Governor Mifflin SD

Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type		AUN
School District		114063003
Address 1		
10 South Waverly Street		
Address 2		
City	**State**	**Zip Code**
Shillington	PA	19607
Chief School Administrator		**Chief School Administrator Email**
Dr Lisa T Hess		lisa.hess@gmsd.org
Single Point of Contact Name		
Lisa T Hess		
Single Point of Contact Email		
Lisa.Hess@gmsd.org		
Single Point of Contact Phone Number		
6107751461		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Lisa Hess	Administrator	Superintendent	Lisa.Hess@gmsd.org
April Prince	Parent	Brecknock Elementary	Aprilmprince24@gmail.com
Brendan West	Parent	Cumru Elementary	bderwest@mac.com
Mary-Liz Eshbach	Parent	Middle School	Marylizeshbach@icloud.com
Allison Shollenberger	Parent	Middle School	Alliesun520@gmail.com
Rebecca McNamara	Parent	Mifflin Park Elementary	rsh46338@yahoo.com
Caitlin West	Parent	Intermediate School	cewest@me.com
Chileen Yeager	Parent	Cumru Elementary	Chileeny1122@gmail.com
Angela Lancaster	Parent	Brecknock Elementary	Aknittle@gmail.com
Rhiannon Noecker	Community Member	Resident/Community Member	Rhiannongiberson@gmail.com
Kelly Kuhn	Parent	Intermediate School	kkoelble@gmail.com
Cesarina Polanco	Parent	Intermediate School	cesarinacp@gmail.com
Jill Moczydlowski	Parent	High School	jillm511@gmail.com
Gavin Heckman	Student	High School	gavin.heckman@gmsd.org
Rayan Salem	Student	Intermediate School	Rayansalem35@gmail.com
Olivia Long	Student	High School	Olivia.Long@gmsd.org
Lillyanne DeLorretta	Student	High School	Lillyanne.DeLoretta@gmsd.org
Rick Lapi	Staff Member	High School Teacher	Rick.Lapi@gmsd.org
Grace Torres	Staff Member	Social Worker	Grace.Torres@gmsd.org
Kuljeet Sangha	Student	High School	Kuljeet.Sangha@gmsd.org
Dr. Nilson Assis	Community Member	Community Member	nilson.assis3@gmail.com
Samantha Bolles	Staff Member	Middle School Teacher	samantha.bolles@gmsd.org
Sue Ernst	Staff Member	Brecknock Elementary Paraprofessional	sue.ernst@gmsd.org
Linda Sepeda	Community Member	Community Member	lsepeda@comcast.net
Lane Roscoe	Community Member	Community Member	Lane.kohl@gmail.com
Rebecca Boyer	Staff Member	Middle School Teacher	rebecca.boyer@gmsd.org
Rebecca Colagreco	Staff Member	Middle School Teacher	rebecca.colagreco@gmsd.org
Brian Beears	Staff Member	Brecknock Elementary Music Teacher	brian.beears@gmsd.org
Taylor Straub	Staff Member	Brecknock Elementary Teacher	taylor.straub@gmsd.org
Liz Wechter	Administrator	Supervisor of Elementary Special Education	Liz.Wechter@gmsd.org
Amanda Phillips	Staff Member	Intermediate School Teacher	amanda.phillips@gmsd.org

Jean Solecki	Administrator	Director of Special Education	Jean.Solecki@gmsd.org
Lisa Smith	Staff Member	Cumru Elementary Music Teacher	Lisa.Smitfh@gmsd.org
Jen Orzechowski	Staff Member	Mifflin Park Elementary Teacher	jennifer.orzechowski@gmsd.org
Sue Wentling	Staff Member	Cumru Elementary Reading Specialist	susan.wentling@gmsd.org
Dr. Erin Anderson	Administrator	Assistant Superintendent	Erin.Anderson@gmsd.org
Brian Bell	Administrator	Director of Student Services	Brian.Bell@gmsd.org
Laura Kline	Administrator	Director of Food Service	Laura.Kline@gmsd.org
Stephanie Seifrit	Administrator	Director of Human Resources	Stephanie.Seifrit@gmsd.org
William Bennett	Administrator	Supervisor of Secondary Special Education	William.Bennett@gmsd.org
Harley Schaeffer	Administrator	Director of Network Operations	Harley.Schaeffer@gmsd.org
Ashley Shannon	Administrator	Director of Communications and Community Relations	Ashley.Shannon@gmsd.org
Brian Patton	Data Analyst	Director of Information Systems	Brian.Patton@gmsd.org
Jeffrey Reichart	Administrator	Director of Safe Schools and School Culture	Jeffrey.Reichart@gmsd.org
Karen DeNunzio	Administrator	Director of Teaching and Learning	Karen.DeNunzio@gmsd.org
Kelly Price	Administrator	CFO	Kelly.Price@gmsd.org
Carissa Harley	Administrator	Middle School Principal	Carissa.Harley@gmsd.org
Dr. Steve Murray	Administrator	High School Principal	Steve.Murray@gmsd.org
Cory Crider	Administrator	Intermediate School Principal	Cory.Crider@gmsd.org
Brian Cote	Administrator	Cumru Elementary Principal	Brian.Cote@gmsd.org
Traci Huddleson	Administrator	Assistant Director of Athletics and Student Activities	Traci.Huddleson@gmsd.org
Abraham Moore	Administrator	Intermediate School Associate Principal	Abraham.Moore@gmsd.org
Tanya Frederick	Administrator	Middle School Associate Principal	Tanya.Frederick@gmsd.org
John Guiseppe	Administrator	Director of Athletics	John.Guiseppe@gmsd.org
Melissa Paparella	Administrator	Mifflin Park Elementary Principal	Melissa.Paparella@gmsd.org
Dr. Nicole Pagan	Administrator	Brecknock Elementary Principal	Nicole.Pagan@gmsd.org
Heather Bouchard	Board Member	Board Member	Heather.Bouchard@gmsd.org
Dr. Lisa Peterson	Board Member	Board President	Lisa.Peterson@gmsd.org
Caryn Friedlander	Board Member	Board Vice-President	Caryn.Friedlander@gmsd.org
Dr. Michele Roby	Board Member	Board Member	Michele.Roby@gmsd.org
Betsy Adams	Board Member	Board Member	Betsy.Adams@gmsd.org
Michelle Heim	Board Member	Board Member	Michelle.Heim@gmsd.org
Christina Worley	Community Member	Resident/Community Member	Christina.Worley@gmsd.org

Tory Bilger	Administrator	High School Associate Principal	Tory.Bilger@gmsd.org
Thomas (TJ) Miller	Administrator	High School Associate Principal	Thomas.Miller@gmsd.org

LEA Profile

The Governor Mifflin School District serves the boroughs of Kenhorst, Mohnton and Shillington and the townships of Brecknock and Cumru. These five municipalities encompass 41.26 square miles of southeastern Pennsylvania's Berks County with a population of 32,254. Although a green, rural atmosphere prevails throughout most of the district, the community is fortunate to have easy access to a variety of cultural, urban settings. Major arteries, such as the Pennsylvania Turnpike (exits 286 and 298) and Routes 176, 222 and 422, place the school district in an ideal cultural and recreational position. Philadelphia, the Pocono mountains, New York City, the Jersey shore, Baltimore and Washington, D.C. are all within a three-hour drive.

The district is made up of three K-4 elementary schools, a grade 5-6 intermediate school, a grade 7-8 middle school, and a grade 9-12 high school. These schools serve a student population total of 4,158 and is made up of the following student demographic data: 52.4% of students identify as male, 47.6% identify as female, 0.1% identify as American Indian/Alaska Native, 2% identify as Asian, 4.3%% identify as Black, 35.8% identify as Hispanic, 3.54% identify as Multiracial, and 52.3% identify as White. 21.7% of the total student population is identified as special education, 4.6% is identified as English Language Learners, 3% is identified as gifted, 2.9% is identified as homeless, and 41% is on either free or reduced lunch. The district employees 317 teachers, counselors, school psychologists, and long term substitutes.

Governor Mifflin High School continues to be an academically rigorous and competitive high school on local, state, and national levels. The high school has received annual recognition from national ranking systems such as the U.S. News and World Reports, the Washington Post's America's Most Challenging High Schools and College Board's AP District Honor Roll. The Governor Mifflin High School prepares students for a lifelong process of learning by providing opportunities to achieve academic excellence, to understand the rights and responsibilities of the individual in a democratic society, to become self-reliant, to work effectively with others and to experience a wide range of activities in addition to the academic curriculum. The faculty and staff believe that a cooperative effort which includes students, professional and support staff, parents, school board and community is essential in promoting students' intellectual, emotional, social and physical growth. High school students are encouraged to choose a career path and fulfill academic preparation for their chosen future by following the developmental Career Pathways program.

Through individual Survey Monkey surveys of community members, parents, students, and teachers, stakeholders identified several areas of focus they would like to see addressed in the Comprehensive Plan. The four areas in which these concerns fell include the following: high quality instruction, high quality staff, high performance organization, performance enablers, and connection with the community. Specific concerns under high quality instruction included ensuring that the curriculum is vertically and horizontally aligned, the implementation of a rigorous curriculum at every level, the use of research based instructional practices, and the use of quality assessments and data. Specific concerns under a high quality staff included staff training on diversity, culture, and trauma; developing connections with students, and improving the proactive work and response to student misbehavior. Specific concerns under the area of a high performance organization included living the district core values, implementing a continuous improvement model, engaging stakeholders, and implementing a system of performance improvement for all staff. Under the area of

performance enablers, specific concerns included fiscal responsibility, safe and healthy learning environments, student engagement, and assessment of resources. In the final area of connection with the community, specific concerns included engaging key community members and organizations, partnering with outside resources and organizations, overall district communication, and teacher interaction and engagement with families.

