

Profile and Plan Essentials

LEA Type		AUN
School District		125235502
Address 1		
40 Media Line Road		
Address 2		
City	State	Zip Code
Newtown Square	PA	19008
Chief School Administrator		Chief School Administrator Email
Tina Kane, Ed.D.		tkane@mnsd.org
Single Point of Contact Name		
Kevin Fagan		
Single Point of Contact Email		
kfagan@mnsd.org		
Single Point of Contact Phone Number		
6103594200		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Tina Kane, Ed.D.	Administrator	Marple Newtown School District	tkane@mnsd.org
Sheila Amodei	Administrator	Marple Newtown School District	samodei@mnsd.org
John Beltrante	Administrator	Marple Newtown High School	jbeltrante@mnsd.org
TJ Gretchen	Administrator	Paxon Hollow Middle School	tgretchen@mnsd.org
Brook Tocci	Administrator	Teaching and Learning	btocci@mnsd.org
Stephanie Sturdivant	Administrator	Worrall Elementary School	ssturdivant@mnsd.org
Jaime Smythe	Administrator	Loomis Elementary School	jsmythe@mnsd.org
Noelle Newtown	Staff Member	Loomis Elementary School	nnewtown@mnsd.org
Samantha Grimes	Staff Member	Paxon Hollow Middle School	sgrimes@mnsd.org
Jessica Mattei	Administrator	Teaching and Learning	jmattei@mnsd.org
Janeen Partridge	Parent	Russell Elementary School	jpartridge@mnsd.org
Linda Wigo	Parent	Marple Newtown High School	lwigo@mnsd.org
Michelle Lydon	Administrator	Pupil Services	mlydon@mnsd.org
Heather Logue	Administrator	Pupil Services	hlogue@mnsd.org
Nick Siano	Board Member	School Board Director	nsiano@mnsd.org
Joel DiBartolomeo	Administrator	Central Office	jdibartolomeo@mnsd.org
Matt Bilker	Board Member	School Board Director	mbilker@mnsd.org

LEA Profile

Marple Newtown School District is a “Phase III” district. The District’s plan is due for submission on March 31, 2025. The Assistant Superintendent is leading the collaborative effort. Stakeholders from across the school community were invited to participate in the discussions, research, and planning that started in the spring of the 2024. This collaborative effort and its sub-committees met throughout the remainder of 2024 to develop Marple Newtown School District's Comprehensive Plan.

The vision, goals, and plans written into MNSD's Comprehensive Plan were generated after evaluating a range of student and school performance information that included state testing results, PACC aligned curriculum-based and normed assessments, feedback from stakeholders, evaluation of student needs from across the K-12 setting, and other indicators that would reveal areas of strengths and challenges in the District's service to its students, families, and teachers. The pathway forward reflected in this Comprehensive Plan have been designed using current best practices and available resources available to Marple Newtown School District. The final plan is the result of a collaborative effort that included District families, teachers, administrators, and school board members. This team met at various times either in subcommittees or as a group starting in the 2023 – 2024 school year. The district identified the following topics as its priorities in this plan: aligned assessment and data-based decision-making, uniform instructional programming, instructional practices, implementation and development of science of literacy and STEELS, school culture, and district policy.

As the current plan is employed, the Assistant Superintendent, members of the administrative team, and teacher committees will monitor and assess progress toward said goals using a variety of sources including, but not limited to: surveys, student performance information, teacher observations, and MNSD alignment of assessment and programming to PACC. The administrative team will communicate the Comprehensive Plan to the families and faculty in May of 2025 and open the plan to public comment. The PDC, administrations, and instructional faculty will use this plan to guide long-range planning and implementation of programming.

Mission and Vision

Mission

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

Vision

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

Educational Values

Students

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

Staff

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

Administration

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

Parents

Families are invited to share their ideas, concerns, and efforts in our schools. Their consult is important to administrative planning and is evident in our policies and regulations. MNSD and the school community families model the vision and expectations of the District through volunteering, open communication, celebrations, and traditions/rituals, and established routines. MNSD offers parents and guardians an assortment of District sponsored workshops focused on an array of topics related to child development, District operations, learning, and more.

Community

MNSD and the community at large collaborate to provide District students with experiences that extend beyond the classroom. District and community leaders develop school projects and programs that offer our students experiences in the workforce. The purpose of these

learning experiences is to support our students' wellbeing and prepare them for the 21st Century workforce and real-life experiences in their community.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Achievement on 2024 PSSA: ES Math	The elementary schools met the Interim achievement Goal/Improvement Target for Math for all student groups on the 2024 PSSA (CES 65.4%; LES 62.5; RES 64.8%; and WES 71.8%).
Growth on 2024 PSSA: MS ELA	PHMS students met the standard for demonstrating growth in ELA at 73%, compared to the state avg. of 70%.
Growth on 2024 KE: HS Math and Science	MNHS math and science scores exceeded the standard for demonstrating growth (PVAAS) for all students groups.

Challenges

Indicator	Comments/Notable Observations
Growth: ES (need to update for 2024)	
Achievement: MS PSSA ELA, Math, Science 2024	PHMS did not meet the standard for Proficiency in ELA, Math, or Science. The ELA proficiency score was 61.2% (state average of 53.9%). The math proficiency score was 46.4% (state average of 40.2%). The science proficiency score was 61.6% (state average of 59.2%).
Achievement: HS KE ELA, Math, Science 2024	MNHS did not meet the standard for Proficiency in ELA, Math, or Science. The ELA proficiency score was 60.6% (state average of 53.9%). The math proficiency score was 40.5% (state average of 40.2%). The science proficiency score was 58.5% (state average of 59.2%).
Student PSSA participation at PHMS 2024	At PHMS, student participation % in Science, Math and ELA measured at 80%, 86%, and 87% respectively, which is well below the state- required 95% participation.

