

**Muhlenberg SD**

Comprehensive Plan | 2024 - 2027

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
School District		114065503
<b>Address 1</b>		
801 Bellevue Avenue		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Reading	PA	19605
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
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## Steering Committee

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Jaydin Perez	Student	Muhlenberg High School	perezj@muhlsdk12.net

## LEA Profile

### Our Responsibility for the Students and Our Nation

The Muhlenberg School District has provided enriching learning opportunities for generations. Our history continues to be the cornerstone for continuous improvement. You will see the power of education in the thousands of students whom have graduated from the Muhlenberg School District. Our mission and role in American society has never been more important than it is today. We know by continuously investing in quality programs and technology that our children K-12, unquestionably, will have the proper tools to prepare them for their future. This is only a portion of the incredible responsibility in delivering instruction and teaching social and emotional skills to cope with society's demands and prepare children to be productive citizens.

The Muhlenberg School District is a beautiful and inspiring blend of children from all parts of the world and from multi-dimensional backgrounds. Our keystone in reaching our children, with all of the tools and materials in consideration, is the human spirit from teachers, staff and administrators who care about our children.

The 2023-2024 school year and the next three years will be an exciting time for the Muhlenberg community. You will see this in our post pandemic plan, holistic plan for success and in our action plan's concentric circles, which clearly define the focus of our district. The district is embarking on aggressive and robust building projects over the next seven years. This is primarily due to an additional 700 students enrolled in our school system and will be accomplished in multiple phases. The difference in our community and school district is quite astounding when you review statistics from the last ten years. This is mainly an increase in enrollment from 3,506 to 4,311 and our cultural diversity from 35% to 75% minority. The district falls under a Community Eligibility Program which provides nutrition for all of our students. Muhlenberg School District has the second highest poverty rate and lowest per pupil cost in comparison to other Berks County communities and school systems.

You will find clear evidence on our website of previous district initiatives from over the past ten years which have resulted in tremendous opportunities for our children. These opportunities include literacy, math, science and mental health initiatives which have resulted in new programs in the district. We have a new literacy program commencing next school year. We have invested millions of dollars in technology along with an emerging initiative of one-to-one capabilities for our children at the secondary level. Career technology pathways for our high school students attending the RMCTC continue to emerge with another all-time high number of Muhlenberg School District students attending the CTC over the past two years. The Air Force JROTC program has completed its sixth year with over 600 cadets experiencing the importance of service, knowledge, integrity, character, and pride and respect for the greatest country on earth, the United States of America.

The Muhlenberg School District has an incredible responsibility to invest and grow our children academically, socially, and productively with care and respect. Our rich cultural enrollment only stands for the hope and promise for all children to pursue the American dream.



## Mission and Vision

### Mission

In April of 2014, after careful research and assimilation of qualitative and quantitative data, we presented a holistic plan, our Blueprint for Success. This visionary template serves as guidance for creating opportunities for our children. Since 2014, components of this plan have emerged resulting in programs and activities for our students. Simply, our Blueprint is our cornerstone and it continues to galvanize our school system with the Muhlenberg School District's Action Plan which was presented publicly in May of 2017. This concentric and systemic Action Plan has provided pathways of empowerment and operations for our District enterprise; In April of 2021, we publicly shared our Post Pandemic Action Plan which encompasses three phases to promote and address the critical needs of our students socially and emotionally as we emerge from the pandemic. Muhlenberg School District embraces the multicultural and diverse needs of our growing community. Blueprint for Success: <https://www.muhsdk12.org/domain/806> Action Plan: <https://www.muhsdk12.org/site/Default.aspx?PageID=4798> Post-Pandemic Action Plan: <https://www.muhsdk12.org/site/Default.aspx?PageID=6060>

### Vision

The Muhlenberg School District is committed to guiding all students on a path of excellence with active and purposeful learning experiences, a growing and comprehensive curriculum, collaborative and innovative staff, and creative use of technology and resources coupled with an unrelenting desire for success.

## Educational Values

### **Students**

The Muhlenberg School District truly believes that every student, whatever their circumstances, holds the innate potential to achieve their goals and succeed in college, leadership, and life. We acknowledge that the belief may often be challenged and tested—either by personal experience in the classroom or external societal pressures—but we are unwavering in our commitment to consistently approach every student not in terms of what they lack, but in terms of what is possible.