Mission and Vision

Mission

The Governor Mifflin School District: Educating, Inspiring, and Empowering Every Student, Every Day.

Vision

To ensure that all students are empowered to pursue their Passion, Purpose, and Path.

Educational Values

Students

Will arrive at school prepared to engage in a rigorous and relevant curriculum that encourages communication and collaboration as a means of developing critical thinking skills, problem solving skills, and creativity. Will be provided with varied opportunities to develop and enhance their artistic, musical, athletic and leadership attributes. Will explore the world around them in order to gain confidence as learners and leaders who will inspire change and make a difference. Will embrace challenges as a springboard to success. Will be confident in their abilities, and upon Commencement become integral parts of society on the local, national, and global levels and proud graduates of the Governor Mifflin School District.

Staff

Will encourage students to take healthy risks in their quest for excellence Will offer respect and encouragement by providing the materials, time, and attention required to meet students' needs. Will commit to a culture of continuous professional improvement. Will strive to establish healthy, lasting relationships with their students which, in turn, serve to make everyone more eager to learn and to become active members of our school community. Will commit to a greater awareness of the use of social media for student learning. Will be encouraged and supported to be risk-takers.

Administration

Will establish a reputation for excellence at the local, state, national and international levels. Will be perceived as a 21st Century school system committed to preparing every student for success in an interdependent, global economy. Will strive to produce student achievement data that ranks it as the premier school district in Berks County. Will commit to building a strong home and school connection within each building, as well as the entire District.

Parents

Will work in a mutual partnership with the school district to promote student growth and achievement. Will provide a safe, supportive environment beyond the classroom that recognizes excellence and encourages growth in all aspects of students' lives. Will challenge children to work to their fullest potential both at home and at school.

Community

Will work in a mutual partnership with the school district to promote student growth and achievement. Will provide a safe, supportive environment beyond the classroom that recognizes excellence and encourages growth in all aspects of students' lives. Will challenge children to work to their fullest potential both at home and at school.

Other (Optional)

The School Environment Will reflect a student-first approach to the overall school experience. Will have classroom walls that do not restrict learning, but rather provide a safe environment in which the students can develop the technological, communicative, collaborative and creative competencies needed for application in the world in which they live. Will embody a positive, mutually respectful culture in which students and staff thrive. Will provide consistent hardware access, implementation and use of technology across buildings and grade levels. Will be supportive of the growing diverse population with cultural sensitivity and understanding.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
All elementary schools (Brecknock, Cumru, Mifflin Park) demonstrated positive math growth, with all individual student groups increasing proficiency and growth on the 2023–2024 Math PSSA compared to 2022–2023.	Brecknock, Cumru, and Mifflin Park had a higher Academic Growth Score on the Math PSSA in 2023-2024 than the Meeting Statewide Growth Standard of 70%: Brecknock (76%), Cumru (100%), and Mifflin Park (73%).
Brecknock (76%), Cumru (100%), and Mifflin Park (73%) exceeded the statewide math growth standard (70%) on the 2023–2024 Math PSSA; Brecknock and Cumru also exceeded the statewide average growth score.	Brecknock and Cumru had a higher Academic Growth Score on the Math PSSA in 2023-2024 than the Statewide Average Growth Score of 75.3%: Brecknock (76%), and Cumru (100%)
Mifflin Park and Cumru increased Science PSSA proficiency by nearly 6% each, exceeding 80% proficient/advanced.	Mifflin Park and Cumru increased the number of proficient and advanced All Student Group on the 2023-2024 Science PSSA from 2022-2023 by 5.9% at Mifflin Park (total of 82.5%) and 6.5% at Cumru (total of 80.8%) from 2022-2023.
The Intermediate and Middle Schools demonstrated strong academic growth in math and ELA, exceeding the statewide growth standard despite modest proficiency levels.	The Intermediate School increased the All Student Group in annual academic growth on the Math PSSA by 4% in 2023-2024 for a 74% academic growth score (exceeding the statewide growth standard of 70%) from 2022-2023 (do not yet have 2024-2025 PVAAS). The Middle School is trending up in All Student Groups in Annual Academic Growth Expectations (PVAAS) on the Math PSSA by 17.7% from 2022-2023 scored for a total of 76% (exceeding the statewide average growth score of 75.3% and the statewide growth standard from 2023-2024 (do not yet have 2024-2025 PVAAS).
The High School exceeded growth standards on the Literature Keystone with 100% growth.	Growth is only occurring in this area of Keystones
The High School four-year graduation rate increased to 92.5%, exceeding both the statewide average and the state's 2033 goal.	Improved graduation rate is positive
Participation in rigorous courses of study increased at the High School, including notable gains among Hispanic and Black student groups.	The High School Rigorous Courses of Study All Student Group increased 4.8% from 2023-2024 scores for a total of 54.3 % in 2024-2025.

Regular attendance met standards at most schools, with district-wide gains in several elementary and middle grades.	Percent Regular Attendance: All Student Group Meets Performance : Standard

Challenges

Indicator	Comments/Notable Observations
All six schools did not meet interim proficiency targets in ELA and Mathematics across 2023–2024 and 2024–2025	Percent Proficient/Advanced in English Language Arts/Literature: All Student Group in all 6 buildings Did Not Meet Interim Goal/Improvement Target of 70.3% in 2023-2024: Brecknock: 52.3% Cumru: 39.7% Mifflin Park: 46.5% Intermediate School: 49.75 Middle School: 41.4% High School: 54.8% Percent Proficient/Advanced in English Language Arts/Literature: All Student Group in all 6 buildings Did Not Meet Interim Goal/Improvement Target of 71.5% in 2024-2025: Brecknock: 40% Cumru: 33% Mifflin Park: 44% Intermediate School: 47% Middle School: 43% High School: 47.4%
K–4 elementary schools experienced declines in ELA and Math proficiency from 2023–2024 to 2024–2025.	All K-4 elementary schools went down in proficient and advanced percent of the All Student Group on the ELA PSSA from 2023-2024 to 2024-2025 Brecknock down by 12.3% (total 40%) Cumru down by 6.7% (total 33%) Mifflin park down by 2.5% (total 44%). All K-4 elementary schools went down in proficient and advanced percent of the All Student Group on the Math PSSA from 2023-2024 to 2024-2025 Brecknock down by 6.1% (total 43%) Cumru down by 1.3% (total 41%) Mifflin park down by 5.2% (total 39%).
Grade 3 Reading and Grade 7 Mathematics Early Indicators of Success were not met districtwide.	All K-4 elementary schools did not meet the 2023-2024 Grade 3 Reading Early Indicator of Success on the ELA PSSA: Brecknock (37% proficiency) Cumru (31% proficiency) Mifflin Park (41%proficiency). The Middle School did not meet the 2023-2024 Grade 7 Mathematics Early Indicators of Success on the Math PSSA with 25.7% proficiency The Middle School did not meet the 2024-2025 Grade 7 Mathematics Early Indicators of Success with 29% proficiency on the Math PSSA.
ELA academic growth remains inconsistent, with Mifflin Park, the Middle School, and the High School not meeting growth standards in 2023–2024.	The Middle School All Student Group and all Individual Student Groups Did Not Meet the Standard Demonstrating Growth of 70% on the 2023-2024 ELA PSSA with 50% growth. Academic Growth Expectations in English Language Arts/Literature: All Student Group at Mifflin Park and the High School Did Not Meet the Standard Demonstrating Growth of 54% in 2023-2024: Brecknock: Insufficient Sample Cumru: Insufficient Sample Mifflin Park: 51% Intermediate School: Insufficient Sample Middle School: Insufficient Sample High School: 27.6%
The High School did not meet the regular attendance standard, indicating an ongoing engagement challenge at the secondary level.	The High School All Student Group Did Not Meet the 2023-2024 Performance Standard of Regular Attendance with 75.9% Regular Attendance (Regular attendance is defined by the Future Ready PA Index as the percentage of students enrolled for 90 or more school days and present 90% or more of those enrolled days).

Only 28.4% of students who took the Algebra I Keystone were proficient in 24-25.	There needs to be a deep dive into why the district continues to not meet proficiency by a huge margin in Algebra I.

