfully attain our mission and vision: Family support is an integral and valued part of students' learning experiences. A wide variety of parent involvement opportunities through district activities exist throughout the school year. Parents are encouraged to support student responsibility and commitment to the learning process via access to the Learning Management System (LMS) and Student Information System (SIS) to monitor their students' progress to support student achievement and growth. Parent feedback and communication are welcomed, valued, and utilized in planning and preparation for district operations and instructional programming. In particular, a wide breadth of constituents were involved in the construction of the MTSD Portrait of a Graduate to establish the guideposts of our educational outcomes.

Community

In order for the Millcreek Township School District to successfully attain our mission and vision: Community support is an integral and valued part of students' learning experiences. Community partnerships are essential for student experiences, instructional programming, and standard achievement opportunities. Community feedback and communication are welcomed and utilized in planning and preparation for district operations and instructional programming. In particular, a wide breadth of constituents were involved in the construction of the MTSD Portrait of a Graduate to establish the guideposts of our educational outcomes.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Our overall performance in grades 3-8 PSSA data indicates students are performing higher than state averages.	Common assessment implementation is one observable way that MTSD has addressed stronger alignment to state standards.
Our overall performance in grades 3-5 PVAAS data shows significant growth of our students.	Formative and summative student assessment data are targeted towards student growth needs.

Challenges

Indicator	Comments/Notable Observations
Special attention will be given to groups not meeting the achievement measures in 6-8 math.	Academic interventionists are assigned to assist students with an identified history of poor performance in mathematics.
Middle level math PVAAS data suggest that not all groups are making progress in meeting growth expectations.	Targeted professional development has been implemented that addresses middle level math performance.

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

Strengths

Indicator PVAAS Growth Reports from PDE. Grade Level(s) and/or Student Group(s) Economically Disadvantaged and lowest performing 33%	Comments/Notable Observations Strong achievement was indicated for our economically disadvantaged and lowest performing 33% of students.
Indicator PSSA Grade Level(s) and/or Student Group(s) Elementary students 3-5; math	Comments/Notable Observations Elementary math PSSA scores are trending positively over a three-year period.
Indicator Keystone Exams Grade Level(s) and/or Student Group(s) High school students 9-10	Comments/Notable Observations Keystone exam results demonstrate stability to growth in scores over a three-year period.

Challenges

Indicator PSSA Math Grade Level(s) and/or Student Group(s) Middle level students 6-8	Comments/Notable Observations Middle level math scores are generally lower than elementary level, especially in transition years.
Indicator PSSA scores Grade Level(s) and/or Student Group(s) All student subgroups did not meet interim goal/improvement target - special education students	Comments/Notable Observations Special education student subgroup continues to require improved growth.

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.

Strong achievement was indicated for our economically disadvantaged and lowest performing 33% of students.
Elementary math PSSA scores are trending positively over a three-year period.
Keystone exam results demonstrate stability to growth in scores over a three-year period.

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.

Special education student subgroup continues to require improved growth.
Middle level math scores are generally lower than elementary level, especially in transition years.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PVAAS	4-10
PSSA	grades 3-8
Keystone Literature	grade 10
locally-based assessments	K-12
Acadience	K-3
NWEA MAP	1-10

English Language Arts Summary

Strengths

Assessment anchors and eligible content components are reviewed and integrated at appropriate times within the curriculum based on Keystone Literature results.
Implementing Acadience K-3 and NWEA MAP 3-10 has provided evidence for curricular changes (i.e., phonological awareness, phonics, and fluency). The ongoing progress monitoring utilizing Acadience and NWEA MAP provides insight to target students at various levels.
Completed and developing common assessments have positively contributed to meeting our standards-based learning targets.
Examination by building level teams from PVAAS to indicate whether a student is exceeding, meeting, or did not meet the standards for PA Academic Growth.

Challenges

Continually refine curriculum, resources, and assessment to address the PVAAS results that showed gap areas in various student subgroups.
Utilize and target professional development in formative assessments as part of the process of addressing student subgroup performances.
Examine student data to ensure equity across all grade levels and student groups.