### **Staff**

Students are the reflections of a teacher, so, it is very necessary for a teacher to be mindful of his/her actions. The expectations of our teaching staff are the following values: integrity, sense of hope for students, sense of urgency, continuous self-learning, and mutual respect and responsibility. Upon possessing these values both inside and outside the classroom, the staff shall find the students getting on the proper path and eventually producing better results. These results determine a teacher's success. Our staff guide students and show them the path for a better future.

### **Administration**

The Muhlenberg School District Administration serves to develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. As effective educational leaders, we expect to act ethically and according to professional norms to promote each student's academic success and well-being. We strive for equity of educational opportunity and culturally responsive practices to promote each one of our student's academic success through an inclusive, caring, and supportive school community. We cannot do this alone, our educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Finally, our administration acts as change agents for continual development in order to enhance all students' academic and social-emotional learning.

### **Parents**

The best predictor of student success is the extent to which families encourage learning at home and involve themselves in their child's education. When parents are engaged in their children's school lives, students have the home support and knowledge to develop a lifelong love of learning. The most critical element of parental engagement is the hope of improving overall student achievement and success. When a student is academically successful, the level of motivation increases, participation and confidence grow, and a positive attitude towards school emerges. Parents play an important role in forming a good educational partnership that allows our students to achieve their full potential.

### **Community**

Students, parents, and families, the school, the school board, the community, and business leaders create partnerships that drive students' success. An informed and involved learning community is essential to the development of strong educational partnerships and quality programs. The learning community equips, engages, and empowers learners.

### **Other (Optional)**

Omit selected.

## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
K-3 English Language Proficiency	All student groups met 2023 statewide target and increased performance from the previous school year. Statewide average is 29%. The Growth and Attainment score for MEC (K-3) is 62.6%.
4th-8th Grade PVAAS (ELA and Math)	4th-6th Grade had a growth rate of 85 in ELA. Statewide growth standard is 70. 4th-6th Grade had a growth rate of 100 in Math. Statewide growth standard is 70. 7th-8th Grade had a growth rate of 100. The statewide growth standard is 70.
5 Year Cohort Graduation Rate	5 Year Cohort Graduation rate is 94.6%. The statewide average for the 5 year cohort graduation rate is 89.7%

#### Challenges

Indicator	Comments/Notable Observations
7th-12th Grade English Language Proficiency	Muhlenberg Junior High School had a 13.9% in English Language Proficiency. The statewide average is 29%. Muhlenberg High School had a 16.1% in English Language Proficiency. The statewide average is 29%.
Science PVAAS	Growth index score of -1.03.
Muhlenberg High School Keystone Literature	MHS did not meet the statewide target and decreased in performance from the previous school year.

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

#### Strengths

<b>Indicator</b> K-3 English Language Proficiency <b>Grade Level(s) and/or Student Group(s)</b> K-3 English Learners	<b>Comments/Notable Observations</b> All student groups met 2023 statewide target and increased performance from the previous school year. Statewide average is 29%. The Growth and Attainment score for MEC (K-3) is 62.6%.
<b>Indicator</b> PSSA English Language Arts (PVAAS) <b>Grade Level(s) and/or Student Group(s)</b> 8th Grade	<b>Comments/Notable Observations</b> 8th Grade had a growth rate of 100. The statewide growth standard is 70.
<b>Indicator</b> PSSA Math (PVAAS)	<b>Comments/Notable Observations</b> 5th and 6th Grade English Learners had a growth rate of 100 in PSSA Math.

<b>Grade Level(s) and/or Student Group(s)</b> 5th and 6th Grade English Learners	
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**Challenges**

<b>Indicator</b> English Language Growth and Attainment <b>Grade Level(s) and/or Student Group(s)</b> Grades 10-12 English Learners	<b>Comments/Notable Observations</b> This group had 13.9% English Language Growth and Attainment. The statewide average is 29%. The 2033 statewide goal is 70.3%
<b>Indicator</b> Science <b>Grade Level(s) and/or Student Group(s)</b> Grade 8/ English Learner	<b>Comments/Notable Observations</b> From 2022-2023: This group achieved 40.6% proficiency. This does not meet the statewide target and was a decrease in performance from the previous school year.

**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.

Muhlenberg Elementary School reported a 62.6% Growth and Attainment score in 2022-2023. This was double their score from 2021-2022 which was 31.3%. The statewide average is 29%.
PVAAS data in grades 5-8 English-Language Arts indicate that our students are exceeding the growth standard. In Grades 4-8, the average growth standard is 5.45.