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

Strengths

Indicator Regular attendance improved across all individual student groups at Cumru, with particularly strong gains among Black students and students with disabilities. **Grade Level(s) and/or Student Group(s)** Black Students and Students with Disabilities/Grades 3 and 4 at Cumru Elementary	**Comments/Notable Observations** All of Cumru's Individual Student Groups increased their in Regular Attendance in 2023-2024 compared to 2022-2023. Black: up 10.2% Hispanic: up 2.7% White: up 1.6% 2 or more Races: up 1.7% Economically Disadvantaged: up 1.4% English Learner: Insufficient Sample Student with Disabilities: up 8.4% Combined Ethnicity: up 3.4%
Indicator Students with Disabilities showed proficiency gains in ELA at Brecknock and the High School. **Grade Level(s) and/or Student Group(s)** Students with Disabilities in Grades 3 and 4 at Brecknock and the High School	**Comments/Notable Observations** The Individual Student Group Students with Disabilities increased proficiency on the 2023-2024 ELA PSSA at Brecknock (up by 2%) and the High School (up 2.4%) from 2022-2023 scores. All Individual Student Groups increased growth and exceeded the Standard Demonstrating Growth on the 2023-2024 Literature Keystone: Hispanic: 95% (up 27% from 22-23) White: 100 % (up 25% from 22-23) Economically Disadvantaged: 94% (up 44% from 22-23) Students with Disabilities: 79% (up 29% from 22-23) Combined Ethnicity: 100% (up 30% from 22-23)
Indicator Mifflin Park demonstrated strong outcomes for Students with Disabilities and Economically Disadvantaged students in Science. **Grade Level(s) and/or Student Group(s)** Students with Disabilities and Economically Disadvantaged Students Grades 3 and 4 at Mifflin Park	**Comments/Notable Observations** Mifflin Park increased the number of proficient and advanced Students with Disabilities on the 2023-2024 Science PSSA by 17.6% from 2022-2023 for a total of 75% proficient and advanced students. Mifflin Park increased the number of proficient and advanced Economically Disadvantaged Students on the 2023-2024 Science PSSA by 8.4% from 2022-2023 for a total of 77.4% proficient and advanced students.
Indicator The High School showed notable gains for Hispanic and Economically Disadvantaged students in graduation rates and career readiness indicators. **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations** The High School Graduation Rate for Hispanic students rose 13.4% from 2021-2022 for a total of 90.6% in 2022-2023 (exceeding the statewide average of 87.6%) Note: This is the most recent PA data. The High School Graduation Rate for Economically Disadvantaged students rose 9% from 2021-2022 for a total of 88.2% in 2022-2023

Hispanic and Economically Disadvantaged Students in Grade 12	(exceeding the statewide average of 87.6%) Note: This is the most recent PA data. The High School Career Standards Benchmark Combined Ethnicity students rose 6% from 2021-2022 for a total of 99.4.2% in 2022-2023 (exceeding the statewide average of 87.6% and the statewide 2033 goal of 98%) Note: This is the most recent PA data.
Indicator All individual student groups exceeded growth standards on the Literature Keystone in 2023–2024. **Grade Level(s) and/or Student Group(s)** All Individual Student Groups in Grade 10	**Comments/Notable Observations** All Individual Student Groups increased growth and exceeded the Standard Demonstrating Growth on the 2023-2024 Literature Keystone: Hispanic: 95% (up 27% from 22-23) White: 100 % (up 25% from 22-23) Economically Disadvantaged: 94% (up 44% from 22-23) Students with Disabilities: 79% (up 29% from 22-23) Combined Ethnicity: 100% (up 30% from 22-23)

Challenges

Indicator The district serves a high-need population (21% special education, 53.4% economically disadvantaged, 3% homeless), which continues to impact outcomes **Grade Level(s) and/or Student Group(s)** Special Education, Economically Disadvantaged, Homeless	**Comments/Notable Observations** District Demographics Special Education: 21% total district population Economically Disadvantaged: 53.4% total district population Homeless: 3% total district population
Indicator ELA academic growth remains inconsistent, with Mifflin Park, the Middle School, and the High School not meeting growth standards in 2023–2024. **Grade Level(s) and/or Student Group(s)** Hispanic, Economically Disadvantaged, English Learner, and Students with Disabilities	**Comments/Notable Observations** Brecknock Hispanic Individual Student Group dropped PVAAS growth by 22% on the 2023-2024 ELA PSSA compared to 2022-2023 scores. Brecknock Combined Ethnicity Student Group dropped PVAAS growth by 13% on the 2023-2024 ELA PSSA compared to 2022-2023 scores. Cumru Hispanic Individual Student Group dropped PVAAS growth by 19% on the 2023-2024 ELA PSSA compared to 2022-2023 scores. Cumru Combined Ethnicity Student Group dropped PVAAS growth by 20% on the 2023-2024 ELA PSSA compared to 2022-2023 scores. Mifflin Park Hispanic Individual Student Group dropped PVAAS growth by 22% on the 2023-2024 ELA PSSA compared to 2022-2023 scores. Mifflin Park Combined Ethnicity Student Group dropped PVAAS growth by 20% on the 2023-2024 ELA PSSA compared to 2022-2023 scores. Middle School Hispanic Individual Student Group dropped PVAAS growth by 33% on the 2023-2024 ELA PSSA compared to 2022-2023 scores. Middle School Students with Disabilities Student Group dropped PVAAS growth by 31% on the 2023-2024 ELA PSSA compared to 2022-2023 scores. Middle School Combined Ethnicity Student Group dropped PVAAS growth by 24% on the

	2023-2024 ELA PSSA compared to 2022-2023 scores. Middle School Economically Disadvantaged Student Group dropped PVAAS growth by 15% on the 2023-2024 ELA PSSA compared to 2022-2023 growth. High School Economically Disadvantaged Individual Student Group dropped proficiency by 15.2% on the 2023-2024 Literature Keystone compared to 2022-2023 scores. High School Combined Ethnicity Individual Student Group dropped proficiency by 10.6% on the 2023-2024 Literature Keystone compared to 2022-2023 scores. High School Hispanic Individual Student Group dropped proficiency by 9.5% on the 2023-2024 Literature Keystone compared to 2022-2023 scores.
Indicator Declines in regular attendance were observed in select student groups, particularly among Economically Disadvantaged and multiracial students. **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged and Multiracial Students	**Comments/Notable Observations** Brecknock 2 or More Races Student Group dropped in Regular Attendance by 10.7% in 2023-2024 compared to 2022-2023. Intermediate School Economically Disadvantaged Student Group dropped in Regular Attendance by 11.5% in 2023-2024 compared to 2022-2023.

Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

All elementary schools (Brecknock, Cumru, Mifflin Park) demonstrated positive math growth, with all individual student groups increasing proficiency and growth on the 2023–2024 Math PSSA compared to 2022–2023.
Brecknock (76%), Cumru (100%), and Mifflin Park (73%) exceeded the statewide math growth standard (70%) on the 2023–2024 Math PSSA; Brecknock and Cumru also exceeded the statewide average growth score.
The Intermediate and Middle Schools demonstrated strong academic growth in math and ELA, exceeding the statewide growth standard despite modest proficiency levels.
The High School exceeded growth standards on the Literature Keystone with 100% growth in 23-24 and 24-25.
The High School showed notable gains for Hispanic and Economically Disadvantaged students in graduation rates and career readiness indicators.

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Grade 3 Reading and Grade 7 Mathematics Early Indicators of Success were not met districtwide.
All six schools did not meet interim proficiency targets in ELA and Mathematics across 2023–2024 and 2024–2025
K–4 elementary schools experienced declines in ELA and Math proficiency from 2023–2024 to 2024–2025.
The High School did not meet the regular attendance standard, indicating an ongoing engagement challenge at the secondary level.
Only 28.4% of students who took the Algebra I Keystone were proficient in 24-25.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
According to the iReady Reading Assessment, the projected overall ELA proficiency from K-8 at the end of 25-26 if students achieve "typical growth" will be 43%	Typical growth will not get us to the proficiency percentage necessary to meet our goals.
According to iReady Reading Assessment, currently the average proficiency of 3rd graders at the Winter diagnostic is the following: Brecknock: 41% Cumru: 47% Mifflin Park: 41%	Our 3rd graders are not on track to meet on-track measures in ELA for 25-26.
According to the Winter iReady Reading Assessment, 36% of K-8 students are one grade level below proficiency in Vocabulary	Tier II and Tier III instruction is necessary to move these students inot proficiency for vocabulary.
According to the Winter iReady, Reading Assessment, 32% if K-8 students are one grade level below in comprehension.	Tier II and Tier III instruction is necessary to move these students inot proficiency for comprehension.
According to the Winter iReady, Reading Assessment, 74% of students are on or above grade level in phonics.	Our new phonics resource is making an impact on student proficiency in phonics.
According to the Winter iReady, Reading Assessment, 88% of students are on or above grade level in high-frequency words.	Our new ELA and phonics resources are making an impact on student proficiency in high-frequency words.

English Language Arts Summary

Strengths

According to the Winter iReady, Reading Assessment, 88% of students are on or above grade level in high-frequency words. The district has recently purchased a evidence-based, structured literacy programs in HMH that and is implementing it with fidelity in all classrooms K-8.
According to the Winter iReady, Reading Assessment, 74% of students are on or above grade level in phonics. The district has recently purchased UFLI phonics resource which follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade
The district is currently developing a stronger MTSS program to support learners at all level and to strengthen our Tier II and Tier III ELA instruction.

Challenges

According to the Winter iReady, Reading Assessment, 32% if K-8 students are one grade level below in comprehension. If these students are

moved to "on grade level," this would greatly impact our progress in achieving our Future Ready targets in State Assessment Measures.
According to the Winter iReady Reading Assessment, 36% of K-8 students are one grade level below proficiency in Vocabulary. If these students are moved to "on grade level,"this would greatly impact our progress in achieving our Future Ready targets in State Assessment Measures.
According to iReady Reading Assessment, currently the average proficiency of 3rd graders at the Winter diagnostic is the following: Brecknock: 41% Cumru: 47% Mifflin Park: 41 Moving 19% of Brecknock students, 32% of Mifflin Park students, and 23% at Cumru to "on grade level,"this would greatly impact our progress in achieving our Future Ready targets in State Assessment Measures.

Mathematics

Data	Comments/Notable Observations
7th grade math students are equally proficient in all four domains: Number and Operations (NO) Algebra and Algebraic Thinking (ALG) Measurement and Data (MS) Geometry (GEO)	There is no one domain where there is a huge gap in proficiency.
The largest group of students in terms of proficiency falls into the "one grade level below" in both 7th grade (30%) and 8th grade (31%)	There is opportunity to get those students into the proficient level before the PSSA .
iReady math results for 7th and 8th grade from Fall to Winter are trending in a positive direction where students are moving up in proficiency at every level.	There is opportunity to improve on student proficiency at every level before the PSSA .