Mathematics

Data	Comments/Notable Observations
PSSA	grades 3-8
Keystone Algebra 1	at course completion
locally-based assessments	K-12

NWEA MAP	1-10
PVAAS	4-10

Mathematics Summary

Strengths

Targeted professional development for teachers in mathematics instruction has resulted in student growth and achievement across subgroups and grade bands.
Implementation of new high-quality resources and realigned curriculum and assessments, K-8.
Updates to curriculum, resources, and assessments in math courses 9-12.
Professional development emphasizes solving strategies that increase student mathematical skills and abilities in the areas of reasoning, argumentation, and mathematical sense-making.

Challenges

Consistent implementation of formative assessments to target student performance.
Student growth and agency need to become a prioritized focus related to mathematics.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	grades 4, 8
Keystone Biology	course completion
locally-based assessments	K-12

Science, Technology, and Engineering Education Summary

Strengths

Implementation of high quality and standards-aligned curricular resources.
Targeted professional development in critical content areas.

Challenges

Consistent integration of technology and engineering within elementary programming.
Instituting an appropriate scheduling progression/matriculation sequence for 9-12 STEM courses.
Improvement of technological efficiency and usage to support student growth.

Related Academics

Career Readiness

Data	Comments/Notable Observations
K-5 Career Readiness Portfolio	All students K-5 in MTSD have exposure and experiences in career planning and preparation facilitated by school counselors. This portfolio provides students a longitudinal look into what their career goals are as they progress into middle school.
Naviance Grades 9-12	All students in grades 9-12 in MTSD complete an interest inventory. Using a digital warehouse, student experiences are recorded and tracked to meet the continuum strands. Students experience 4 touchpoints per grade level.
Grades 6-8	All students in grades 6-8 in MTSD have exposure and experiences in career planning and preparation facilitated by school counselors. Using a digital warehouse, student experiences are recorded and tracked to meet the continuum strands.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

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

Gannon University

Agreement Type

Dual Credit

Program/Course Area

ELA, Social Studies, Math, Sciences

Uploaded Files

Dual Credit Affiliation Agreement Gannon University.pdf

Partnering Institution

Mercyhurst University

Agreement Type

Dual Credit

Program/Course Area

ELA, Social Studies, Math, Sciences

Uploaded Files

Dual Credit Affiliation Agreement Mercyhurst University.pdf

Partnering Institution

PennWest University

Agreement Type

Dual Credit

Program/Course Area

ELA, Social Studies, Math, Sciences

Uploaded Files

Dual Credit Affiliation Agreement Penn West University.pdf

Partnering Institution

Penn State Behrend

Agreement Type

Dual Credit

Program/Course Area

ELA, Social Studies, Math, Sciences

Uploaded Files

Dual Credit Affiliation Agreement The Pennsylvania State University.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.

All students K-5 in MTSD have exposure and experiences in career planning and preparation facilitated by school counselors. This portfolio provides students a longitudinal look into what their career goals are as they progress into middle school.
--

All students in grades 9-12 in MTSD complete an interest inventory. Using a digital warehouse, student experiences are recorded and tracked to meet the continuum strands. Students experience 4 touchpoints per grade level.

All students in grades 6-8 in MTSD have exposure and experiences in career planning and preparation facilitated by school counselors. Using a digital warehouse, student experiences are recorded and tracked to meet the continuum strands.
--

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.

Integrating opportunities for career exploration and skill development cross-curricular for K-12 students.
Development of stronger partnerships with community organizations to support student growth.
Increase awareness and support services related to mental health and well-being.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
PSSA ELA MLL students grades 3-5 average score 49% at or above proficiency	The MLL population of students across all elementary schools was underperforming in comparison to their peers. State average for all students PSSA grades 3-5 ELA 55%/Math 38%/Science 59%
PSSA Math MLL students grades 3-5 average score 48% at or above proficiency	The MLL population of students across all elementary schools was underperforming in comparison to their peers. State average for all students PSSA grades 3-5 ELA 55%/Math 38%/Science 59%
PSSA ELA MLL students grades 6-8 average score 33% at or above proficiency	The MLL population of students across all middle schools was underperforming in comparison to their peers. State average for all students PSSA grades 6-8 ELA 55%/Math 38%/Science 59%
PSSA Math MLL students grades 6-8 average score 26% at or above proficiency	The MLL population of students across all middle schools was underperforming in comparison to their peers. State average for all students PSSA grades 6-8 ELA 55%/Math 38%/Science 59%