**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.

7th-12th Grade English Language Proficiency: Muhlenberg Junior High School had a 13.9% in English Language Proficiency. The statewide average is 29%.
Muhlenberg High School had a 16.1% in English Language Proficiency. The statewide average is 29%.
Muhlenberg High School Keystone Literature: MHS did not meet the statewide target and decreased in performance from the previous school year.



## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
CDT Reading Middle of Year - Grades 3-5 (2022-2023): 25% Proficient/Advanced	Beginning of year percentage of proficient and advanced students was 20%.
CDT Reading Middle of Year - Grades 6-12 (2022-2023): 23% Proficient/Advanced	Beginning of year percentage of proficient and advanced students was 24%.
Kindergarten (2022-2023): End of Year Acadience NWF-CLS: 77% On/Above Grade Level	Middle of year on/above grade level NWF-CLS percentage was 73%
1st Grade (2022-2023): End of Year Acadience NWF-WWR: 54% On/Above Grade Level	Beginning of year on/above level percentage (NWF-WWR) was 43%.
2nd Grade (2022-2023): End of Year Acadience ORF-WC: 35% On/Above Grade Level	Beginning of year On/Above percentage was 45%.

### English Language Arts Summary

#### Strengths

Muhlenberg Elementary Center continues to implement an intervention system based on Multi-Tiered Systems of Support. Reading benchmark/progress monitoring data is used to identify gap skills that are addressed during an intervention block of time titled W.I.N.
The Muhlenberg Junior High School has added several layers of support in English Language Arts by adding a Reading Specialist and an intervention period three days a week.
CE Cole Intermediate School has begun to implement procedures related to MTSS (Multi-Tiered Systems of Support) surrounded around Reading benchmark and progress monitoring data. They will continue to expand on their intervention block by including Math next school year.
Muhlenberg High School in their first year of ATSI designation, added a new platform called Extempore, which is a supplemental resource to strengthen ELs writing skills.

#### Challenges

CDT Reading data for Grades 6-12 decreased the amount of proficient and advanced students by 1%.
2nd Grade students decreased the amount of on/above level students by 10% from beginning of year to end of year in the Acadience ORF-WC assessment probe.
Our enrollment of students with disabilities and English Learners is growing at a rapid rate, we need to hire another ESL teacher for each one of the buildings and about 10 more special education teachers to meet the enrollment demand. Our budget is focused on building projects due to rising enrollment, that is three years out. We need basic ed funding to help us meet the needs of our students now.

### Mathematics

Data	Comments/Notable Observations
CDT Math Middle of Year - Grades 3-5 (2022-2023): 10% Proficient/Advanced	CDT Math Beginning of Year - Grades 3-5 (2022-2023): 2% Proficient/Advanced

CDT Math Middle of Year - Grades 6-8 (2022-2023): 13% Proficient/Advanced	CDT Math Beginning of Year - Grades 6-8 (2022-2023): 9% Proficient/Advanced
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## Mathematics Summary

### Strengths

4th-6th Grade had a growth rate of 100 in Math (PVAAS). Statewide growth standard is 70. 7th-8th Grade had a growth rate of 100. The statewide growth standard is 70.

### Challenges

The percentage of proficient and advanced students on the 2022-2023 Math PSSA for Muhlenberg Junior High School was 15.3%. The statewide average was 38.3%.

The percentage of proficient and advanced students on the 2022-2023 Math PSSA for Muhlenberg Elementary Center (3rd Grade Only) was 25.8%. The statewide average was 38.3%.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT Science Middle of Year - Grades 3-5 (2022-2023): 29% Proficient/Advanced	CDT Science Beginning of Year - Grades 3-5 (2022-2023): 24% Proficient/Advanced

## Science, Technology, and Engineering Education Summary

### Strengths

In Grade 4 Science PSSA: The 2022-2023 cohort of students raised their percentage of proficient and advanced students by 3% from the previous school year (2021-2022).