Mathematics Summary

Strengths

All elementary schools (Brecknock, Cumru, Mifflin Park) demonstrated positive math growth, with all individual student groups increasing proficiency and growth on the 2023–2024 Math PSSA compared to 2022–2023.
Brecknock (76%), Cumru (100%), and Mifflin Park (73%) exceeded the statewide math growth standard (70%) on the 2023–2024 Math PSSA; Brecknock and Cumru also exceeded the statewide average growth score.
iReady math results for 7th and 8th grade from Fall to Winter are trending in a positive direction where students are moving up in proficiency at every level: Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry.
The district is currently developing a stronger MTSS program to support learners at all level and to strengthen our Tier II and Tier III Math instruction.

Challenges

28% of students in 7th grade are three or more grade levels below in math proficiency
27% of students in 7th grade were proficient at the Winter Diagnostic
Overall 28% of student are proficient at math overall from grades 1-8

44% of 8th graders are not proficient in math at the Winter Diagnostic

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
The district currently has science and STEM at every grade level from K-12	Science and Innovation are taught at grades K-6, Science and STEM are taught at grades 7-8, and Science and Electives related to STEM are taught at 9-12
34% of students are proficient based on the CDT Biology at the Winter assessment	We need to identify and put interventions into place of those students who are not proficient.
37 % of middle school students are at or above proficiency on the science CDT	We need to identify and put interventions into place of those students who are not proficient.

Science, Technology, and Engineering Education Summary

Strengths

Amplify science resource has been implemented in grades K-8 and will contribute to the achievement of our Future Ready Index targes
Firefly will be implemented, instead of CDT across all 3-8 science classes in the 2026-2027 SY to provide teachers and administrators with better data to use to adjust instruction and provide Tier II and III support.
The district has science and STEM at every grade level from K-12. Strengthening the continuum and curriculum with intentionality will positively contribute to achievement of Future Ready Index interim targets.
The district is currently reviewing science and STEM curriculum across all grade levels to ensure solid implementation of STEEL standards.

Challenges

37% of students are proficient based on the middle school science assessment. Identifying students who are on the cusp of proficiency at one or two grade levels below and ensuring they are getting the appropriate tiered instruction will greatly impact our progress in
34% of students are proficient based on the Biology Winter CDT assessment. Identifying students who are on the cusp of proficiency at one or two grade levels below and ensuring they are getting the appropriate tiered instruction will greatly impact our progress in meeting the Future Ready PA Index interim targets.
There is inconsistent implementation of the science CDT's at the middle and high schools. With the future use of Firefly in the 26-27 SY, there will be an improvement in implementation.
There is inconsistent use of the science CDT data to turn around into Tier II and Tier III interventions at the middle and high schools With the future use of Firefly in the 26-27 SY, there will be an improvement in data use.

Related Academics

Career Readiness

Data	Comments/Notable Observations
193 internships at the high school in 2025-2026	An increase of 76 students from the 2024-2025 SY
24 school to work students at the high school in 2025-2026	An increase of 1 student from the 2024-2025 SY
48 students are working with elementary students to teach them how to read in the Read Alliance Program.	This not only increases student reading, but also encourages students to go into the field of teaching.
Reality Fair: 267 students participated	Collaboration with businesses and financial institutions to provide an interactive event where high school students participate in a hands-on simulation of adult financial life. The goal is to provide practical experience in budgeting, decision-making, and understanding the real-world costs of living independently.
10 Career Focused Field Trips in 2025-2026: Field Trips Completed Empire Beauty – 9 students College Fair @ PSU Berks – 39 students STEM Conference @ PSU Berks – 18 students Reading School of Health Sciences – 10 students DoubleTree BBEC Trip – 18 students Unique Snacks BBEC Trip – 13 students Upcoming Universal Technical Institute – January 13 College Fair @ Alvernia – March 4 PA State Police Academy visit – end of Semester 2 Tower Health Job Shadowing – March 11	
Two career academies developed at the high school in 2025-2026 and one in development: PA State Police Academy – launching Semester 2 (planning meeting scheduled after break) Health Science Career Academy – launching January 21 (choose this career pathway because it's been #1 in past few years based on the annual student plan survey I give and it's the hardest to find interships) Partnership with Tower Health and Reading School of Health Sciences Accounting Academy (in development)	
Multiple Lesson Sessions for Students at the high school that focus on Career Education in 9th, 10th, and 11th grade: 9th Grade: Lesson 1: Writing Your High School Story Completed – 280 students Introduced the Portrait of a Graduate with emphasis on Community-Centered competencies Upperclassmen served as	

guest speakers, sharing reflections and reinforcing peer mentorship and belonging Shared high school resources, clubs, and activities Students attended the Club Fair following the lesson (collaboration with Traci) Reviewed Community-Centered descriptors and connected them directly to lesson outcomes Lesson 2: Your Journey – Understanding Career Pathways Completed – 265 students Reviewed the Portrait of a Graduate Introduced the 16 career pathways and discussed related high school courses and example careers Students completed a career interest survey and explored their top career clusters Shared real examples of how high school students decided on careers Embedded connections to graduation requirements, GPA, and academic planning to show how choices impact both personal goals and the broader community Lesson 3: Career Exploration with AI (Preview) Students will use AI as a career coach with guided prompts focused on strengths and interests Students will begin a career and activity log in 9th grade (modeled after Common App) that will be updated annually for resumes, college applications, and scholarships 10th Grade: Lesson 1: Understanding the Power of Your Transcript Completed – 187 students Reviewed the Portrait of a Graduate with emphasis on Empowered Leader Students analyzed alumni transcripts and case studies to determine postsecondary outcomes (college, military, employment, technical training) Introduced World Economic Forum career trends and future workforce skills Assessment & Testing Organized and administered PSATs - Completed – 65 students Lesson 2: Careers of the Future (Preview) Students will analyze “day-in-the-life” case studies from World Economic Forum careers Focus on identifying essential skills and their connection to leadership Students will begin developing a personal career list 11th Grade: Lesson 1: Building Your Path to College, Military, or Employment Completed – 230 students Reviewed National College and Career Readiness Indicators Discussed expectations and action steps for 11th grade Students began developing college, military, or employment lists using provided resources	

Need to strengthen our high school Career Pathways and courses to align directly with our Portrait of a Graduate. They are not currently aligned.	
Need to strengthen the implementation of our Career Education and Work Standards from K-12 and align the lesson with the Portrait of a Graduate. They are not currently aligned.	

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

Dual Credit

Program/Course Area

Advanced Placement (AP) Courses

Uploaded Files

RACC Dual Enrollment Agreement.pdf

Partnering Institution

Alvernia University

Agreement Type

Dual Credit

Program/Course Area

General Studies

Uploaded Files

Alvernia Dual Enrollment Agreement.pdf

Partnering Institution

Albright College

Agreement Type

Dual Credit

Program/Course Area

General Studies

Uploaded Files

Albright Dual Enrollment Agreement.pdf

Partnering Institution

Kutztown University

Agreement Type

Local Articulation

Program/Course Area

Early Elementary Education

Uploaded Files

Kutztown Dual Enrollment Agreement.pdf

Summary

Strengths

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

The high school has a strong internship program with 193 internships at the high school in 2025-2026
The district continues to partner with various groups such as Read Alliance and Kutztown's Early College Academy to provide opportunities for our students to participate in work related to a career in education.
The district has developed and implemented our Portrait of a Graduate and has provided opportunities at all grade levels to develop an understanding of what it means.

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.

Need to strengthen our high school Career Pathways and courses to align directly with our Portrait of a Graduate. They are not currently aligned.
Need to strengthen our high school Career Pathways and courses to align directly with our Portrait of a Graduate. They are not currently aligned.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Attendance (Elementary): At Cumru, English Learners demonstrated stable attendance, though the data reflects an insufficient sample size to report a measurable increase or decrease in 2023–2024.	
Systemwide Context: While not disaggregated by EL in all cases, districtwide math growth trends (particularly at the elementary and middle school levels) indicate instructional practices that may positively support ELs in mathematics, where language demands are often more scaffoldable.	
ELA Proficiency Decline (Elementary): At Mifflin Park, English Learners experienced a significant decline of 26.7% in ELA proficiency on the 2023–2024 ELA PSSA compared to 2022–2023, representing one of the steepest drops among individual student groups	
Academic Growth in Mathematics (Intermediate School): English Learners at the Intermediate School showed an 8% decline in PVAAS growth on the 2023–2024 Math PSSA compared to the prior year.	
Literacy Performance Across Buildings: Districtwide trends indicate that ELA proficiency remains a persistent challenge, and given the language-intensive nature of ELA assessments, these outcomes disproportionately impact English Learners, particularly at the elementary and intermediate levels.	