Students with Disabilities

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

Data	Comments/Notable Observations
PSSA ELA, Math, Science students with IEPs average scores at or above proficiency Grade 3 ELA - 41% Grade 3 Math - 42% Grade 4 ELA - 28% Grade 4 Math - 26% Grade 4 Science - 50% Grade 5 ELA - 29% Grade 5 Math - 33%	The students with disabilities population across all elementary schools was underperforming in comparison to their peers. District averages for PSSA grades 3-5 Grade 3 ELA - 70%/Grade 3 Math - 71% Grade 4 ELA - 67%/Grade 4 Math - 57%/Grade 4 Science - 81% Grade 5 ELA - 67%/Grade 5 Math - 64%

PSSA ELA, Math, Science students with IEPs average scores at or above proficiency Grade 6 ELA - 32% Grade 6 Math - 17% Grade 7 ELA - 21% Grade 7 Math - 9% Grade 8 ELA - 21% Grade 8 Math - 8% Grade 8 Science - 41%	The students with disabilities population across all middle schools was underperforming in comparison to their peers. District averages for PSSA grades 6-8 Grade 6 ELA - 63%/Grade 6 Math - 44% Grade 7 ELA - 60%/Grade 7 Math - 42% Grade 8 ELA - 63%/Grade 8 Math - 41%/Grade 8 Science - 74%
Keystone Algebra 5% at or above proficiency Keystone Biology 8% at or above proficiency Keystone Literature 23% at or above proficiency	District averages for Keystones: Algebra - 60%/Biology - 59%/Literature - 65%

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PSSA ELA, Math, Science students considered economically disadvantaged average scores at or above proficiency Grade 3 ELA - 62% Grade 3 Math - 63% Grade 4 ELA - 56% Grade 4 Math - 46% Grade 4 Science - 71% Grade 5 ELA - 55% Grade 5 Math - 54%	The students considered economically disadvantaged population across all elementary schools was underperforming in comparison to their peers. District averages for PSSA grades 3-5 Grade 3 ELA - 70%/Grade 3 Math - 71% Grade 4 ELA - 67%/Grade 4 Math - 57%/Grade 4 Science - 81% Grade 5 ELA - 67%/Grade 5 Math - 64%
PSSA ELA, Math, Science students considered economically disadvantaged average scores at or above proficiency Grade 6 ELA - 54% Grade 6 Math - 29% Grade 7 ELA - 49% Grade 7 Math - 25% Grade 8 ELA - 52% Grade 8 Math - 28% Grade 8 Science - 64%	The students considered economically disadvantaged population across all middle schools was underperforming in comparison to their peers. District averages for PSSA grades 6-8 Grade 6 ELA - 63%/Grade 6 Math - 44% Grade 7 ELA - 60%/Grade 7 Math - 42% Grade 8 ELA - 63%/Grade 8 Math - 41%/Grade 8 Science - 74%
Keystone Algebra 1 22% at or above proficiency Keystone Biology 22% at or above proficiency Keystone Literature 26% at or above proficiency	District averages for Keystones: Algebra - 60%/Biology - 59%/Literature - 65%

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.

As a district, across all grade levels, our MLL subgroup shows evidence that the district met the growth standard in ELA.
As a district, across all grade levels, our IEP subgroup shows moderate evidence that the district exceeded the growth standard in Math.
As a district, across all grade levels, our economically disadvantaged subgroup shows moderate evidence that the district exceeded the growth standard in Math.
As a district, across all grade levels, our MLL subgroup shows significant evidence that the district exceeded the growth standard 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.