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

Strengths

Indicator	Comments/Notable Observations
Achievement: ES Math on 2024 PSSA	The economically disadvantaged student group at all four elementary schools either met or made progress towards math proficiency targets (CES 46.6%; LES 49.1%; RES 50.9%; and WES 55.8%)

Grade Level(s) and/or Student Group(s) ES Economically Disadvantaged Group on 2024 PSSA	
Indicator Achievement: MS ELA and Math 2024 PSSA Grade Level(s) and/or Student Group(s) MS EL 2024 on PSSA	Comments/Notable Observations Significant growth from 2023 to 2024 for the EL subgroup at PHMS as compared to 2023, with 93% of EL subgroup students demonstrating growth in ELA and 77% demonstrating growth in Math
Indicator Growth: 2024 Science HS KE Grade Level(s) and/or Student Group(s) HS Economically Disadvantaged on 2024 KE	Comments/Notable Observations All MNHS subgroups met or exceeded growth goals on the 2024 Science KE

Challenges

Indicator Achievement: ES ELA and Math on 2024 PSSA Grade Level(s) and/or Student Group(s) ES Economically Disadvantaged and SWD sub groups	Comments/Notable Observations In all but one instance (Math at Loomis ES) the sub groups or Economically Disadvantaged and Students with Disabilities did not meet expectations for Achievement
Indicator Achievement MS ELA, Math, Science on the 2024 PSSA Grade Level(s) and/or Student Group(s) MS Economically Disadvantaged and SwD sub groups	Comments/Notable Observations At PHMS, the ED and SwD sub groups did not meet expectations for Achievement.
Indicator Achievement and Growth: HS ELA and Math KE	Comments/Notable Observations In all but one instance (SwD sub group in Growth for math) the ED and SwD sub groups did not meet expectations for Achievement or adequate Growth.

Grade Level(s) and/or Student Group(s) HS Economically Disadvantaged and SwD	
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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.

The economically disadvantaged student group at all four elementary schools either met or made progress towards math proficiency targets (CES 46.6%; LES 49.1%; RES 50.9%; and WES 55.8%)
Significant growth for the EL subgroup at PHMS as compared to 2023, with 93% of EL subgroup students demonstrating growth in ELA and 77% demonstrating growth in Math
All MNHS subgroups met or exceeded growth goals on the 2024 Science KE

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.

In all but one instance (Math at Loomis ES) the sub groups or Economically Disadvantaged and Students with Disabilities did not meet expectations for Achievement
PHMS did not meet the standard for Proficiency in ELA, Math, or Science. The ELA proficiency score was 61.2% (state average of 53.9%). The math proficiency score was 46.4% (state average of 40.2%). The science proficiency score was 61.6% (state average of 59.2%).
MNHS did not meet the standard for Proficiency in ELA, Math, or Science. The ELA proficiency score was 60.6% (state average of 53.9%). The math proficiency score was 40.5% (state average of 40.2%). The science proficiency score was 58.5% (state average of 59.2%).

Local Assessment

English Language Arts

Data	Comments/Notable Observations
ES ELA IXL	ELA IXL proficiency increased substantially in all buildings from Fall 2023 to Spring 2024
ES ELA IXL	Approximately 68% of students in grades 3-5 exceeded the ELA IXL Growth target for the year 2024
HS IXL	Spring ELA IXL schoolwide 55% above grade level in Vocabulary

English Language Arts Summary

Strengths

Through the regular utilization of tools such as IXL, we are seeing progress at all three levels with respect to ELA growth

Challenges

Need to continue building consistently with respect to the utilization of formative assessments and data-informed decisions when it comes to instruction and improvement
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Mathematics

Data	Comments/Notable Observations
ES Math IXL	Math IXL proficiency increased substantially in all ES buildings from Fall 2023 to Spring 2024
ES Math IXL	Grade 3-5 IXL Math Measurement strand - only 59% scored at or above grade level on the Spring administration
ES Math IXL	60% of students in grades 3-5 exceeded the IXL Growth target for the year
MS Math IXL	83% proficiency on Spring 2024 Math IXL in Numbers and Operations
MS Math IXL	MS Spring Math IXL schoolwide 32% at or above grade level in Measurement

Mathematics Summary

Strengths

Math IXL proficiency increased substantially in all ES buildings from Fall 2023 to Spring 2024
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Challenges

MS Spring Math IXL schoolwide 32% at or above grade level in Measurement
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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ES Science Benchmark	Grade 4 Science benchmark proficiency basically flatlined fall to spring 2024
MS Science Benchmark	Grade 8 Spring Science benchmark 47% proficient

Science, Technology, and Engineering Education Summary

Strengths

Utilizing standardized benchmark assessments to identify a starting point for student growth
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Challenges

Implementing and assessing the new STEELS standards at K-12 schools and utilizing formative measures to determine growth
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Related Academics

Career Readiness

Data	Comments/Notable Observations
Guidance 1-5	All grade 1-5 students are enrolled in a Guidance program that teaches students about career readiness
Naviance 6-12	All students in grades 6-12 generate artifacts about Career Readiness
Grades 9-12	Students in 10th grade take a career readiness course that is rooted in career education and work standards
Grade 11	Junior Initiative for all eleventh graders

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Vocational Technology 10-12	Students in grades 10-12 have the option to enroll in the Vocational Technology program
Cosmetology	Students in grades 10-12 have the option to enroll in the Cosmetology program
Business Technology	Students in grades 10-12 have the option to enroll in the all elements of engineering
Design Lab	ES students are enrolled in Design Lab as part of their Specials rotation

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
Grade 6-8 students are enrolled in Art class for a portion of each school year	Each middle school student takes Art in grades 6-8
HS graduation requirement	HS students are enrolled in Art as part of their graduation requirements
Elementary Schools	ES Students are enrolled in Art classes once every five days of their current cycle

Environment and Ecology

False Environment and Ecology Omit

Data	Comments/Notable Observations
Ecology, Gr. 9	Students in 9th grade assess stream health by measuring biotic factors in a nearby stream
Earth Day	Grades 1-12 participate in annual Earth Day celebrations

Family and Consumer Sciences

False Family and Consumer Sciences Omit

Data	Comments/Notable Observations
Sewing 6-8	Students in grades 6-8 are enrolled in a sewing course
Culinary Course 6-12	Students in grades 10-12 have the option to enroll in a culinary arts program through the Delaware County Technical Schools agreement

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
High School graduation requirement	HS Students are enrolled in PE and Health as part of the graduation requirement
Students in grades 6-8 are enrolled in PE and Health for a portion of each school year	Each middle school student takes Health and PE each year, 6-8
Students in grades K-5 are enrolled in PE and Health classes one time in the cycle	This class is part of the ES five day cycle

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

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

Data	Comments/Notable Observations
K-12 Initiatives	The adoption of a K-12 aligned Civics program
HS AP Courses	Students at MNHS have the option to enroll in a variety of AP level courses, including AP US History and AP Economics

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 County Technical Schools

Agreement Type

Local Articulation

Program/Course Area

Vocational and Technical Courses

Uploaded Files

MNSD Vo-Tech Res. No. 56 Signed 03222022_4edfb23f (1).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 in grades K-12 have exposure to grade level-appropriate Career Readiness planning
All students K-12 participate in a variety of curricular offerings, varying from core subject areas to electives
All students K-12 participate in PE and H course work in an effort to foster healthy life choices

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.