### Challenges

In the 2022-2023 Grade 8 Science PSSA - 34% of students achieved proficient/advanced. The statewide average was 58%.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
2022-2023 CE Cole Intermediate School Career Standards Benchmark: 99.4%	The 2022-2023 Career Standards Benchmark statewide average was 89.6%
2022-2023 MJHS Career Standards Benchmark: 99.7%	The 2022-2023 Career Standards Benchmark statewide average was 89.6%
2022-2023 MHS Career Standards Benchmark: 99.7%	The 2022-2023 Career Standards Benchmark statewide average was 89.6%

### 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

Reading Area Community College

### Agreement Type

### Program/Course Area

General Education Courses

**Uploaded Files**

RACC DUAL ENR AGR SIGNED 2024 (1).pdf

**Partnering Institution**

Alvernia University

**Agreement Type**

Dual Credit

**Program/Course Area**

General Education Courses

**Uploaded Files**

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**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 student groups are achieving above the state average on the Career Standards Benchmark for CE Cole Intermediate School
All student groups are achieving above the state average on the Career Standards Benchmark for Muhlenberg Junior High School
All student groups are achieving above the state average on the Career Standards Benchmark for Muhlenberg High School

**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.

There needs to be a continued focus on data collection. Beginning in the 2024-2025 school year, we will be transitioning to the Navience platform.
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## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
English Language Growth and Attainment District	From the 2018 report, the district measured EL Growth and Attainment continues to improve each year, even though the population of ELs has increased from 6% in 2018 to 9.1% in 2023. Every building improved in EL Growth and attainment from 2022 to 2023 except C.E. Cole. Cole is the building we have only 2 ESL teachers. all others have 3.
English Language Growth and Attainment Muhlenberg Junior High	From 2022 to 2023 the EL Growth and Attainment quadrupled, from 4.3% to 16.10%.

### Students with Disabilities

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

Data	Comments/Notable Observations
Math and ELA Future Ready Data 22-23	At the JH, this group is showing growth in ELA, but not math. At the HS, this group is showing growth in ELA, but not math. At CE Cole, this group is showing some growth in both ELA an Math. Students is this subgroup need more support specifically starting in grade 7 to high school

### Students Considered Economically Disadvantaged

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

### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	Our middle school was designated as an A-TSI school for underserving our Hispanics in math and reading. From the 2023 Data our Hispanic subgroup, while still under the threshold, is trending up, at 31.1% in ELA. However, this is not the same in math, we continue to trend down with this subgroup

**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.

Our language proficiency rate is improving at all buildings except one.
We continue to add ESL teachers and paraprofessionals to meet the needs of all our ELLs.
Our population of students with disabilities is growing, we have added more special education teachers each year.

**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.

Our enrollment of English Learners at the middle school continues to increase. If we can continue to add support, such as ESL and reading specialists in our junior high school, the language proficiency rate would improve
Our enrollment of identified Hispanic students at the junior high school continues to increase. If we can continue to add support, such as ESL, small group learning through intervention, and reading specialists in this building our students will have the opportunity to improve in math and reading. in the 24-25 school year we will address our core resources in both math and ELA to continue closing the gap with our Hispanic subgroup
In the 23-24 school year, nearly 1 out of every 4 students is identified with a learning disability. At the secondary level, one out of every three students is new to Muhlenberg. Many of our move-in students come in as EL or having and IEP, or both.



## Designated Schools

### Muhlenberg Jr MS

Priority Challenge	Comments and Notable Observations
All Student Groups are showing minimal or no growth in Reading/Math/Science	Our enrollment continues to climb at an alarming rate. We have welcomed over 400 new students in grades 7 to 12 in the past few years. At the junior high, 1 out of every 3 students has been with us less than two years.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: academically, socially, emotionally, intellectually, and physically	This building is experiencing our largest student transiency as well as a big turnover in staff. Some positions have remained unfilled for the entire year.

### Muhlenberg HS

Priority Challenge	Comments and Notable Observations
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Systemic LEA Challenges
Our enrollment continues to rise, however, our staff numbers and building space remain the same.
In most of our buildings, one out of every three students has been with us for less than 27 months. The students new to our district need extra layers of support in terms of push-in and pull-out targeted intervention. An example of an extra layer of support is implementing a "transition" program for students that have just moved to our district in an effort to ensure that they have the proper support.