Consistent address of performance gaps in student subgroups including economically disadvantaged and MLL.
Underperformance of students with disabilities in comparison to their peers.

Designated Schools

James S Wilson MS

Priority Challenge	Comments and Notable Observations
MLL Proficient/Advanced Performance in ELA & Math have shown improvements but are still well-below building-level scores	Engage general education, special education, and the MLL teacher in a collaborative planning process to ensure that classroom instructional practices are aligned to curriculum expectations that are connected to state and WIDA standards. Academic interventionist will support all teachers to ensure that instruction is aligned and evidence-based.
Implement an evidence-based system of schoolwide positive behavior interventions and supports	For the 2023-2024 school year, we will continue to develop a school-wide PBIS plan with input from all stakeholders.

Systemic LEA Challenges
As a district, across all grade levels, our MLL subgroup shows evidence that the district met the growth standard in ELA, but not in Math.
The MLL population of students across all elementary and middle schools was underperforming in comparison to their peers.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	This plan has been submitted and approved. It will guide our operations, instruction, and planning for our special education programming.
Title 1 Program	The Title I eligible buildings have developed and submitted their plans. These plans will guide our operations, instruction, and planning for the Title I programming.
Student Services	The Student Services plan has been developed and is utilized for all students academic and social emotional success. It will guide our operations, instruction, and planning for our students' needs.
K-12 Guidance Plan (339 Plan)	The 339 Plan has been developed to provide guidance and coordination for college and career readiness. It will guide our operations, instruction, and planning for our students.
Technology Plan	MTSD continues to be a 1:1 district. This has continued to allow us flexibility in our instructional delivery.
English Language Development Programs	The MLL plan has been developed and is utilized for our building sites where MLL servicing is located. It guides our operations, instruction, and planning for our Multi Language Learning programming.

Strengths

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

MTSD continues to be a 1:1 school district and all teachers have laptops. This gives us flexibility and mobility with our instructional delivery.
All supplemental plans help guide our operations, instruction, and planning for our students.
MTSD has added additional teaching staff for our MLL students and classrooms.

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.

MTSD MLL program continues to rapidly grow impacting classroom teachers resulting in a need for professional development in working with MLL learners.
Human and financial resources will continue to affect long-range planning and budgeting for MTSD.

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	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Exemplary
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Exemplary
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	Operational

Implement Data-Driven Human Capital Strategies

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

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.

Ensure effective, standards-aligned curriculum and assessment.
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.
Meaningful 2-way communication with stakeholders.
Recruit and retain fully credentialed, experienced, and high-quality leaders and teachers.

Challenges

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.

N/A; no categories were marked as "not yet evident" or "emerging"

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
Strong achievement was indicated for our economically disadvantaged and lowest performing 33% of students.	False
Elementary math PSSA scores are trending positively over a three-year period.	False
Keystone exam results demonstrate stability to growth in scores over a three-year period.	True
Assessment anchors and eligible content components are reviewed and integrated at appropriate times within the curriculum based on Keystone Literature results.	False
Implementing Acadience K-3 and NWEA MAP 3-10 has provided evidence for curricular changes (i.e., phonological awareness, phonics, and fluency). The ongoing progress monitoring utilizing Acadience and NWEA MAP provides insight to target students at various levels.	False
Completed and developing common assessments have positively contributed to meeting our standards-based learning targets.	False
Examination by building level teams from PVAAS to indicate whether a student is exceeding, meeting, or did not meet the standards for PA Academic Growth.	True
Implementation of high quality and standards-aligned curricular resources.	False
Targeted professional development in critical content areas.	True
All students K-5 in MTSD have exposure and experiences in career planning and preparation facilitated by school counselors. This portfolio provides students a longitudinal look into what their career goals are as they progress into middle school.	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	True
Targeted professional development for teachers in mathematics instruction has resulted in student growth and achievement across subgroups and grade bands.	False
Implementation of new high-quality resources and realigned curriculum and assessments, K-8.	False
All students in grades 9-12 in MTSD complete an interest inventory. Using a digital warehouse, student experiences are recorded and tracked to meet the continuum strands. Students experience 4 touchpoints per grade level.	True