Identifying time and resources for professional development in the non-core/elective areas
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Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Attendance at school and community events	Increase the number of families who attend school and community-sponsored events

Students with Disabilities

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

Data	Comments/Notable Observations
Student participation in extra-curricular activities, grades 7-12	Increase the number of students and families engaged in extra-curricular activities, particularly at the middle and high school levels.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Participation in the number of ED students participating in extra-curricular activities	Increase the number of ED students participating in extra-curricular activities, particularly at the secondary level

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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.

Awareness of the need to create equitable scenarios for all students, including those identified as EL, students with disabilities, and economically disadvantaged.
Continued efforts on the part of our secondary staff to establish relationships with students and find means for inclusion to extra-curricular engagements.
Title funds are used to support the EL population through a variety of resources, including Read 180.

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.

Ensuring that our staff district-wide is prepared to meet the needs of students from many different ethnic backgrounds
Early identification of students with needs
Implementing an MTSS model that helps to identify needs early and address through tiered intervention

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Large special education programs, particularly for Autistic Support students. Programs provide inclusive opportunities for students with disabilities. All schools have a fulltime school psychologist to conduct evaluations and support needs.
Title 1 Program	Title 1 programming affords us with the opportunity to provide reading intervention to students in grades K-8. Qualifying Title students work in small groups or one on one with our reading specialists and reading assistants on programs such as UFLI, Foundations, and Read 180. Programming also provides us with opportunities for family engagement.
Student Services	Counselors and behavior specialists provide support in the development of social skills through individual and small group sessions. Counselors also work with families and other professionals such as doctors and therapists to create 504 plans to ensure appropriate accommodations and support plans are in place for students as needed.
K-12 Guidance Plan (339 Plan)	Counselors and behavior specialists provide support in the development of social skills through individual and small group sessions. Counselors also work with families and other professionals such as doctors and therapists to create 504 plans to ensure appropriate accommodations and support plans are in place for students as needed.
Technology Plan	MNSD is a 1:1 school district K-12 and works to ensure that all students have the access and means for effectively utilizing technology
English Language Development Programs	The English Language Learner (ELL) program in MNSD provides tailored support to help students master English while celebrating their cultural backgrounds. We provide interactive lessons, dedicated resources, and experienced teachers aimed at empowering our ELL students to thrive academically and socially.

Strengths

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

De-escalation protocols in place and positive behavior incentives to encourage appropriate interactions and help to develop caring relationships.
Many of our students are able to receive individualized reading intervention that they would otherwise not receive outside of school. Students are seen on a daily basis by both the school reading specialist and Title 1 reading assistants. The reading assistant positions are funded by Title 1. Student data has increased as a result. Parents report that they find this program helpful and their students are greatly benefiting.

School counselors and behavior support specialists have strong relationships with staff, families and students. Counselors are integral in the CST process to work with teachers to implement interventions and assist families with resources to support students.
School counselors and behavior support specialists have strong relationships with staff, families and students. Counselors are integral in the CST process to work with teachers to implement interventions and assist families with resources to support students.
MNSD students are astute with technology and accustomed to the benefits of utilizing those tools responsibly and effectively

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.

Increase supports for students in the general education settings and recruit and retain Special Education assistants in order to provide consistent supports for students.
We would like to expand this intervention program to include math, but have difficulty staffing. The other problem we encounter is determining who will oversee the math interventionists in each building to ensure the interventions are meaningful and instructionally sound. Interventionists would need to be trained to use and interpret data.
A very high number of evaluations are being conducted , especially in the elementary schools. Requests come from parents and staff. Also we have seen an increase in mental health needs related to anxiety and depression in students at all levels.
The ELL model is primarily pull out at the elementary level. We continue to make strides toward a push in model, allowing our ELL teachers to support students with grade level curriculum in the regular education setting to the greatest extent possible.
Technology continually presents challenges to school districts, teachers, students and families. This is true again with the advent of Artificial Intelligence tools. As such, we need to educate our users to ensure effectiveness.

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

Fostering a vision and culture of high expectations for success for all students, educators, and families
Engaging in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district, primarily through our school board, which is elected by our district families
Building the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

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.

Supporting schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction. Most primary is ensuring that all schools operate by the same learning standards and are measuring student progress in the same manner
Partnering with local businesses, community organizations, and other agencies to meet the needs of the district. We are working on achieving this through the STEM program at the high school
Recruiting and retaining fully credentialed, experienced and high-quality leaders and teachers. This is an area that's proving increasingly challenging, as the teacher candidate pool is more shallow than ever and qualified candidates are more difficult to come by
Implementing the new STEELS science standards and curriculum K-12
Ensuring that we are equipping our students to thrive beyond their K-12 education through the utilization of current tools and best practices, specifically as it relates to the benefits and challenges of AI technologies

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
The economically disadvantaged student group at all four elementary schools either met or made progress towards math proficiency targets (CES 46.6%; LES 49.1%; RES 50.9%; and WES 55.8%)	False
Significant growth for the EL subgroup at PHMS as compared to 2023, with 93% of EL subgroup students demonstrating growth in ELA and 77% demonstrating growth in Math	False
All MNHS subgroups met or exceeded growth goals on the 2024 Science KE	False
Through the regular utilization of tools such as IXL, we are seeing progress at all three levels with respect to ELA growth	True
All students in grades K-12 have exposure to grade level-appropriate Career Readiness planning	False
All students K-12 participate in a variety of curricular offerings, varying from core subject areas to electives	False
All students K-12 participate in PE and H course work in an effort to foster healthy life choices	False
Awareness of the need to create equitable scenarios for all students, including those identified as EL, students with disabilities, and economically disadvantaged.	True
Utilizing standardized benchmark assessments to identify a starting point for student growth	True
De-escalation protocols in place and positive behavior incentives to encourage appropriate interactions and help to develop caring relationships.	True
School counselors and behavior support specialists have strong relationships with staff, families and students. Counselors are integral in the CST process to work with teachers to implement interventions and assist families with resources to support students.	True
MNSD students are astute with technology and accustomed to the benefits of utilizing those tools responsibly and effectively	True
Continued efforts on the part of our secondary staff to establish relationships with students and find means for inclusion to extra-curricular engagements.	False
Many of our students are able to receive individualized reading intervention that they would otherwise not receive outside of school. Students are seen on a daily basis by both the school reading specialist and Title 1 reading assistants. The reading assistant positions are funded by Title 1. Student data has increased as a result. Parents report that they find this program helpful and their students are greatly benefiting.	False