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The Special Education plan is tied to this Comprehensive Plan through targeted intervention and our MTSS. Special Education teachers are being trained in the science of reading to align with our resources. The district population continues to grow, by the end of this plan we are projected to be at 25% of our population. This clearly drives the need for more special ed teachers.
Title 1 Program	Starting in the 2024-25 SY we will extend our Title I dollars from K to 6 to K to 12. The needs assessment continue to shows a need for more reading specialists and ESL teachers at each building. Reading specialist will be transferred from elementary schools to secondary schools. Instructional coaches will be assigned to a building. This will spread out our title I eligible salaries to the secondary buildings.
Student Services	NA
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	NA
English Language Development Programs	Our comprehension plan includes addressing the needs of the junior high school, which was designated as an A-TSI school for underserving our Hispanic population. The high school was also designated for ATSI for underserving our ELLs. The comprehensive plan includes intervention needs for all our English Learners in reading and math. Our population of ELLs is predicted to be 15% by the end of this plan. One goal over the next three years is to add an additional ESL teacher to each building.

### Strengths

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

A strength for the MSD continues to pivot and create support options for our diverse and challenging needs students. One out of every 5 children are identified with an IEP. We continue to add special ed teachers, VB classrooms, and coaches to support our teachers in Special Education. We know at the rate we are growing we need to continue to find instructional strategies and supports that best meet the needs our his population.
Another strength is addressing the needs of our growing ELL population. Through Title I we were able to add an additional ESL teacher at our K to 3 building. The building grew in one year to 216 ELL students in grades K to 3. With only 2 ESL teachers, their teacher-to-student ratio was 108:1. By adding a third teach under class size reduction, we have reduced caseloads to 72:1. Our goal is to get the ration below 50:1 in all four buildings over the life of this plan.

### 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.

The district special education students has grown to 22% in this current school year. The Special Education plan is tied to this Comprehensive Plan through targeted intervention and our MTSS. Special Education teachers are being trained in the science of reading to align with our resources. As the number of students increases the need for staff and resources will grow as well. We have added 2 more VB classrooms and added dedicated VB coaches to support our VB classroom teachers. We anticipate the growth continuing, but funding the number of Special Ed teachers we need will be a challenge.
As the challenge of adding special ed teachers, this is also true for ESL teachers. The population continues to grow faster than funding to add the additional staff necessary to meet the needs of this population.



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

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

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

### Implement Data-Driven Human Capital Strategies

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

### Organize and Allocate Resources and Services Strategically and Equitably

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

## Summary

### Strengths

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

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

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

### 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.

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers. Given the current teacher shortage, teachers are leaving at an alarming pace. The challenge remains to be in constant competition with neighboring schools and finding quality candidates immediately out of a teacher preparation program, especially in special education and secondary certifications in math and science.

Given our growing, urban, population it is a challenge to establish and maintain a focused system for continuous improvement and ensure organizational coherence. Constant turnover creates the need to overhaul our induction program. There is just not enough instructional coaches and mentor teachers to effectively focus on the improvement process. At our secondary buildings, in the last two years we had over 400 students move-in. A large percentage of these students are identified as IEP, ELL, or both.

## 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
Muhlenberg Elementary School reported a 62.6% Growth and Attainment score in 2022-2023. This was double their score from 2021-2022 which was 31.3%. The statewide average is 29%.	False
PVAAS data in grades 5-8 English-Language Arts indicate that our students are exceeding the growth standard. In Grades 4-8, the average growth standard is 5.45.	False
Muhlenberg Elementary Center continues to implement an intervention system based on Multi-Tiered Systems of Support. Reading benchmark/progress monitoring data is used to identify gap skills that are addressed during an intervention block of time titled W.I.N.	False
The Muhlenberg Junior High School has added several layers of support in English Language Arts by adding a Reading Specialist and an intervention period three days a week.	False
CE Cole Intermediate School has begun to implement procedures related to MTSS (Multi-Tiered Systems of Support) surrounded around Reading benchmark and progress monitoring data. They will continue to expand on their intervention block by including Math next school year.	True
Muhlenberg High School in their first year of ATSI designation, added a new platform called Extempore, which is a supplemental resource to strengthen ELs writing skills.	False
Our population of students with disabilities is growing, we have added more special education teachers each year.	False
In Grade 4 Science PSSA: The 2022-2023 cohort of students raised their percentage of proficient and advanced students by 3% from the previous school year (2021-2022).	False
All student groups are achieving above the state average on the Career Standards Benchmark for CE Cole Intermediate School	False
All student groups are achieving above the state average on the Career Standards Benchmark for Muhlenberg Junior High School	False
Our language proficiency rate is improving at all buildings except one.	False
We continue to add ESL teachers and paraprofessionals to meet the needs of all our ELLs.	False
All student groups are achieving above the state average on the Career Standards Benchmark for Muhlenberg High School	False
4th-6th Grade had a growth rate of 100 in Math (PVAAS). Statewide growth standard is 70. 7th-8th Grade had a growth rate of 100. The statewide growth standard is 70.	False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.	False
Another strength is addressing the needs of our growing ELL population. Through Title I we were able to add an additional ESL teacher at our K to 3 building. The building grew in one year to 216 ELL students in grades K to 3. With only 2 ESL teachers, their	False