As a district, across all grade levels, our MLL subgroup shows evidence that the district met the growth standard in ELA.	False
As a district, across all grade levels, our IEP subgroup shows moderate evidence that the district exceeded the growth standard in Math.	False
MTSD continues to be a 1:1 school district and all teachers have laptops. This gives us flexibility and mobility with our instructional delivery.	False
All supplemental plans help guide our operations, instruction, and planning for our students.	True
All students in grades 6-8 in MTSD have exposure and experiences in career planning and preparation facilitated by school counselors. Using a digital warehouse, student experiences are recorded and tracked to meet the continuum strands.	True
Updates to curriculum, resources, and assessments in math courses 9-12.	False
Professional development emphasizes solving strategies that increase student mathematical skills and abilities in the areas of reasoning, argumentation, and mathematical sense-making.	False
Ensure effective, standards-aligned curriculum and assessment.	False
As a district, across all grade levels, our economically disadvantaged subgroup shows moderate evidence that the district exceeded the growth standard in Math.	False
As a district, across all grade levels, our MLL subgroup shows significant evidence that the district exceeded the growth standard in Math.	False
MTSD has added additional teaching staff for our MLL students and classrooms.	False
Meaningful 2-way communication with stakeholders.	True
Recruit and retain fully credentialed, experienced, and high-quality leaders and teachers.	False

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
Special education student subgroup continues to require improved growth.	True
Middle level math scores are generally lower than elementary level, especially in transition years.	False
Continually refine curriculum, resources, and assessment to address the PVAAS results that showed gap areas in various student subgroups.	False
Utilize and target professional development in formative assessments as part of the process of addressing student subgroup performances.	False

Examine student data to ensure equity across all grade levels and student groups.	False
Consistent implementation of formative assessments to target student performance.	True
Integrating opportunities for career exploration and skill development cross-curricular for K-12 students.	True
Consistent integration of technology and engineering within elementary programming.	False
Instituting an appropriate scheduling progression/matriculation sequence for 9-12 STEM courses.	False
Consistent address of performance gaps in student subgroups including economically disadvantaged and MLL.	False
Human and financial resources will continue to affect long-range planning and budgeting for MTSD.	False
MTSD MLL program continues to rapidly grow impacting classroom teachers resulting in a need for professional development in working with MLL learners.	False
Underperformance of students with disabilities in comparison to their peers.	False
Student growth and agency need to become a prioritized focus related to mathematics.	True
N/A; no categories were marked as "not yet evident" or "emerging"	False
Development of stronger partnerships with community organizations to support student growth.	True
Increase awareness and support services related to mental health and well-being.	True
Improvement of technological efficiency and usage to support student growth.	True

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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Special education student subgroup continues to require improved growth.		False
Consistent implementation of formative assessments to target student performance.		False
Integrating opportunities for career exploration and skill development cross-curricular for K-12 students.		False
Student growth and agency need to become a prioritized focus related to mathematics.	Transitional years in mathematics continue to be a challenge.	True
Development of stronger partnerships with community organizations to support student growth.	Create exposure and interactions with organizations to help identify career planning and areas of need for student growth.	True
Increase awareness and support services related to mental health and well-being.	Increased number of students and staff with social-emotional needs.	True
Improvement of technological efficiency and usage to support student growth.	Students have increased exposure and deficiencies in responsible use of technology.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	Continued focus on recruitment and university partnerships to acquire fully credentialed, experienced, and high-quality leaders and teachers.
Examination by building level teams from PVAAS to indicate whether a student is exceeding, meeting, or did not meet the standards for PA Academic Growth.	While MTSD is displaying a high level of growth across most of the identified groups, a need to attain specific levels of achievement is still evident.
Targeted professional development in critical content areas.	
All supplemental plans help guide our operations, instruction, and planning for our students.	Maintenance and the continuous improvement cycles of the supplemental plans are invaluable.
Keystone exam results demonstrate stability to growth in scores over a three-year period.	