School counselors and behavior support specialists have strong relationships with staff, families and students. Counselors are integral in the CST process to work with teachers to implement interventions and assist families with resources to support students.	False
Fostering a vision and culture of high expectations for success for all students, educators, and families	True
Engaging in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district, primarily through our school board, which is elected by our district families	True
Building the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	True
Math IXL proficiency increased substantially in all ES buildings from Fall 2023 to Spring 2024	False
Title funds are used to support the EL population through a variety of resources, including Read 180.	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
In all but one instance (Math at Loomis ES) the sub groups or Economically Disadvantaged and Students with Disabilities did not meet expectations for Achievement	False
PHMS did not meet the standard for Proficiency in ELA, Math, or Science. The ELA proficiency score was 61.2% (state average of 53.9%). The math proficiency score was 46.4% (state average of 40.2%). The science proficiency score was 61.6% (state average of 59.2%).	True
MNHS did not meet the standard for Proficiency in ELA, Math, or Science. The ELA proficiency score was 60.6% (state average of 53.9%). The math proficiency score was 40.5% (state average of 40.2%). The science proficiency score was 58.5% (state average of 59.2%).	True
Need to continue building consistently with respect to the utilization of formative assessments and data-informed decisions when it comes to instruction and improvement	True
Identifying time and resources for professional development in the non-core/elective areas	True
Increase supports for students in the general education settings and recruit and retain Special Education assistants in order to provide consistent supports for students.	False
A very high number of evaluations are being conducted , especially in the elementary schools. Requests come from parents and staff. Also we have seen an increase in mental health needs related to anxiety and depression in students at all levels.	True

Ensuring that our staff district-wide is prepared to meet the needs of students from many different ethnic backgrounds	False
Implementing and assessing the new STEELS standards at K-12 schools and utilizing formative measures to determine growth	False
Technology continually presents challenges to school districts, teachers, students and families. This is true again with the advent of Artificial Intelligence tools. As such, we need to educate our users to ensure effectiveness.	False
Early identification of students with needs	False
Implementing an MTSS model that helps to identify needs early and address through tiered intervention	True
We would like to expand this intervention program to include math, but have difficulty staffing. The other problem we encounter is determining who will oversee the math interventionists in each building to ensure the interventions are meaningful and instructionally sound. Interventionists would need to be trained to use and interpret data.	True
The ELL model is primarily pull out at the elementary level. We continue to make strides toward a push in model, allowing our ELL teachers to support students with grade level curriculum in the regular education setting to the greatest extent possible.	True
Supporting schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction. Most primary is ensuring that all schools operate by the same learning standards and are measuring student progress in the same manner	True
Partnering with local businesses, community organizations, and other agencies to meet the needs of the district. We are working on achieving this through the STEM program at the high school	False
Recruiting and retaining fully credentialed, experienced and high-quality leaders and teachers. This is an area that's proving increasingly challenging, as the teacher candidate pool is more shallow than ever and qualified candidates are more difficult to come by	True
MS Spring Math IXL schoolwide 32% at or above grade level in Measurement	False
Implementing the new STEELS science standards and curriculum K-12	True
Ensuring that we are equipping our students to thrive beyond their K-12 education through the utilization of current tools and best practices, specifically as it relates to the benefits and challenges of AI technologies	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.

There is a need for unification amongst the schools and district office, as it relates to expectations, services, and assessment. The need to work together as one team is paramount.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
PHMS did not meet the standard for Proficiency in ELA, Math, or Science. The ELA proficiency score was 61.2% (state average of 53.9%). The math proficiency score was 46.4% (state average of 40.2%). The science proficiency score was 61.6% (state average of 59.2%).	Teachers will need to continue focusing regular instruction on the PA CC standards and providing students with routine formative assessment opportunities.	False
MNHS did not meet the standard for Proficiency in ELA, Math, or Science. The ELA proficiency score was 60.6% (state average of 53.9%). The math proficiency score was 40.5% (state average of 40.2%). The science proficiency score was 58.5% (state average of 59.2%).		False
Identifying time and resources for professional development in the non-core/elective areas		False
A very high number of evaluations are being conducted , especially in the elementary schools. Requests come from parents and staff. Also we have seen an increase in mental health needs related to anxiety and depression in students at all levels.	The implementation of a functional MTSS program at each elementary school will assist with addressing student learning needs earlier through the application of Tier I and Tier II interventions.	True
Implementing an MTSS model that helps to identify needs early and address through tiered intervention		False
We would like to expand this intervention program to include math, but have difficulty staffing. The other problem we encounter is determining who will oversee the math interventionists in each building to ensure the interventions are meaningful and instructionally sound. Interventionists would need to be trained to use and interpret data.	Critically analyzing how staffing is utilized to determine whether we can provide more push-in opportunity for math intervention.	False
The ELL model is primarily pull out at the elementary level. We continue to make strides toward a push in model, allowing our ELL teachers to support students with grade level	Critically analyzing how staffing is utilized to determine whether we can provide more push-in opportunity for ELL intervention.	False

curriculum in the regular education setting to the greatest extent possible.		
Need to continue building consistently with respect to the utilization of formative assessments and data-informed decisions when it comes to instruction and improvement		False
Supporting schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction. Most primary is ensuring that all schools operate by the same learning standards and are measuring student progress in the same manner	Improve instructional delivery, uniformity, and assessment through regular formative assessment and alignment with the Common Core Standards.	True
Recruiting and retaining fully credentialed, experienced and high-quality leaders and teachers. This is an area that's proving increasingly challenging, as the teacher candidate pool is more shallow than ever and qualified candidates are more difficult to come by	At MNSD, we have high expectations for our students and that requires we hire and retain high-quality teachers and staff. With the applicant pool more shallow than it's been in recent years, it's more important than ever that we ensure MNSD is a place teachers want to be. This will require we work collaboratively as a team for the best interests of our students.	False
Implementing the new STEELS science standards and curriculum K-12	A collaborative effort will be undertaken to identify the best resources for our staff to carry out this curricular expectation.	True
Ensuring that we are equipping our students to thrive beyond their K-12 education through the utilization of current tools and best practices, specifically as it relates to the benefits and challenges of AI technologies	During the 2024-2025 school year, the district will undertake a vetting process to identify and test the best possible option for AI rollout the following year.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
De-escalation protocols in place and positive behavior incentives to encourage appropriate interactions and help to develop caring relationships.	The increase in SPED needs, especially as pertaining to Emotional Support, makes it imperative that we continue to pursue best practices.
School counselors and behavior support specialists have strong relationships with staff, families and students. Counselors are integral in the CST process to work with teachers to implement interventions and assist families with resources to support students.	Counselors are one of the best conduits to students and families and we will continue to build upon this strength through professional training and relationship building.