teacher-to-student ratio was 108:1. By adding a third teach under class size reduction, we have reduced caseloads to 72:1. Our goal is to get the ration below 50:1 in all four buildings over the life of this plan.	
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	False
A strength for the MSD continues to pivot and create support options for our diverse and challenging needs students. One out of every 5 children are identified with an IEP. We continue to add special ed teachers, VB classrooms, and coaches to support our teachers in Special Education. We know at the rate we are growing we need to continue to find instructional strategies and supports that best meet the needs our his population.	True
Coordinate fiscal resources from local, state, and federal programs to achieve the district’s goals and priorities.	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
7th-12th Grade English Language Proficiency: Muhlenberg Junior High School had a 13.9% in English Language Proficiency. The statewide average is 29%. Muhlenberg High School had a 16.1% in English Language Proficiency. The statewide average is 29%.	False
Muhlenberg High School Keystone Literature: MHS did not meet the statewide target and decreased in performance from the previous school year.	False
The percentage of proficient and advanced students on the 2022-2023 Math PSSA for Muhlenberg Junior High School was 15.3%. The statewide average was 38.3%.	False
CDT Reading data for Grades 6-12 decreased the amount of proficient and advanced students by 1%.	False
2nd Grade students decreased the amount of on/above level students by 10% from beginning of year to end of year in the Acadience ORF-WC assessment probe.	False
Our enrollment of students with disabilities and English Learners is growing at a rapid rate, we need to hire another ESL teacher for each one of the buildings and about 10 more special education teachers to meet the enrollment demand. Our budget is focused on building projects due to rising enrollment, that is three years out. We need basic ed funding to help us meet the needs of our students now.	False
In the 23-24 school year, nearly 1 out of every 4 students is identified with a learning disability. At the secondary level, one out of every three students is new to Muhlenberg. Many of our move-in students come in as EL or having and IEP, or both.	False
The percentage of proficient and advanced students on the 2022-2023 Math PSSA for Muhlenberg Elementary Center (3rd Grade Only) was 25.8%. The statewide average was 38.3%.	False
In the 2022-2023 Grade 8 Science PSSA - 34% of students achieved proficient/advanced. The statewide average was 58%.	False
There needs to be a continued focus on data collection. Beginning in the 2024-2025 school year, we will be transitioning to the Navience platform.	False
Our enrollment of identified Hispanic students at the junior high school continues to increase. If we can continue to add support, such as ESL, small group learning through intervention, and reading specialists in this building our students will have the opportunity to improve in math and reading. in the 24-25 school year we will address our core resources in both math and	False

ELA to continue closing the gap with our Hispanic subgroup	
The district special education students has grown to 22% in this current school year. The Special Education plan is tied to this Comprehensive Plan through targeted intervention and our MTSS. Special Education teachers are being trained in the science of reading to align with our resources. As the number of students increases the need for staff and resources will grow as well. We have added 2 more VB classrooms and added dedicated VB coaches to support our VB classroom teachers. We anticipate the growth continuing, but funding the number of Special Ed teachers we need will be a challenge.	False
As the challenge of adding special ed teachers, this is also true for ESL teachers. The population continues to grow faster than funding to add the additional staff necessary to meet the needs of this population.	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers. Given the current teacher shortage, teachers are leaving at an alarming pace. The challenge remains to be in constant competition with neighboring schools and finding quality candidates immediately out of a teacher preparation program, especially in special education and secondary certifications in math and science.	True
Our enrollment of English Learners at the middle school continues to increase. If we can continue to add support, such as ESL and reading specialists in our junior high school, the language proficiency rate would improve	False
Given our growing, urban, population it is a challenge to establish and maintain a focused system for continuous improvement and ensure organizational coherence. Constant turnover creates the need to overhaul our induction program. There is just not enough instructional coaches and mentor teachers to effectively focus on the improvement process. At our secondary buildings, in the last two years we had over 400 students move-in. A large percentage of these students are identified as IEP, ELL, or both.	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.