All students K-5 in MTSD have exposure and experiences in career planning and preparation facilitated by school counselors. This portfolio provides students a longitudinal look into what their career goals are as they progress into middle school.	
All students in grades 9-12 in MTSD complete an interest inventory. Using a digital warehouse, student experiences are recorded and tracked to meet the continuum strands. Students experience 4 touchpoints per grade level.	
All students in grades 6-8 in MTSD have exposure and experiences in career planning and preparation facilitated by school counselors. Using a digital warehouse, student experiences are recorded and tracked to meet the continuum strands.	
Meaningful 2-way communication with stakeholders.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Structure of curriculum, instruction, and assessment must guarantee student growth and agency.
	Build relationships with community support organizations for student benefit.
	Create opportunities for social-emotional learning K-12 and ensure all students have access to quality mental health services.
	Technology is ever-changing and impacts students both academically and their social and emotional needs.

Goal Setting

Priority: Structure of curriculum, instruction, and assessment must guarantee student growth and agency.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
MTSD will use vertical alignment of curriculum, instruction, and assessment modalities to enhance student growth and agency as students will matriculate through the K-12 progression.		
Measurable Goal Nickname (35 Character Max)		
Growth and Agency		
Target Year 1	Target Year 2	Target Year 3
Create a common definition of student growth and agency across K-12 and identify the metrics to be used.	Apply definitions of student growth and agency through student targets and objectives within each discipline. Identify gap and growth areas with selected metrics.	MTSD will use vertical alignment of curriculum, instruction, and assessment modalities to enhance student growth and agency as students will matriculate through the K-12 progression.

Priority: Build relationships with community support organizations for student benefit.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
MTSD will use a database of vetted speakers, organizations, and services to identify potential partnerships within the community to support student growth.		
Measurable Goal Nickname (35 Character Max)		
Community Connections		
Target Year 1	Target Year 2	Target Year 3
Create a committee to identify potential partnerships and connect schools to community resources.	Establish protocols for the integration of community organizations and school functioning.	MTSD will use a database of vetted speakers, organizations, and services to identify potential partnerships within the community to support student growth.

Priority: Create opportunities for social-emotional learning K-12 and ensure all students have access to quality mental health services.

Outcome Category
Social emotional learning

Measurable Goal Statement (Smart Goal)		
MTSD will increase awareness and improve access to mental health support services.		
Measurable Goal Nickname (35 Character Max)		
SEL		
Target Year 1	Target Year 2	Target Year 3
Implement a comprehensive mental health awareness campaign.	Enhance access to resources both in and out of the district.	MTSD will increase awareness and improve access to mental health support services.

Priority: Technology is ever-changing and impacts students both academically and their social and emotional needs.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
MTSD will provide educational opportunities for students to be strong consumers of information through technology.		
Measurable Goal Nickname (35 Character Max)		
Consumers of Technology		
Target Year 1	Target Year 2	Target Year 3
Introduce digital citizenship and AI technology resources to administration, teachers, staff, and students.	Develop opportunities for administrators, teachers, staff, and students to engage in digital citizenship and AI technology resources.	MTSD will provide educational opportunities for students to be strong consumers of information through technology.

Action Plan

Measurable Goals

Growth and Agency	Community Connections
SEL	Consumers of Technology

Action Plan For: Professional Development

Measurable Goals:
<ul style="list-style-type: none"> MTSD will use vertical alignment of curriculum, instruction, and assessment modalities to enhance student growth and agency as students will matriculate through the K-12 progression.

Action Step		Anticipated Start/Completion Date	
Professional Development for student academic growth and student ownership of educational progress.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Supervisors of Curriculum and Building Administration	In-service days, Department/Grade Level meetings, Faculty meetings, Portrait of a Graduate resources, IU support, various data sources: MAP scores, PSSA scores, common assessments, local assessments, IXL data, Keystone scores Goal setting resources: IXL, MAP, local and district tools	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
GROWTH AND AGENCY: Consistent objectives aligned to standards and/or anchor studies. Cornerstone assessments with strong vertical alignment and community partnership. Higher growth of students in various subgroups. Reflection and goal setting by all students. Strong preparation for college and careers. (Portrait of a Graduate)	Supervisors of Curriculum, Building Administrators, teachers walkthroughs - quarterly instructional rounds - quarterly student academic data/ data team meetings - weekly District data step back meetings - twice a year

Action Plan For: Professional Development

Measurable Goals:
<ul style="list-style-type: none"> MTSD will use a database of vetted speakers, organizations, and services to identify potential partnerships within the community to support student growth.