MNSD students are astute with technology and accustomed to the benefits of utilizing those tools responsibly and effectively	As a 1:1 school district, we feel it's vital to ensure we are equipping our students properly for success after school. This now includes the appropriate use of AI technologies.
Awareness of the need to create equitable scenarios for all students, including those identified as EL, students with disabilities, and economically disadvantaged.	We recognize that our students emerge from all walks of life in our community and we are prepared to meet their sundry needs.
Through the regular utilization of tools such as IXL, we are seeing progress at all three levels with respect to ELA growth	We are seeing progress as it relates to student growth through the utilization of learning tools such as IXL and need to continue to implement routine formative assessment in all classrooms K-12.
Utilizing standardized benchmark assessments to identify a starting point for student growth	This has been and will continue to be a primary focus for our district. Measuring and attaining student academic progress is vital to our function as a school district.
Fostering a vision and culture of high expectations for success for all students, educators, and families	We do and will hold high expectations for our students and we will carry out those expectations both daily in our classrooms and through our professional training.
Engaging in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district, primarily through our school board, which is elected by our district families	We maintain open lines of communication with all stakeholders and enjoy a positive relationship with the community at large.
Building the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	This capacity will continue to grow through ongoing and regular PD and sustaining a healthy feedback loop between teachers and administrators.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The implementation of Multi-Tiered System of Supports (MTSS) and related systems will assist in meeting the needs of elementary students through the application of Tier I and Tier II interventions.
	Ensuring rigorous, standards-focused instruction and progress monitoring K-12
	In accordance with PA requirements for the STEELS science standards, as well as those for Structured Literacy, MNSD will equip staff with the necessary tools and knowledge for student success.
	In an effort to ensure students are equipped for success both during and beyond their K-12 education, MNSD will thoughtfully and purposefully equip its staff and students with Artificial Intelligence learning tools.

Goal Setting

Priority: The implementation of Multi-Tiered System of Supports (MTSS) and related systems will assist in meeting the needs of elementary students through the application of Tier I and Tier II interventions.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
A Multi-Tiered System of Supports (MTSS) program will be implemented uniformly at the four district elementary schools. The building principals and counselors will serve as point people, and by year 3, all building staff are well-versed in MTSS procedures and positioned to contribute for the betterment of all regular education students, resulting in improved classroom instruction and a 10% reduction in the number of needed special education evaluations.		
Measurable Goal Nickname (35 Character Max)		
MTSS implementation at the elementary schools		
Target Year 1	Target Year 2	Target Year 3
Elementary school principals, counselors, and members of the Teaching and Learning Team will collaborate with one another and a local Intermediate Unit to establish a foundation of uniform expectations and practices, as it relates to implementing the MTSS process. By the completion of Target Year 1, a repository of critical resources is created and accessible to all necessary parties, and there is an understanding of how, where, when, and why those tools are utilized.	The MTSS Team meets regularly at each school and implementing common best practices across the district elementary schools. Tier I and II interventions are utilized in regular education classrooms across the district. There is a general progression toward refined MTSS procedures at all elementary schools. The staff at each school is well-versed in MTSS procedures and is capable of contributing.	A Multi-Tiered System of Supports (MTSS) program will be implemented uniformly at the four district elementary schools. The building principals and counselors will serve as point people, and by year 3, all building staff are well-versed in MTSS procedures and positioned to contribute for the betterment of all regular education students, resulting in improved classroom instruction and a 10% reduction in the number of needed special education evaluations.

Priority: Ensuring rigorous, standards-focused instruction and progress monitoring K-12

Outcome Category
Essential Practices 4: Implement Data-Driven Human Capital Strategies
Measurable Goal Statement (Smart Goal)
MNSD will align K-12 teaching and learning vertically and horizontally to build capacity, uniformity across the District, and improved alignment to PA Common Core Standards. All teachers will adhere to the MNSD assessment calendar and utilize tools at their disposal to

implement regular formative assessment to inform growth and instruction. Student achievement on local and state assessments will improve by 25% over the course of this plan.		
Measurable Goal Nickname (35 Character Max)		
Unifying standards and measures of progress K-12		
Target Year 1	Target Year 2	Target Year 3
At the elementary level, there is a migration toward the PA Common Core Standards and a new report card introduced for implementation the following school year. At all schools K-12, the assessment calendar is abided with routine formative assessments taking place in ELA, Math, and Science. Targeted Walkthrough Observations are implemented K-12, with each member of the management team conducting between 50 and 70 Walkthroughs during the course of the school year utilizing PA-Estep. The new standards-based ELA program is implemented. A study is completed to review the effectiveness of the Middle School schedule.	The new elementary report card is implemented. All schools are fully abiding the PA Common Core Standards and STEELS standards for Science. All K-12 classroom teachers are routinely utilizing formative assessment strategies using various means. An updated middle school schedule is implemented.	MNSD will align K-12 teaching and learning vertically and horizontally to build capacity, uniformity across the District, and improved alignment to PA Common Core Standards. All teachers will adhere to the MNSD assessment calendar and utilize tools at their disposal to implement regular formative assessment to inform growth and instruction. Student achievement on local and state assessments will improve by 25% over the course of this plan.

Priority: In accordance with PA requirements for the STEELS science standards, as well as those for Structured Literacy, MNSD will equip staff with the necessary tools and knowledge for student success.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)
MNSD will fully implement the PA STEELS standards across K-12 by aligning curricula in Science, Tech Ed, FCS, STEM, and Design Thinking to the new standards. Additionally, ELA standards and instruction will be aligned to structured literacy in all K-8 buildings in the District to improve reading proficiency, with a focus on phonemic awareness, phonics, fluency, vocabulary, comprehension, and knowledge building. All K-12 teachers will participate in ongoing professional development and receive structured support to effectively integrate STEELS-aligned instruction and Structured Literacy programming. By the end of the plan, all newly aligned Science and ELA curriculum will be completed, assessments will be standards aligned, and teachers will have the resources needed for successful implementation of the standards and will receive continual professional development.