Students with Disabilities

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

Data	Comments/Notable Observations
Attendance Improvement (Elementary): At Cumru, Students with Disabilities increased regular attendance by 8.4% in 2023–2024 compared to 2022–2023.	Students with Disabilities demonstrate notable strengths in science achievement, attendance improvement, and literature growth, particularly at the elementary and high school levels. However, declines in ELA and math proficiency and inconsistent academic growth—especially at the

	middle and high school levels—remain significant challenges, indicating a need for targeted instructional supports, progress monitoring, and alignment of special education services to literacy and content-area interventions.
Science Achievement (Elementary): At Mifflin Park, the percentage of Students with Disabilities scoring proficient or advanced on the 2023–2024 Science PSSA increased by 17.6%, reaching 75% proficient/advanced.	
ELA Proficiency Gains (Select Buildings): Students with Disabilities were the only individual student group to demonstrate ELA proficiency gains at: Brecknock: up 2% High School: up 2.4% (2023–2024 compared to 2022–2023)	
Literature Keystone Growth: Students with Disabilities exceeded the Standard Demonstrating Growth on the 2023–2024 Literature Keystone, achieving 79% growth, an increase of 29 percentage points from the prior year.	
ELA Proficiency Declines (Elementary): At Cumru, Students with Disabilities experienced a 12.6% decline in ELA proficiency on the 2023–2024 ELA PSSA compared to 2022–2023.	
Math Proficiency Declines (Elementary): At Cumru, Students with Disabilities' Math PSSA proficiency declined by 9.6% from 2022–2023 to 2023–2024.	
ELA Academic Growth (Middle School): Students with Disabilities showed a 31% decline in PVAAS growth on the 2023–2024 ELA PSSA compared to the previous year, contributing to the Middle School not meeting the Standard Demonstrating Growth.	
Science Academic Growth (High School): Students with Disabilities experienced an 18% decline in PVAAS growth on the 2023–2024 Biology Keystone compared to 2022–2023.	
District Context: Students receiving Special Education services represent 21% of the total district population, underscoring the system-wide impact of achievement and growth trends for this student group.	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Graduation Rate: The four-year graduation rate for Economically Disadvantaged students increased by 9%, reaching 88.2% in 2022–2023, exceeding the statewide average of 87.6%.	While Economically Disadvantaged students demonstrate strong gains in graduation outcomes, science performance at select elementary schools, and high school literature growth, persistent declines in ELA proficiency, academic growth, and attendance—particularly at the elementary and middle school levels—remain critical areas for targeted intervention. These trends underscore the need for focused supports in literacy development, sustained engagement, and attendance for this student population.
Science Achievement (Elementary): At Mifflin Park, the percentage of Economically Disadvantaged students scoring proficient or advanced on the 2023–2024 Science PSSA increased by 8.4%, resulting in 77.4% proficient/advanced.	
Literature Keystone Growth: Economically Disadvantaged students exceeded the Standard Demonstrating Growth on the 2023–2024 Literature Keystone, achieving 94% growth, an increase of 44 percentage points from the prior year.	
Attendance Improvement (Elementary): At Cumru, Economically Disadvantaged students improved regular attendance by 1.4% in 2023–2024 compared to 2022–2023.	
ELA Proficiency Declines (Elementary): Economically Disadvantaged students experienced notable declines in ELA proficiency: Brecknock: down 8.8% on the 2023–2024 ELA PSSA Cumru: down 8.2% on the 2023–2024 ELA PSSA	
Science Proficiency Decline (Elementary): At Brecknock, Economically Disadvantaged students' Science PSSA proficiency decreased by 14.4% from 2022–2023 to 2023–2024.	
Academic Growth (ELA – Secondary): Economically Disadvantaged students showed declines in PVAAS growth:	

Middle School: down 15% in ELA growth on the 2023–2024 PSSA High School: down 10% in Science Keystone growth on the 2023–2024 assessment	
Literature Keystone Proficiency (High School): Proficiency for Economically Disadvantaged students on the 2023–2024 Literature Keystone declined by 15.2% compared to 2022–2023.	
Attendance (Intermediate School): Economically Disadvantaged students at the Intermediate School experienced an 11.5% decline in regular attendance in 2023–2024 compared to the previous year.	

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	The High School Rigorous Courses of Study Black Student Group increased 8.1% from 2023-2024 scores for a total of 36.7% in 2024-2025.
Hispanic	High School Academic Growth (Hispanic): Hispanic students exceeded the Standard Demonstrating Growth on the 2023–2024 Literature Keystone, achieving 95% growth, a 27% increase from 2022–2023.
2 or More Races	Rigorous Course Participation (Secondary): Hispanic students increased participation in rigorous courses of study by 12.7%, reaching 39.1% in 2024–2025.
Hispanic	Rigorous Course Participation (Secondary): Black students increased participation by 8.1%, reaching 36.7% in 2024–2025
Hispanic	Graduation Rate (Hispanic): The four-year graduation rate for Hispanic students increased by 13.4%, reaching 90.6% in 2022–2023, exceeding the statewide average of 87.6%.
Hispanic	Attendance Improvement (Cumru): Improved regular attendance in 2023–2024: Black: up 10.2%
2 or More Races	Brecknock, Cumru, Mifflin Park, Intermediate School, and Middle School Hispanic Individual Student Group dropped PVAAS growth on the 2023-2024 ELA PSSA compared to 2022-2023 scores.
2 or More Races	Brecknock 2 or More Races Student Group dropped in Regular Attendance by 10.7% in 2023-2024 compared to 2022-2023.
2 or More Races	Intermediate School 2 or More Races Individual Student Group dropped proficiency by 25% on the 2023-2024 Math PSSA compared to 2022-2023 scores.

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.

Systemwide Context: While not disaggregated by EL in all cases, districtwide math growth trends (particularly at the elementary and middle school levels) indicate instructional practices that may positively support ELs in mathematics, where language demands are often more scaffoldable.
Science Achievement (Elementary): At Mifflin Park, the percentage of Students with Disabilities scoring proficient or advanced on the 2023–2024 Science PSSA increased by 17.6%, reaching 75% proficient/advanced.
Literature Keystone Growth: Students with Disabilities exceeded the Standard Demonstrating Growth on the 2023–2024 Literature Keystone, achieving 79% growth, an increase of 29 percentage points from the prior 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.

Literacy Performance Across Buildings: Districtwide trends indicate that ELA proficiency remains a persistent challenge, and given the language-intensive nature of ELA assessments, these outcomes disproportionately impact English Learners, particularly at the elementary and intermediate levels.
ELA Proficiency Declines (Elementary): Economically Disadvantaged students experienced notable declines in ELA proficiency: Brecknock: down 8.8% on the 2023–2024 ELA PSSA Cumru: down 8.2% on the 2023–2024 ELA PSSA
Science Proficiency Decline (Elementary): At Brecknock, Economically Disadvantaged students' Science PSSA proficiency decreased by 14.4% from 2022–2023 to 2023–2024.

Designated Schools

Governor Mifflin SHS

Priority Challenge	Comments and Notable Observations
Regular Attendance - All individual groups decreased their rates of regular attendance and none of the groups met the state targets.	To improve student attendance and reduce chronic absenteeism, we will strengthen our engagement practices by restructuring our support systems into counselor–AP teams that identify at-risk students early and provide timely outreach. We will also implement the Parent Teacher Home Visit model and the UCLA Center for Community Schooling approach to foster trusting, two-way relationships with families and build stronger connections between home and school.
Implement an evidence-based system of schoolwide positive behavior interventions and supports	To promote consistent behavioral expectations and student accountability across the school, we will establish a unified system of behavior supports by aligning grade-level teams of counselors and assistant principals. These teams will monitor student behavior trends, provide targeted interventions, and build staff capacity to implement consistent classroom management strategies and relationship-centered practices.
Implement a multi-tiered system of supports for academics and behavior	To address the academic and behavioral needs of all learners, we will implement a cohesive multi-tiered system of supports (MTSS) by restructuring our student services into collaborative counselor–AP teams. These teams will lead regular progress monitoring, coordinate academic and behavioral interventions across all tiers, and engage in data-driven decision-making to ensure every student receives appropriate support.

Systemic LEA Challenges
Regular Attendance - All individual groups decreased their rates of regular attendance and none of the groups met the state targets.
Implement a multi-tiered system of supports for academics and behavior

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A
Title 1 Program	Need to address Grade 3 ELA, as well as Oral Reading Fluency (ORF) and Reading Comprehension (RCOMP)
Student Services	School Culture - Increase student motivation and engagement by ensuring all students feel connected to their learning and understand its value and relevance
K-12 Guidance Plan (339 Plan)	Need to establish a database of community connections including the organizations, community contact, internal contact and general industry which staff members and students are able to leverage to build and maintain community connections in relation to each area of the Portrait of a Graduate. Need to develop and implement a systematic and effective communication plan about the Portrait of a Graduate and the Mission, Vision,
Technology Plan	Students and staff need to increase their perceived comfort with using emerging technologies
English Language Development Programs	N/A
Human Resources	Need to address unwanted staff turnover to assist in having consistency in student learning

Strengths

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

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.

Need to address Grade 3 ELA, as well as Oral Reading Fluency (ORF) and Reading Comprehension (RCOMP)
School Culture - Need to increase student motivation and engagement by ensuring all students feel connected to their learning and understand its value and relevance
Need to establish a database of community connections including the organizations, community contact, internal contact and general industry which staff members and students are able to leverage to build and maintain community connections in relation to each area of the Portrait of a Graduate. Need to develop and implement a systematic and effective communication plan about the Portrait of a Graduate and the Mission, Vision,

Students and staff need to increase their perceived comfort with using emerging technologies
Need to address unwanted staff turnover to assist in having consistency in student learning

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	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	Exemplary

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	Exemplary

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.

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of dat

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.