We are very aware recruiting and retaining quality teachers is a challenge. We continue to monitor all our data, as well as the growing population. We are on the precipice of a major building project that will open up space and resources to better support the needs of all our children. Our students mental health and well-being is our number one priority. We have been able to add a social worker in each one of our buildings and will continue to make this a priority as we grow. The needs assessment showed us we must focus on our induction process to support new teachers and foster an environment where a teacher wants to remain with the district until retirement.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers. Given the current teacher shortage, teachers are leaving at an alarming pace. The challenge remains to be in constant competition with neighboring schools and finding quality candidates immediately out of a teacher preparation program, especially in special education and secondary certifications in math and science.	The district has recently hired a Director of Curriculum and Instruction to lead practices related to alignment of K-12 instruction. Updated instructional resources are being implemented in Literacy K-12, Science 5-12, and Math K-8 in the 2024-2025 school year.	True
Given our growing, urban, population it is a challenge to establish and maintain a focused system for continuous improvement and ensure organizational coherence. Constant turnover creates the need to overhaul our induction program. There is just not enough instructional coaches and mentor teachers to effectively focus on the improvement process. At our secondary buildings, in the last two years we had over 400 students move-in. A large percentage of these students are identified as IEP, ELL, or both.	Muhlenberg School District has released an updated strategic plan "Blueprint to Success". Focused attention to professional development as well as an updated teacher induction program will assist in overall teacher retention.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
CE Cole Intermediate School has began to implement procedures related to MTSS (Multi-Tiered Systems of Support) surrounded around Reading benchmark and progress monitoring data. They will continue to expand on their intervention block by including Math next school year.	We continue to make foundational skills a priority in math and literacy.
A strength for the MSD continues to pivot and create support options for our diverse and challenging needs students. One out of every 5 children are identified with an IEP. We continue to add special ed teachers, VB classrooms, and coaches to support our teachers in Special Education. We know at the rate we are growing we need to continue to find instructional strategies and supports that best meet the needs our his population.	We continue to recognize the need for support for our children with intellectual disabilities. We will add teachers to what our current funding can support.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Muhlenberg School District will support all students by ensuring that selected resources are aligned to state academic standards. Systems will be implemented to ensure high-impact teaching strategies are common practices in both vertical and horizontal alignment.
	In alignment with our district's updated action plan, MSD will effectively coordinate a professional learning and new teacher induction program to better aide our staff in supporting our students and community leading to an improvement in teacher retention.



## Goal Setting

Priority: Muhlenberg School District will support all students by ensuring that selected resources are aligned to state academic standards. Systems will be implemented to ensure high-impact teaching strategies are common practices in both vertical and horizontal alignment.

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
All schools in MSD will increase the number of students scoring proficient/advanced on the ELA state assessment to the state average of 54.5% by 2027.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
English-Language Arts and Literature		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
All schools in MSD will increase the number of students scoring proficient/advanced on the ELA state assessment to an overall average of 46% by 2025.	All schools in MSD will increase the number of students scoring proficient/advanced on the ELA state assessment to an overall average of 50.25% by 2026.	All schools in MSD will increase the number of students scoring proficient/advanced on the ELA state assessment to the state average of 54.5% by 2027.

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
All schools in MSD will increase the number of students scoring proficient/advanced on the Math state assessment to the state average of 38.3% by 2027.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Math		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
All schools in MSD will increase the number of students scoring proficient/advanced to an overall average of 28% by 2025.	All schools in MSD will increase the number of students scoring proficient/advanced to an overall average of 33.15% by 2026.	All schools in MSD will increase the number of students scoring proficient/advanced on the Math state assessment to the state average of 38.3% by 2027.

Priority: In alignment with our district's updated action plan, MSD will effectively coordinate a professional learning and new teacher induction program to better aide our staff in supporting our students and community leading to an improvement in teacher retention.