Measurable Goal Nickname (35 Character Max)		
Implementing PDE STEELS and Structured Literacy Requirements		
Target Year 1	Target Year 2	Target Year 3
Implement STEELS-aligned curricula across K-12 in Science and related fields, ensuring every teacher utilizes STEELS-aligned resources. Teachers in Grades K-8 will be provided with curricula aligned with Structured Literacy. Continue to conduct targeted professional development sessions on both STEELS instructional practices and Structured Literacy.	Continue to develop additional common performance-based assessments, refining them based on implementation feedback. Support teachers through regular professional development sessions and targeted instructional coaching, with a focus on formative assessment practices.	MNSD will fully implement the PA STEELS standards across K-12 by aligning curricula in Science, Tech Ed, FCS, STEM, and Design Thinking to the new standards. Additionally, ELA standards and instruction will be aligned to structured literacy in all K-8 buildings in the District to improve reading proficiency, with a focus on phonemic awareness, phonics, fluency, vocabulary, comprehension, and knowledge building. All K-12 teachers will participate in ongoing professional development and receive structured support to effectively integrate STEELS-aligned instruction and Structured Literacy programming. By the end of the plan, all newly aligned Science and ELA curriculum will be completed, assessments will be standards aligned, and teachers will have the resources needed for successful implementation of the standards and will receive continual professional development.

Priority: In an effort to ensure students are equipped for success both during and beyond their K-12 education, MNSD will thoughtfully and purposefully equip its staff and students with Artificial Intelligence learning tools.

Outcome Category
STEM
Measurable Goal Statement (Smart Goal)
MNSD will develop and implement an Artificial Intelligence (AI) Literacy Framework across K-12 to maximize the benefits of AI for student learning, while setting clear guidelines to address ethical use and potential challenges. By the end of this plan, all K-12 instructional staff and students will engage with AI tools and practices that are aligned with district-wide safety, ethics, and educational standards.
Measurable Goal Nickname (35 Character Max)

Introduction and implementation of Artificial Intelligence tools.		
Target Year 1	Target Year 2	Target Year 3
Begin implementing the AI Literacy framework and vetting process for AI tools, with initial guidelines focused on safety, ethics, and instructional benefits. Conduct professional development sessions for all K-12 staff on AI literacy, ethical use, and safe integration practices. By the end of Year 1, all K-12 teachers will have participated in at least two foundational training sessions on AI literacy and ethical considerations. A resource repository for AI tools and guidelines will be created and made accessible to all staff. Administrators will join regional groups of district leaders to collaborate on AI's growth in education.	Integrating AI concepts and tools into the K-12 curriculum, focusing on responsible and ethical use within student learning experiences. Roll out vetted AI tools with structured support for teachers, ensuring alignment with instructional goals, ethical standards, and data privacy. Conduct ongoing professional development sessions, including targeted training on AI-enhanced instruction for both teachers and administrators. By the end of Year 2, create and distribute AI literacy resources for students and parents to support a shared understanding of AI's role and responsibilities in education.	MNSD will develop and implement an Artificial Intelligence (AI) Literacy Framework across K-12 to maximize the benefits of AI for student learning, while setting clear guidelines to address ethical use and potential challenges. By the end of this plan, all K-12 instructional staff and students will engage with AI tools and practices that are aligned with district-wide safety, ethics, and educational standards.

Action Plan

Measurable Goals

MTSS implementation at the elementary schools	Unifying standards and measures of progress K-12
Implementing PDE STEELS and Structured Literacy Requirements	Introduction and implementation of Artificial Intelligence tools.

Action Plan For: Early Warning and Intervention

Measurable Goals:
A Multi-Tiered System of Supports (MTSS) program will be implemented uniformly at the four district elementary schools. The building principals and counselors will serve as point people, and by year 3, all building staff are well-versed in MTSS procedures and positioned to contribute for the betterment of all regular education students, resulting in improved classroom instruction and a 10% reduction in the number of needed special education evaluations.

Action Step		Anticipated Start/Completion Date	
Collaborative effort amongst the elementary principals and T/L office, in conjunction with an IU to develop a repository of MTSS best practices and begin to establish protocols for implementation		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kevin Fagan, Assistant Superintendent	Collaboration amongst principals and Pupil Services Office, along with support from an IU	No	No
Action Step		Anticipated Start/Completion Date	
Implementation of MTSS and related systems at each of the four elementary schools		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Elementary Building Principals	Support from IU	Yes	No
Action Step		Anticipated Start/Completion Date	
Functional MTSS at each elementary school, reflecting current best practices and meeting the needs of the students, resulting in a 10% reduction in evaluation referrals.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent	Collaboration amongst the principals and Pupil Services Office, along with an IU	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Effective and timely implementation of T1-T3 MTSS strategies within the regular education classrooms and a 10% reduction in the number of referrals for evaluation.	Routine MTSS meetings, data tracking, training in Tier 1-Tier 3 training for staff. Methods will include in person meetings and other communications.

Action Plan For: Routine Formative Assessment

Measurable Goals:
MNSD will align K-12 teaching and learning vertically and horizontally to build capacity, uniformity across the District, and improved alignment to PA Common Core Standards. All teachers will adhere to the MNSD assessment calendar and utilize tools at their disposal to implement regular formative assessment to inform growth and instruction. Student achievement on local and state assessments will improve by 25% over the course of this plan.

Action Step		Anticipated Start/Completion Date	
At the elementary level, there is a migration from the current standards in place to the PA Common Core Standards and a new report card is introduced for implementation the following school year. At all schools K-12, the assessment calendar is abided with routine formative assessments taking place in ELA, Math, and Science. Targeted Walkthrough Observations are implemented K-12, with each member of the management team conducting between 50 and 70 Walkthroughs during the course of the school year utilizing PA-Etep. The new standards-based ELA program is implemented. A study is completed to review the effectiveness of the Middle School schedule		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent	Collaboration amongst the Principals and the TL office, utilization of the Danielson Framework	No	Yes
Action Step		Anticipated Start/Completion Date	