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

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
All elementary schools (Brecknock, Cumru, Mifflin Park) demonstrated positive math growth, with all individual student groups increasing proficiency and growth on the 2023–2024 Math PSSA compared to 2022–2023.	True
All elementary schools (Brecknock, Cumru, Mifflin Park) demonstrated positive math growth, with all individual student groups increasing proficiency and growth on the 2023–2024 Math PSSA compared to 2022–2023.	False
Brecknock (76%), Cumru (100%), and Mifflin Park (73%) exceeded the statewide math growth standard (70%) on the 2023–2024 Math PSSA; Brecknock and Cumru also exceeded the statewide average growth score.	True
The Intermediate and Middle Schools demonstrated strong academic growth in math and ELA, exceeding the statewide growth standard despite modest proficiency levels.	False
Brecknock (76%), Cumru (100%), and Mifflin Park (73%) exceeded the statewide math growth standard (70%) on the 2023–2024 Math PSSA; Brecknock and Cumru also exceeded the statewide average growth score.	False
The Intermediate and Middle Schools demonstrated strong academic growth in math and ELA, exceeding the statewide growth standard despite modest proficiency levels.	False
The High School exceeded growth standards on the Literature Keystone with 100% growth in 23-24 and 24-25.	False
All elementary schools (Brecknock, Cumru, Mifflin Park) demonstrated positive math growth, with all individual student groups increasing proficiency and growth on the 2023–2024 Math PSSA compared to 2022–2023.	False
Brecknock (76%), Cumru (100%), and Mifflin Park (73%) exceeded the statewide math growth standard (70%) on the 2023–2024 Math PSSA; Brecknock and Cumru also exceeded the statewide average growth score.	False
The Intermediate and Middle Schools demonstrated strong academic growth in math and ELA, exceeding the statewide growth standard despite modest proficiency levels.	False
The High School exceeded growth standards on the Literature Keystone with 100% growth in 23-24 and 24-25.	False
All elementary schools (Brecknock, Cumru, Mifflin Park) demonstrated positive math growth, with all individual student groups increasing proficiency and growth on the 2023–2024 Math PSSA compared to 2022–2023.	False
Brecknock (76%), Cumru (100%), and Mifflin Park (73%) exceeded the statewide math growth standard (70%) on the 2023–2024 Math PSSA; Brecknock and Cumru also exceeded the statewide average growth score.	False
The Intermediate and Middle Schools demonstrated strong academic growth in math and ELA, exceeding the statewide growth standard despite modest proficiency levels.	False

The High School exceeded growth standards on the Literature Keystone with 100% growth.	False
The High School showed notable gains for Hispanic and Economically Disadvantaged students in graduation rates and career readiness indicators.	False
According to the Winter iReady, Reading Assessment, 88% of students are on or above grade level in high-frequency words. The district has recently purchased a evidence-based, structured literacy programs in HMH that and is implementing it with fidelity in all classrooms K-8.	False
According to the Winter iReady, Reading Assessment, 74% of students are on or above grade level in phonics. The district has recently purchased UFLI phonics resource which follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade	False
	False
All elementary schools (Brecknock, Cumru, Mifflin Park) demonstrated positive math growth, with all individual student groups increasing proficiency and growth on the 2023–2024 Math PSSA compared to 2022–2023.	False
The district is currently developing a stronger MTSS program to support learners at all level and to strengthen our Tier II and Tier III ELA instruction.	True
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	False
The High School exceeded growth standards on the Literature Keystone with 100% growth.	False
The High School showed notable gains for Hispanic and Economically Disadvantaged students in graduation rates and career readiness indicators.	False
According to the Winter iReady, Reading Assessment, 88% of students are on or above grade level in high-frequency words. The district has recently purchased a evidence-based, structured literacy programs in HMH that and is implementing it with fidelity in all classrooms K-8.	False
According to the Winter iReady, Reading Assessment, 74% of students are on or above grade level in phonics. The district has recently purchased UFLI phonics resource which follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade	False
	False
All elementary schools (Brecknock, Cumru, Mifflin Park) demonstrated positive math growth, with all individual student groups increasing proficiency and growth on the 2023–2024 Math PSSA compared to 2022–2023.	False
The district is currently developing a stronger MTSS program to support learners at all level and to strengthen our Tier II and Tier III ELA instruction.	False

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	False
Brecknock (76%), Cumru (100%), and Mifflin Park (73%) exceeded the statewide math growth standard (70%) on the 2023–2024 Math PSSA; Brecknock and Cumru also exceeded the statewide average growth score.	False
iReady math results for 7th and 8th grade from Fall to Winter are trending in a positive direction where students are moving up in proficiency at every level: Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry.	False
The district is currently developing a stronger MTSS program to support learners at all level and to strengthen our Tier II and Tier III Math instruction.	True
Amplify science resource has been implemented in grades K-8 and will contribute to the achievement of our Future Ready Index targes	False
Firefly will be implemented, instead of CDT across all 3-8 science classes in the 2026-2027 SY to provide teachers and administrators with better data to use to adjust instruction and provide Tier II and III support.	False
The district has science and STEM at every grade level from K-12. Strengthening the continuum and curriculum with intentionality will positively contribute to achievement of Future Ready Index interim targets.	False
The district is currently reviewing science and STEM curriculum across all grade levels to ensure solid implementation of STEEL standards.	False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of dat	False
The high school has a strong internship program with 193 internships at the high school in 2025-2026	False
The district continues to partner with various groups such as Read Alliance and Kutztown's Early College Academy to provide opportunities for our students to participate in work related to a career in education.	False
The district has developed and implemented our Portrait of a Graduate and has provided opportunities at all grade levels to develop an understanding of what it means.	False
Systemwide Context: While not disaggregated by EL in all cases, districtwide math growth trends (particularly at the elementary and middle school levels) indicate instructional practices that may positively support ELs in mathematics, where language demands are often more scaffoldable.	False
Science Achievement (Elementary): At Mifflin Park, the percentage of Students with Disabilities scoring proficient or advanced on the 2023–2024 Science PSSA increased by 17.6%, reaching 75% proficient/advanced.	False
Literature Keystone Growth: Students with Disabilities exceeded the Standard Demonstrating Growth on the 2023–2024 Literature Keystone, achieving 79% growth, an increase of 29 percentage points from the prior year.	False
Brecknock (76%), Cumru (100%), and Mifflin Park (73%) exceeded the statewide math growth standard (70%) on the 2023–2024 Math PSSA; Brecknock and Cumru also exceeded the statewide average growth score.	False
iReady math results for 7th and 8th grade from Fall to Winter are trending in a positive direction where students	False

are moving up in proficiency at every level: Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry.	
The district is currently developing a stronger MTSS program to support learners at all level and to strengthen our Tier II and Tier III Math instruction.	False
Amplify science resource has been implemented in grades K-8 and will contribute to the achievement of our Future Ready Index targes	False
Firefly will be implemented, instead of CDT across all 3-8 science classes in the 2026-2027 SY to provide teachers and administrators with better data to use to adjust instruction and provide Tier II and III support.	False
The district has science and STEM at every grade level from K-12. Strengthening the continuum and curriculum with intentionality will positively contribute to achievement of Future Ready Index interim targets.	False
The district is currently reviewing science and STEM curriculum across all grade levels to ensure solid implementation of STEEL standards.	False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of dat	False
The high school has a strong internship program with 193 internships at the high school in 2025-2026	False
The district continues to partner with various groups such as Read Alliance and Kutztown's Early College Academy to provide opportunities for our students to participate in work related to a career in education.	False
The district has developed and implemented our Portrait of a Graduate and has provided opportunities at all grade levels to develop an understanding of what it means.	False
Systemwide Context: While not disaggregated by EL in all cases, districtwide math growth trends (particularly at the elementary and middle school levels) indicate instructional practices that may positively support ELs in mathematics, where language demands are often more scaffoldable.	False
Science Achievement (Elementary): At Mifflin Park, the percentage of Students with Disabilities scoring proficient or advanced on the 2023–2024 Science PSSA increased by 17.6%, reaching 75% proficient/advanced.	False
Literature Keystone Growth: Students with Disabilities exceeded the Standard Demonstrating Growth on the 2023–2024 Literature Keystone, achieving 79% growth, an increase of 29 percentage points from the prior year.	False
	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

Grade 3 Reading and Grade 7 Mathematics Early Indicators of Success were not met districtwide.	True
All six schools did not meet interim proficiency targets in ELA and Mathematics across 2023–2024 and 2024–2025	False
K–4 elementary schools experienced declines in ELA and Math proficiency from 2023–2024 to 2024–2025.	False
The High School did not meet the regular attendance standard, indicating an ongoing engagement challenge at the secondary level.	False
All six schools did not meet interim proficiency targets in ELA and Mathematics across 2023–2024 and 2024–2025	False
K–4 elementary schools experienced declines in ELA and Math proficiency from 2023–2024 to 2024–2025.	False
All six schools did not meet interim proficiency targets in ELA and Mathematics across 2023–2024 and 2024–2025	False
K–4 elementary schools experienced declines in ELA and Math proficiency from 2023–2024 to 2024–2025.	False
The High School did not meet the regular attendance standard, indicating an ongoing engagement challenge at the secondary level.	False
According to the Winter iReady, Reading Assessment, 32% if K-8 students are one grade level below in comprehension. If these students are moved to "on grade level," this would greatly impact our progress in achieving our Future Ready targets in State Assessment Measures.	False
The High School did not meet the regular attendance standard, indicating an ongoing engagement challenge at the secondary level.	False
All six schools did not meet interim proficiency targets in ELA and Mathematics across 2023–2024 and 2024–2025	False
K–4 elementary schools experienced declines in ELA and Math proficiency from 2023–2024 to 2024–2025.	False
The High School did not meet the regular attendance standard, indicating an ongoing engagement challenge at the secondary level.	False
Only 28.4% of students who took the Algebra I Keystone were proficient in 24-25.	False
According to the Winter iReady Reading Assessment, 36% of K-8 students are one grade level below proficiency in Vocabulary. If these students are moved to "on grade level,"this would greatly impact our progress in achieving our Future Ready targets in State Assessment Measures.	False
According to iReady Reading Assessment, currently the average proficiency of 3rd graders at the Winter diagnostic is the following: Brecknock: 41% Cumru: 47% Mifflin Park: 41 Moving 19% of Brecknock students, 32% of Mifflin Park students, and 23% at Cumru to "on grade level,"this would greatly impact our progress in achieving our Future Ready targets in State Assessment Measures.	False
28% of students in 7th grade are three or more grade levels below in math proficiency	False
27% of students in 7th grade were proficient at the Winter Diagnostic	False