Action Step		Anticipated Start/Completion Date	
Professional Development in order to increase student opportunities and enhanced learning experiences in collaboration with community resources.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Supervisors of Curriculum, Building Administration, College Connections Coordinator, and Internship Coordinator	In-service days, Department/Grade Level meetings, Faculty meetings, Portrait of a Graduate resources, Community partner support, Goal setting resources: career planning, Naviance, and Guidance departments	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
COMMUNITY CONNECTIONS: Broader opportunities to strengthen relationships with community agencies to create a common repository of available internship, service learning, and career opportunities. A database that is accessible to teachers and schools when planning classroom speakers or events. Increased student opportunities and enhanced learning experiences. Increase the number of students who complete community service and internship/placements.	District Administration, Building Administration, guidance department student internship, service learning, and career opportunities data - quarterly District data step back meetings - twice a year

Action Plan For: Professional Development

Measurable Goals:
<ul style="list-style-type: none"> MTSD will increase awareness and improve access to mental health support services.

Action Step		Anticipated Start/Completion Date	
Professional Development to increase awareness and improve access to behavioral health support services.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Student Services Department, School Psychologist, Guidance Department, and Building Administration	Community Partnerships, In-service days, Department/Grade Level meetings, Faculty meetings, Portrait of a Graduate resources, Guidance departments, Repository of available services, PAYS data, attendance data, and universal screener data	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
SEL: Increased awareness and improved access to support services. Develop a process for preventive wellness checks for students. Develop a pamphlet for parents of community resources for common needs. Increase in student attendance.	District Administration, Building Administration, guidance departments student behavioral health data - quarterly distribution of resources to parents - as needed District data step back meetings - twice a year

Action Plan For: Professional Development

Measurable Goals:
<ul style="list-style-type: none"> MTSD will provide educational opportunities for students to be strong consumers of information through technology.

Action Step	Anticipated Start/Completion Date

Professional Development to equip students with skills essential for navigating the digital landscape.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Technology, Supervisors of Curriculum, and Building Administration	In-service days, Department/Grade Level meetings, Faculty meetings, Portrait of a Graduate resources, IU support, and hardware & software resources	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
CONSUMERS OF TECHNOLOGY: Help students understand technology connections to the real world. Equipping students with skills essential for navigating the digital landscape. A list of skills and content related to digital citizenship. Effective application of best practices and utilization of AI. Edit and revise middle school computer science curriculum.	Supervisors of Curriculum, Building Administrators, teachers walkthroughs - quarterly instructional rounds - quarterly student academic data/ data team meetings - weekly District data step back meetings - twice a year usage data - quarterly

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Professional Development	Professional Development for student academic growth and student ownership of educational progress.
Professional Development	Professional Development in order to increase student opportunities and enhanced learning experiences in collaboration with community resources.
Professional Development	Professional Development to increase awareness and improve access to behavioral health support services.
Professional Development	Professional Development to equip students with skills essential for navigating the digital landscape.