The new elementary report card is implemented. All schools are abiding by the PA Common Core Standards and STEELS standards for Science. All K-12 classroom teachers are routinely utilizing formative assessment strategies using various means, such as IXL. An updated middle school schedule is implemented.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent	Collaboration amongst the principals, focus groups with teachers, families and the Technology Office	No	Yes
Action Step		Anticipated Start/Completion Date	
Regular teacher Walkthrough Observations are a norm, with each member of the management team conducting 50-70 Walkthroughs during the school year. All K-12 teachers are routinely utilizing formative assessment to inform instruction. Tier 1 interventions in the regular education classroom are a norm.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals	Uniform application of the Danielson Framework across all district schools	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By implementing routine classroom walkthroughs and formative assessments, we will positively impact district culture and expectations for students and staff	Formative assessments will be tracked using Performance Matters, while classroom walkthroughs will be tracked via PA-Etep

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

Measurable Goals:
MNSD will fully implement the PA STEELS standards across K-12 by aligning curricula in Science, Tech Ed, FCS, STEM, and Design Thinking to the new standards. Additionally, ELA standards and instruction will be aligned to structured literacy in all K-8 buildings in the District to improve reading proficiency, with a focus on phonemic awareness, phonics, fluency, vocabulary, comprehension, and knowledge building. All K-12 teachers will participate in ongoing professional development and receive structured support to effectively integrate STEELS-aligned instruction and Structured Literacy programming. By the end of the plan, all newly aligned Science and ELA curriculum will be completed, assessments will be standards aligned, and teachers will have the resources needed for successful implementation of the standards and will receive continual professional development.

Action Step		Anticipated Start/Completion Date	
Introduce PA STEELS PDE requirements to K-12 staff and review upcoming changes to curriculum		2025-07-01	2028-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Supervisors	STEELS standards, time, support from teaching staff	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Institute two pilot programs winter/spring to assess best practices		2025-07-01	2028-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Supervisor	Two pilot programs, teacher training, assessment	No	Yes
Action Step		Anticipated Start/Completion Date	
Ensuring that all staff, students, families are familiar with STEELS standards and shift in curriculum beginning 2025-2026		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Supervisors	Standards, communications	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The anticipated output is that over the course of this plan the STEELS standards	Ongoing implementation and evaluation will be necessary, as will routine formative assessment to track student progress and comprehension

Action Plan For: IXL ELA

Measurable Goals:
MNSD will fully implement the PA STEELS standards across K-12 by aligning curricula in Science, Tech Ed, FCS, STEM, and Design Thinking to the new standards. Additionally, ELA standards and instruction will be aligned to structured literacy in all K-8 buildings in the District to improve reading proficiency, with a focus on phonemic awareness, phonics, fluency, vocabulary, comprehension, and knowledge building. All K-12 teachers will participate in ongoing professional development and receive structured support to effectively integrate STEELS-aligned instruction and Structured Literacy programming. By the end of the plan, all newly aligned

Science and ELA curriculum will be completed, assessments will be standards aligned, and teachers will have the resources needed for successful implementation of the standards and will receive continual professional development.

Action Step		Anticipated Start/Completion Date	
Implementation of new K-5 ELA program that will assist in delivering Structured Literacy mandates, as outlined by PDE		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Supervisor	New ELA curriculum, SAVAAS. PD time, resources	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Delivery and training on all necessary ELA materials for all staff K-5		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Supervisors	SAVAAS materials for teachers and students, explanation of materials and application	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Ongoing training and monitoring of new ELA program across the four elementary schools.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Supervisors	ELA Materials, collaboration with principals and teachers, PD time, IXL, routine common assessments	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Thoughtful and methodical implementation of Structured Literacy mandates will not only ensure compliance with PDE requirements but equip our students for success beyond high school.	Ongoing teacher training, classroom observation, continued PD

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

Measurable Goals:
MNSD will develop and implement an Artificial Intelligence (AI) Literacy Framework across K-12 to maximize the benefits of AI for student learning, while setting clear guidelines to address ethical use and potential challenges. By the end of this plan, all K-12 instructional staff and students will engage with AI tools and practices that are aligned with district-wide safety, ethics, and educational standards.

Action Step		Anticipated Start/Completion Date	
Introduce concepts of Artificial Intelligence to staff, students, families		2025-07-01	2028-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Asst. Superintendent	School-based language and model of AI	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Pilot of a vetted AI model for all staff prior to access for students		2024-07-01	2028-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Asst. Superintendent	Pilot contract with AI service, Magic School; PD time; Demonstration of program for all K-12 staff	Yes	No
Action Step		Anticipated Start/Completion Date	
Communication with families and students of how AI resources may be utilized in MNSD		2025-07-01	2028-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Pilot AI program with students 6-12	Magic School student access	No	No
Action Step		Anticipated Start/Completion Date	
Development of AI guidelines and best practices for all staff, students, families K-12		2025-07-01	2028-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Grade 6-12 student access to Magic School, guidelines implemented	MNSD AI guidelines, ongoing monitoring, survey	No	No

Action Step		Anticipated Start/Completion Date	
Trial AI technology use in grade 5 Design Thinking and Library in order to introduce concepts to students prior to entering middle school		2025-07-01	2026-06-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Supervisor and ES principals	Unit curriculum for teachers	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The thoughtful introduction of AI technology is intended to help ensure MNSD students are equipped to utilize AI tools wisely and ethically and to help ensure their success beyond their K-12 education.	Ongoing application of the MNSD AI guidelines, teacher utilization, surveys, student/staff feedback

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Early Warning and Intervention	Implementation of MTSS and related systems at each of the four elementary schools
Early Warning and Intervention	Functional MTSS at each elementary school, reflecting current best practices and meeting the needs of the students, resulting in a 10% reduction in evaluation referrals.
Routine Formative Assessment	Regular teacher Walkthrough Observations are a norm, with each member of the management team conducting 50-70 Walkthroughs during the school year. All K-12 teachers are routinely utilizing formative assessment to inform instruction. Tier 1 interventions in the regular education classroom are a norm.
MNSD Data Informed Decision Making for Programmatic Improvement	Introduce PA STEELS PDE requirements to K-12 staff and review upcoming changes to curriculum
IXL ELA	Implementation of new K-5 ELA program that will assist in delivering Structured Literacy mandates, as outlined by PDE
IXL ELA	Delivery and training on all necessary ELA materials for all staff K-5
IXL ELA	Ongoing training and monitoring of new ELA program across the four elementary schools.
MNSD Data Informed Decision Making for Programmatic Improvement	Introduce concepts of Artificial Intelligence to staff, students, families
MNSD Data Informed Decision Making for Programmatic Improvement	Pilot of a vetted AI model for all staff prior to access for students
MNSD Data Informed Decision Making for Programmatic Improvement	Trial AI technology use in grade 5 Design Thinking and Library in order to introduce concepts to students prior to entering middle school