<b>Outcome Category</b>		
Essential Practices 4: Implement Data-Driven Human Capital Strategies		
<b>Measurable Goal Statement (Smart Goal)</b>		
MSD will retain 100% of newly hired teachers between 2024 and 2027		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Teacher Retention		

<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
MSD will retain 100% of newly hired teachers between 2024 and 2025.	MSD will retain 100% of newly hired teachers between 2024 and 2026.	MSD will retain 100% of newly hired teachers between 2024 and 2027

## Action Plan

### Measurable Goals

English-Language Arts and Literature	Math
Teacher Retention	

### Action Plan For: Review the Data and Practices to Prioritize Improvement Areas

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>All schools in MSD will increase the number of students scoring proficient/advanced on the ELA state assessment to the state average of 54.5% by 2027.</li> <li>All schools in MSD will increase the number of students scoring proficient/advanced on the Math state assessment to the state average of 38.3% by 2027.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Update the Curriculum Review Cycle to reflect newly adopted resources.		2024-07-01	2024-07-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum and Instruction	6 Year Curriculum Cycle	No	No
Action Step		Anticipated Start/Completion Date	
Schedule Curriculum Council dates for the 24-25 school year (Beginning/Middle/End of year)		2024-07-01	2024-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum and Instruction	Calendar	No	No
Action Step		Anticipated Start/Completion Date	
Review cycle to include review of current curriculum, assessments, and resources.		2024-08-01	2024-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum and Instruction	Needs assessment, surveys	No	No
Action Step		Anticipated Start/Completion Date	
Data analysis related to grade level/departments is conducted to determine effectiveness of current programming.		2024-08-30	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum and Instruction	GLL/Department Leader Meeting(s)	No	Yes
Action Step		Anticipated Start/Completion Date	
State and national standards are researched to maintain alignment with current curriculum maps.		2024-08-30	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum and Instruction	NA	No	No
Action Step		Anticipated Start/Completion Date	
Both vertical and horizontal planning is established amongst grade level/departments.		2024-07-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum and Instruction, Building Principals	Planned articulation time	Yes	No
Action Step		Anticipated Start/Completion Date	

Action plan is created each year support identified needs related to curriculum.		2024-07-01	2025-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Director of Curriculum and Instruction	GLL/Department Leader Meeting(s)	Yes	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Updated procedures related to curriculum review will assist in development of professional development, selection of resources, and establishment of teaching and learning standards.	The monitoring of this outcome will first be conducted via benchmark assessments (2/3x per year) to determine effectiveness of curriculum review and planning. PSSA and Keystone data will also be analyzed each year to determine action steps necessary for the next school year. Staff survey data will also be analyzed by Central Administrative team at the conclusion of each Professional Development session to continue to gather staff feedback.

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Review the Data and Practices to Prioritize Improvement Areas	Both vertical and horizontal planning is established amongst grade level/departments.
Review the Data and Practices to Prioritize Improvement Areas	Action plan is created each year support identified needs related to curriculum.

### Structured Literacy Training

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Action plan is created each year support identified needs related to curriculum.</li> </ul>		
<b>Audience</b>		
Professional employees who hold instructional certificates in early childhood education, elementary-middle level, PK-12 Special Education, English as a Second Language, and Reading Specialist.		
<b>Topics to be Included</b>		
The Pennsylvania Structured Literacy competencies/standards which vary by certification/endorsement type: PK-4, 4-8, English as a Second Language, Reading Specialist, and Special Education. As the grade bands overlap the professional development team will determine which set of competencies is appropriate.		
<b>Evidence of Learning</b>		
The training programs will require participants to develop or outline how they will apply what they've learned in their professional practice. This will be in the form of lesson plans, curriculum modifications, and strategies for supporting literacy development.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Kyle Crater/Director	2023-08-24	2027-06-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Formal PD will occur 4 times per year. Walk-throughs and observations, peer-to-peer and leader-to-teacher will happen monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	



## Communications Activities

Curriculum Council Advisory Committee					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teacher leaders, Instructional Coaches, Administration	Teaching and Learning, Involvement, Mental Health, Curriculum Writing, Pacing Guide Development, Alignment with Standards, Intervention and Assessments	Kyle Crater/ Director	07/25/2024	06/30/2027
Communications					
Type of Communication			Frequency		
Presentation			The Curriculum Council will meet a minimum of two times a school year through the 3-year cycle of this plan.		

## Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none"><li>PDE BOARD AFFIRM ST COMP PLAN 24-27.pdf</li></ul>

Chief School Administrator	Date
Joseph E. Macharola, Ed. D.	2025-04-14