Instructional strategies for English Language Learners

Action Step		
<ul style="list-style-type: none"> Professional Development to equip students with skills essential for navigating the digital landscape. Professional Development in order to increase student opportunities and enhanced learning experiences in collaboration with community resources. Professional Development to increase awareness and improve access to behavioral health support services. Professional Development for student academic growth and student ownership of educational progress. 		
Audience		
teachers, building administrators, support staff		
Topics to be Included		
review of culturally responsive teaching and instructional strategies to support all marginalized students		
Evidence of Learning		
monthly MLL strategies, classroom walkthroughs completed by administrators, student data collection from MAP, IXL, common local assessments		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Administration, MLL teachers, and Interventionist	2024-07-01	2025-06-30

Learning Format

Type of Activities	Frequency
--------------------	-----------

Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	monthly strategies shared with teachers and staff which include nurses, cafeteria workers, bus drivers, and secretaries
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Navigating Digital Landscape

Action Step		
<ul style="list-style-type: none"> Professional Development to equip students with skills essential for navigating the digital landscape. 		
Audience		
building administrators, teachers, staff, students		
Topics to be Included		
Introduce and develop opportunities to engage in digital citizenship.		
Evidence of Learning		
Student applications, Comply teacher surveys, Google feedback forms		
Lead Person/Position	Anticipated Start	Anticipated Completion
Supervisors of Curriculum and IT department	2024-07-01	2025-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2b: Establishing a Culture for Learning 	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Learning walk	quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4a: Reflecting on Teaching 	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Classroom/school visitation	instructional rounds - monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4a: Reflecting on Teaching 	
This Step Meets the Requirements of State Required Trainings	

Navigating Digital Landscape

Action Step		
<ul style="list-style-type: none"> Professional Development to equip students with skills essential for navigating the digital landscape. 		
Audience		
building administration, teachers, staff, students		
Topics to be Included		
Introduce and develop opportunities to engage in AI resources.		
Evidence of Learning		
Student applications, Comply teacher surveys, Google feedback forms		
Lead Person/Position	Anticipated Start	Anticipated Completion
Supervisors of Curriculum, IT department, and Community resources	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	3 times a year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2b: Establishing a Culture for Learning 1d: Demonstrating Knowledge of Resources 	
This Step Meets the Requirements of State Required Trainings	

Behavioral Health Support Services

Action Step
<ul style="list-style-type: none"> Professional Development to increase awareness and improve access to behavioral health support services.
Audience
students and families

Topics to be Included		
Mental Health Awareness campaign		
Evidence of Learning		
use and access to in district and out of district resources; improve PAYS data; repository of available services		
Lead Person/Position	Anticipated Start	Anticipated Completion
Student Services, Guidance Departments, and School Psychologists	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	quarterly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Collaboration with Community Resources

Action Step		
<ul style="list-style-type: none"> Professional Development in order to increase student opportunities and enhanced learning experiences in collaboration with community resources. 		
Audience		
building administration, teachers, staff, students, community		
Topics to be Included		
Common repository for teachers looking for community engagement opportunities including service learning, internships, and career opportunities.		
Evidence of Learning		
Increase number of students involved in internships, service-learning opportunities, career opportunities, classroom speakers, Naviance		
Lead Person/Position	Anticipated Start	Anticipated Completion
Supervisors of Curriculum, Building Administration, College Connections Coordinator, and Internship Coordinator	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	quarterly

Observation and Practice Framework Met in this Plan
This Step Meets the Requirements of State Required Trainings

Educational Progress

Action Step		
<ul style="list-style-type: none"> Professional Development for student academic growth and student ownership of educational progress. 		
Audience		
building administration, teachers, staff, students		
Topics to be Included		
Portrait of a Graduate		
Evidence of Learning		
MAP scores, common assessments, state assessments, IXL data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Supervisors of Curriculum and Building Administration	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	3 times a year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4a: Reflecting on Teaching 1c: Setting Instructional Outcomes 	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Sharing of the Plan					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Professional Development for student academic growth and student ownership of educational progress. Professional Development in order to increase student opportunities and enhanced learning experiences in collaboration with community resources. Professional Development to increase awareness and improve access to behavioral health support services. Professional Development to equip students with skills essential for navigating the digital landscape. 	MTSD stakeholders, staff, students, families, and community members	professional development offerings, technology usage strategies, celebrations, stakeholder surveys, and online resources	Communications Coordinator	07/01/2024	06/30/2027
Communications					
Type of Communication			Frequency		
Email			bi-weekly		
Newsletter			monthly		
Posting on district website			weekly		
Other			weekly		