Early warning and intervention

Action Step
- Implementation of MTSS and related systems at each of the four elementary schools - Functional MTSS at each elementary school, reflecting current best practices and meeting the needs of the students, resulting in a 10% reduction in evaluation referrals.
Audience
Elementary Staff

Topics to be Included		
Explanation of MTSS best practices Tiered Interventions Data informed decision making		
Evidence of Learning		
MTSS meeting outcomes Implementation of Tiered Interventions Services delivered Reduction in the number of needed evaluations for SPED services		
Lead Person/Position	Anticipated Start	Anticipated Completion
Kevin Fagan, Assistant Superintendent	2024-10-21	2025-06-13

Learning Format

Type of Activities	Frequency
Other	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Introducing and Implementing PA STEELS Standards

Action Step		
Introduce PA STEELS PDE requirements to K-12 staff and review upcoming changes to curriculum		
Audience		
Staff K-12		
Topics to be Included		
What are the PA STEELS standards? What shifts will we need to make to ensure compliance and student success? Materials Assessment Ongoing support for staff and students		
Evidence of Learning		
Classroom instruction Regular formative assessment Summative assessments		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jessica Mattei and Sheila Amodei	2024-08-25	2028-06-09

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Ongoing
Observation and Practice Framework Met in this Plan	

This Step Meets the Requirements of State Required Trainings

Implementation of ELA program to facilitate Structured Literacy

Action Step		
- Implementation of new K-5 ELA program that will assist in delivering Structured Literacy mandates, as outlined by PDE - Delivery and training on all necessary ELA materials for all staff K-5 - Ongoing training and monitoring of new ELA program across the four elementary schools.		
Audience		
All K-5 staff, students, families		
Topics to be Included		
Defining Structured Literacy Identifying and providing resources Classroom implementation The role of regular formative assessments Alignment of instruction to standards Summative Assessment		
Evidence of Learning		
Classroom observation ELA IXL performance Standards assessments PSSA performance Formal walkthroughs		
Lead Person/Position	Anticipated Start	Anticipated Completion
Brooke Tocci	2024-08-26	2028-06-16

Learning Format

Type of Activities	Frequency
Inservice day	Twice per year plus more regular professional learning modules
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Introduction and Implementation of Artificial Intelligence learning tools

Action Step	
- Introduce concepts of Artificial Intelligence to staff, students, families - Pilot of a vetted AI model for all staff prior to access for students - Trial AI technology use in grade 5 Design Thinking and Library in order to introduce concepts to students prior to entering middle school	
Audience	
K-12 Staff; Grades 5-12 Students and Families	

Topics to be Included		
What is generative AI and how can it impact K-12 education? What tools will benefit MNSD teachers? Review and implementation of the guidelines Expectations for classroom application AI and the role of School Board Policy		
Evidence of Learning		
Adherence to the MNSD AI guidelines Classroom observations Feedback from staff Student outcomes		
Lead Person/Position	Anticipated Start	Anticipated Completion
Kevin Fagan, Assistant Superintendent	2024-10-31	2028-06-16

Learning Format

Type of Activities	Frequency
Inservice day	1x per year plus more routine professional learning modules and department meetings
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Routine Formative Assessment					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- At the elementary level, there is a migration from the current standards in place to the PA Common Core Standards and a new report card is introduced for implementation the following school year. At all schools K-12, the assessment calendar is abided with routine formative assessments taking place in ELA, Math, and Science. Targeted Walkthrough Observations are implemented K-12, with each member of the management team conducting between 50 and 70 Walkthroughs during the course of the school year utilizing PA-Etep. The new standards-based ELA program is implemented. A study is completed to review the effectiveness of the Middle School schedule - The new elementary report card is implemented. All schools are abiding by the PA Common Core Standards and STEELS standards for Science. All K-12 classroom teachers are routinely utilizing formative assessment strategies using various means, such as IXL. An updated middle school schedule is implemented.	MNSD Staff	Defining walkthroughs, use of The Danielson Framework, expectations for walkthroughs, use of PA-Etep as a communication tool	Assistant Superintendent	07/01/2025	06/16/2028
Communications					
Type of Communication			Frequency		
Email			Monthly		
Other			Building level meetings with staff and principals, 2x per year		

Routine Formative Assessment

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
The new elementary report card is implemented. All schools are abiding by the PA Common Core Standards and STEELS standards for Science. All K-12 classroom teachers are routinely utilizing formative assessment strategies using various means, such as IXL. An updated middle school schedule is implemented.	K-5 staff and families, principals	Migration to a new, improved elementary report card that better reflects our intention toward standards, the uniform work of our teachers, and is more customer friendly to parents	Assistant Superintendent	07/01/2025	06/16/2028

Communications

Type of Communication	Frequency
Email	Regular emails, meetings with staff, letter home
Presentation	August presentation to elementary staff
Letter	Letter from building principals explaining the shift

Introduction and Implementation of STEELS Standards					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Introduce PA STEELS PDE requirements to K-12 staff and review upcoming changes to curriculum - Institute two pilot programs winter/spring to assess best practices - Ensuring that all staff, students, families are familiar with STEELS standards and shift in curriculum beginning 2025-2026	K-12 Students, Staff, and Families	What are the STEELS Standards and why do they matter? How will MNSD implement the STEELS standards? What resources will be available to staff, students, families? How will we assess the STEELS Standards and implementation to the curriculum?	Curriculum Supervisors	07/01/2025	06/16/2028
Communications					
Type of Communication			Frequency		
Presentation			Bi-annual presentation		
Email			Regular emails with all stakeholders		
Other			Professional Development via PLM		

Structured Literacy Rollout					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Implementation of new K-5 ELA program that will assist in delivering Structured Literacy mandates, as outlined by PDE - Delivery and training on all necessary ELA materials for all staff K-5 - Ongoing training and monitoring of new ELA program across the four elementary schools.	K-5 Staff, Students, and Families	Ensuring that all parties are aware of exactly what Structured Literacy entails. Providing the necessary resources and supports to classroom teachers Ensuring routine formative classroom assessments Measure achievement and growth through summative assessment Impact across multiple curricular areas, not just ELA	Curriculum Supervisor	07/01/2025	06/16/2028
Communications					
Type of Communication			Frequency		
Presentation			Routine communications with all parties for the duration		
Email			Routine emails with all parties for the duration		
Newsletter			School Newsletters		
Other			Professional Learning Modules		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date