Overall 28% of student are proficient at math overall from grades 1-8	False
44% of 8th graders are not proficient in math at the Winter Diagnostic	False
Ensure effective, standards-aligned curriculum and assessment	False
Only 28.4% of students who took the Algebra I Keystone were proficient in 24-25.	False
According to the Winter iReady, Reading Assessment, 32% if K-8 students are one grade level below in comprehension. If these students are moved to "on grade level," this would greatly impact our progress in achieving our Future Ready targets in State Assessment Measures.	False
According to the Winter iReady Reading Assessment, 36% of K-8 students are one grade level below proficiency in Vocabulary. If these students are moved to "on grade level,"this would greatly impact our progress in achieving our Future Ready targets in State Assessment Measures.	False
According to iReady Reading Assessment, currently the average proficiency of 3rd graders at the Winter diagnostic is the following: Brecknock: 41% Cumru: 47% Mifflin Park: 41 Moving 19% of Brecknock students, 32% of Mifflin Park students, and 23% at Cumru to "on grade level,"this would greatly impact our progress in achieving our Future Ready targets in State Assessment Measures.	False
28% of students in 7th grade are three or more grade levels below in math proficiency	False
27% of students in 7th grade were proficient at the Winter Diagnostic	False
Overall 28% of student are proficient at math overall from grades 1-8	False
Ensure effective, standards-aligned curriculum and assessment	False
There is inconsistent implementation of the science CDT's at the middle and high schools. With the future use of Firefly in the 26-27 SY, there will be an improvement in implementation.	False
There is inconsistent use of the science CDT data to turn around into Tier II and Tier III interventions at the middle and high schools With the future use of Firefly in the 26-27 SY, there will be an improvement in data use.	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	False
Need to strengthen our high school Career Pathways and courses to align directly with our Portrait of a Graduate. They are not currently aligned.	False
Literacy Performance Across Buildings: Districtwide trends indicate that ELA proficiency remains a persistent challenge, and given the language-intensive nature of ELA assessments, these outcomes disproportionately impact English Learners, particularly at the elementary and intermediate levels.	False
ELA Proficiency Declines (Elementary): Economically Disadvantaged students experienced notable declines in ELA proficiency: Brecknock: down 8.8% on the 2023–2024 ELA PSSA Cumru: down 8.2% on the 2023–2024 ELA PSSA	False
Science Proficiency Decline (Elementary): At Brecknock, Economically Disadvantaged students' Science PSSA proficiency decreased by 14.4% from 2022–2023 to 2023–2024.	False

44% of 8th graders are not proficient in math at the Winter Diagnostic	False
There is inconsistent implementation of the science CDT's at the middle and high schools. With the future use of Firefly in the 26-27 SY, there will be an improvement in implementation.	False
There is inconsistent use of the science CDT data to turn around into Tier II and Tier III interventions at the middle and high schools With the future use of Firefly in the 26-27 SY, there will be an improvement in data use.	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	False
Need to strengthen our high school Career Pathways and courses to align directly with our Portrait of a Graduate. They are not currently aligned.	False
Literacy Performance Across Buildings: Districtwide trends indicate that ELA proficiency remains a persistent challenge, and given the language-intensive nature of ELA assessments, these outcomes disproportionately impact English Learners, particularly at the elementary and intermediate levels.	False
ELA Proficiency Declines (Elementary): Economically Disadvantaged students experienced notable declines in ELA proficiency: Brecknock: down 8.8% on the 2023–2024 ELA PSSA Cumru: down 8.2% on the 2023–2024 ELA PSSA	False
Science Proficiency Decline (Elementary): At Brecknock, Economically Disadvantaged students' Science PSSA proficiency decreased by 14.4% from 2022–2023 to 2023–2024.	False
37% of students are proficient based on the middle school science assessment. Identifying students who are on the cusp of proficiency at one or two grade levels below and ensuring they are getting the appropriate tiered instruction will greatly impact our progress in	False
Need to address Grade 3 ELA, as well as Oral Reading Fluency (ORF) and Reading Comprehension (RCOMP)	True
School Culture - Need to increase student motivation and engagement by ensuring all students feel connected to their learning and understand its value and relevance	True
Need to establish a database of community connections including the organizations, community contact, internal contact and general industry which staff members and students are able to leverage to build and maintain community connections in relation to each area of the Portrait of a Graduate. Need to develop and implement a systematic and effective communication plan about the Portrait of a Graduate and the Mission, Vision,	True
Students and staff need to increase their perceived comfort with using emerging technologies	True
Need to address unwanted staff turnover to assist in having consistency in student learning	True
34% of students are proficient based on the Biology Winter CDT assessment. Identifying students who are on the cusp of proficiency at one or two grade levels below and ensuring they are getting the appropriate tiered instruction will greatly impact our progress in meeting the Future Ready PA Index interim targets.	False
Need to strengthen our high school Career Pathways and courses to align directly with our Portrait of a	False

Graduate. They are not currently aligned.	

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Grade 3 Reading and Grade 7 Mathematics Early Indicators of Success were not met districtwide.	Inconsistent MTSS process	False
There is inconsistent use of the science CDT data to turn around into Tier II and Tier III interventions at the middle and high schools With the future use of Firefly in the 26-27 SY, there will be an improvement in data use.	Accountability for use of data and inconsistent MTSS process	True
Need to address Grade 3 ELA, as well as Oral Reading Fluency (ORF) and Reading Comprehension (RCOMP)	Inconsistent MTSS process	False
School Culture - Need to increase student motivation and engagement by ensuring all students feel connected to their learning and understand its value and relevance	Instructional engagement issues	False
Need to establish a database of community connections including the organizations, community contact, internal contact and general industry which staff members and students are able to leverage to build and maintain community connections in relation to each area of the Portrait of a Graduate. Need to develop and implement a systematic and effective communication plan about the Portrait of a Graduate and the Mission, Vision,	Communication plan for Portrait of a Graduate needs to be developed.	True
Students and staff need to increase their perceived comfort with using emerging technologies	More opportunities need to be developed for technology use	True
Need to address unwanted staff turnover to assist in having consistency in student learning	Support of new teachers to the district needs to be enhanced	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
All elementary schools (Brecknock, Cumru, Mifflin Park) demonstrated positive math growth, with all individual student groups increasing proficiency and growth on the 2023–2024 Math PSSA compared to 2022–2023.	Growth vs Achievement
Brecknock (76%), Cumru (100%), and Mifflin Park (73%) exceeded the statewide math growth standard (70%) on the 2023–2024 Math PSSA; Brecknock and Cumru also exceeded the statewide average growth score.	Growth vs. Achievement
The district is currently developing a stronger MTSS program to support learners at all level and to strengthen our Tier II and Tier III Math instruction.	New procedures and Processes for District MTSS Program

The district is currently developing a stronger MTSS program to support learners at all level and to strengthen our Tier II and Tier III ELA instruction.	New Procedures and Processes for District MTSS Program

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To improve the effective and efficient use of data across all grade levels and content areas, the district needs to revise and implement stronger MTSS processes and procedures to close the gap on student proficiency.
	The district needs to put together a plan that currently does not exist to communicate and inform a wide variety of stakeholders about the district's Portrait of a Graduate.
	To ensure our students are empowered to be future ready, staff and students need increase opportunities to utilize emerging technologies.
	To close the gap in student growth and achievement, the district needs to develop a plan to address unwanted staff turnover.

Goal Setting

Priority:

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By June 30, 2029, the Governor Mifflin School District will develop and implement a continuum of opportunities and supports that increase student achievement in math by at least 15% in each area of Number and Operations (NO), Algebra and Algebraic Thinking (ALG), Measurement and Data (MS), and Geometry (GEO) across grades 3 through 7 as measured through benchmark and summative testing to promote future readiness and academic proficiency.		
Measurable Goal Nickname (35 Character Max)		
Math - High Quality Instruction		
Target Year 1	**Target Year 2**	**Target Year 3**
By June 30, 2027, the Governor Mifflin School District will develop and implement a continuum of opportunities and supports that increase student achievement in math by at least 5% in each area of Number and Operations (NO), Algebra and Algebraic Thinking (ALG), Measurement and Data (MS), and Geometry (GEO) across grades 3 through 7 as measured through benchmark and summative testing to promote future readiness and academic proficiency.	By June 30, 2028, the Governor Mifflin School District will develop and implement a continuum of opportunities and supports that increase student achievement in math by at least 10% in each area of Number and Operations (NO), Algebra and Algebraic Thinking (ALG), Measurement and Data (MS), and Geometry (GEO) across grades 3 through 7 as measured through benchmark and summative testing to promote future readiness and academic proficiency.	By June 30, 2029, the Governor Mifflin School District will develop and implement a continuum of opportunities and supports that increase student achievement in math by at least 15% in each area of Number and Operations (NO), Algebra and Algebraic Thinking (ALG), Measurement and Data (MS), and Geometry (GEO) across grades 3 through 7 as measured through benchmark and summative testing to promote future readiness and academic proficiency.

Priority:

Outcome Category
English Language Arts
Measurable Goal Statement (Smart Goal)
By June 30, 2029, the Governor Mifflin School District will develop and implement a continuum of opportunities and supports that increase student achievement in the each focus area of Oral Reading Fluency (ORF) and Reading Comprehension (RCOMP) by at least 15% as measured through benchmark and summative testing to promote future readiness and academic proficiency.
Measurable Goal Nickname (35 Character Max)
ELA - High Quality Instruction

Target Year 1	Target Year 2	Target Year 3
By June 30, 2027, the Governor Mifflin School District will develop and implement a continuum of opportunities and supports that increase student achievement in the each focus area of Oral Reading Fluency (ORF) and Reading Comprehension (RCOMP) by at least 5% as measured through benchmark and summative testing to promote future readiness and academic proficiency.	By June 30, 2028, the Governor Mifflin School District will develop and implement a continuum of opportunities and supports that increase student achievement in the each focus area of Oral Reading Fluency (ORF) and Reading Comprehension (RCOMP) by at least 10% as measured through benchmark and summative testing to promote future readiness and academic proficiency.	By June 30, 2029, the Governor Mifflin School District will develop and implement a continuum of opportunities and supports that increase student achievement in the each focus area of Oral Reading Fluency (ORF) and Reading Comprehension (RCOMP) by at least 15% as measured through benchmark and summative testing to promote future readiness and academic proficiency.

Priority:

Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
By June 30, 2029, Governor Mifflin School District will increase student connection and engagement, as evidenced by: (1) increasing overall student attendance by 15%, (2) reducing class cuts by 15%, (3) decreasing the percentage of students failing two or more courses by 15%, and (4) increasing student participation in at least one extracurricular activity by 15%.		
Measurable Goal Nickname (35 Character Max)		
School Ethos and Culture		
Target Year 1	**Target Year 2**	**Target Year 3**
By June 30, 2027, Governor Mifflin School District will increase student connection and engagement, as evidenced by: (1) increasing overall student attendance by 5%, (2) reducing class cuts by 5%, (3) decreasing the percentage of students failing two or more courses by 5%, and (4) increasing student participation in at least one extracurricular activity by 5%.	By June 30, 2028, Governor Mifflin School District will increase student connection and engagement, as evidenced by: (1) increasing overall student attendance by 10%, (2) reducing class cuts by 10%, (3) decreasing the percentage of students failing two or more courses by 10%, and (4) increasing student participation in at least one extracurricular activity by 10%.	By June 30, 2029, Governor Mifflin School District will increase student connection and engagement, as evidenced by: (1) increasing overall student attendance by 15%, (2) reducing class cuts by 15%, (3) decreasing the percentage of students failing two or more courses by 15%, and (4) increasing student participation in at least one extracurricular activity by 15%.

Priority: To improve the effective and efficient use of data across all grade levels and content areas, the district needs to revise and implement stronger MTSS processes and procedures to close the gap on student proficiency.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
By June 2029, 90% of teachers will participate in data review meetings at least once per instructional cycle, with documented evidence of instructional adjustments (lesson plan modifications, differentiated materials, or targeted small group instruction) implemented within one week of each meeting. Concurrently, the district will implement a fully integrated MTSS framework that incorporates academic, behavioral, attendance, and SEL data, resulting in at least 90% of students receiving appropriate tiered interventions based on multiple data points rather than academics alone.		
Measurable Goal Nickname (35 Character Max)		
MTSS		
Target Year 1	**Target Year 2**	**Target Year 3**
By June 2027, 60% of teachers will participate in data review meetings at least once per instructional cycle, with documented evidence of instructional adjustments (lesson plan modifications, differentiated materials, or targeted small group instruction) implemented within one week of each meeting. Concurrently, the district will implement a fully integrated MTSS framework that incorporates academic, behavioral, attendance, and SEL data, resulting in 60% of students receiving appropriate tiered interventions based on multiple data points rather than academics alone.	By June 2028, 70% of teachers will participate in data review meetings at least once per instructional cycle, with documented evidence of instructional adjustments (lesson plan modifications, differentiated materials, or targeted small group instruction) implemented within one week of each meeting. Concurrently, the district will implement a fully integrated MTSS framework that incorporates academic, behavioral, attendance, and SEL data, resulting in 70% of students receiving appropriate tiered interventions based on multiple data points rather than academics alone.	By June 2029, 90% of teachers will participate in data review meetings at least once per instructional cycle, with documented evidence of instructional adjustments (lesson plan modifications, differentiated materials, or targeted small group instruction) implemented within one week of each meeting. Concurrently, the district will implement a fully integrated MTSS framework that incorporates academic, behavioral, attendance, and SEL data, resulting in at least 90% of students receiving appropriate tiered interventions based on multiple data points rather than academics alone.

Priority: The district needs to put together a plan that currently does not exist to communicate and inform a wide variety of stakeholders about the district's Portrait of a Graduate.

Outcome Category
Community Engagement
Measurable Goal Statement (Smart Goal)

By June 30, 2029, Governor Mifflin School District will increase community engagement in support of student development by: (1) establishing a database of at least 50 community partners aligned to Portrait of a Graduate competencies, with 50% of students participating in at least one community-connected learning experience annually, and (2) increasing measurable community support as evidenced by 15% growth in community volunteer hours, 15% of new student internship or mentorship opportunities, and 50% of families reporting active engagement in school-community partnership activities.		
Measurable Goal Nickname (35 Character Max)		
High Performance Organization and Connections with the Community		
Target Year 1	**Target Year 2**	**Target Year 3**
By June 30, 2027, Governor Mifflin School District will increase community engagement in support of student development by: (1) establishing a database of at least 25 community partners aligned to Portrait of a Graduate competencies, with 25% of students participating in at least one community-connected learning experience annually, and (2) increasing measurable community support as evidenced by 5% growth in community volunteer hours, 5% of new student internship or mentorship opportunities, and 25% of families reporting active engagement in school-community partnership activities.	By June 30, 2028, Governor Mifflin School District will increase community engagement in support of student development by: (1) establishing a database of at least 35 community partners aligned to Portrait of a Graduate competencies, with 35% of students participating in at least one community-connected learning experience annually, and (2) increasing measurable community support as evidenced by 10% growth in community volunteer hours, 10% of new student internship or mentorship opportunities, and 35% of families reporting active engagement in school-community partnership activities.	By June 30, 2029, Governor Mifflin School District will increase community engagement in support of student development by: (1) establishing a database of at least 50 community partners aligned to Portrait of a Graduate competencies, with 50% of students participating in at least one community-connected learning experience annually, and (2) increasing measurable community support as evidenced by 15% growth in community volunteer hours, 15% of new student internship or mentorship opportunities, and 50% of families reporting active engagement in school-community partnership activities.

Priority: To ensure our students are empowered to be future ready, staff and students need increase opportunities to utilize emerging technologies.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)
By June 30, 2029, Governor Mifflin School District will develop technology-proficient students and staff by: (1) ensuring 90% of students demonstrate proficiency in using technology to solve authentic problems, create original work, evaluate information critically, and adapt to new digital tools as measured by performance-based assessments and portfolio evidence, and (2) ensuring 90% of teachers regularly integrate technology to connect students with global audiences and expert resources, utilize AI tools to enhance instruction, and design relevant, engaging learning experiences as documented through classroom observations and lesson artifacts.

Measurable Goal Nickname (35 Character Max)		
Performance Enablers		
Target Year 1	**Target Year 2**	**Target Year 3**
By June 30, 2027, Governor Mifflin School District will develop technology-proficient students and staff by: (1) ensuring 50% of students demonstrate proficiency in using technology to solve authentic problems, create original work, evaluate information critically, and adapt to new digital tools as measured by performance-based assessments and portfolio evidence, and (2) ensuring 50% of teachers regularly integrate technology to connect students with global audiences and expert resources, utilize AI tools to enhance instruction, and design relevant, engaging learning experiences as documented through classroom observations and lesson artifacts.	By June 30, 2028, Governor Mifflin School District will develop technology-proficient students and staff by: (1) ensuring 75% of students demonstrate proficiency in using technology to solve authentic problems, create original work, evaluate information critically, and adapt to new digital tools as measured by performance-based assessments and portfolio evidence, and (2) ensuring 75% of teachers regularly integrate technology to connect students with global audiences and expert resources, utilize AI tools to enhance instruction, and design relevant, engaging learning experiences as documented through classroom observations and lesson artifacts.	By June 30, 2029, Governor Mifflin School District will develop technology-proficient students and staff by: (1) ensuring 90% of students demonstrate proficiency in using technology to solve authentic problems, create original work, evaluate information critically, and adapt to new digital tools as measured by performance-based assessments and portfolio evidence, and (2) ensuring 90% of teachers regularly integrate technology to connect students with global audiences and expert resources, utilize AI tools to enhance instruction, and design relevant, engaging learning experiences as documented through classroom observations and lesson artifacts.

Priority: To close the gap in student growth and achievement, the district needs to develop a plan to address unwanted staff turnover.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
By June 30, 2029, Governor Mifflin School District will improve talent retention and recruitment by: (1) reducing turnover among high-performing staff by 15% (2) increasing the average number of qualified applicants per posted position by 15%, and (3) implementing individualized professional development plans for 15% of staff that address both professional growth and personal needs, with quarterly progress reviews documented by supervisors.		
Measurable Goal Nickname (35 Character Max)		
High Quality Staff		
Target Year 1	**Target Year 2**	**Target Year 3**
By June 30, 2027, Governor Mifflin School District will improve talent retention and	By June 30, 2028, Governor Mifflin School District will improve talent retention and	By June 30, 2029, Governor Mifflin School District will improve talent retention and

recruitment by: (1) reducing turnover among high-performing staff by 5% (2) increasing the average number of qualified applicants per posted position by 5%, and (3) implementing individualized professional development plans for 5% of staff that address both professional growth and personal needs, with quarterly progress reviews documented by supervisors.	recruitment by: (1) reducing turnover among high-performing staff by 10% (2) increasing the average number of qualified applicants per posted position by 10%, and (3) implementing individualized professional development plans for 10% of staff that address both professional growth and personal needs, with quarterly progress reviews documented by supervisors.	recruitment by: (1) reducing turnover among high-performing staff by 15% (2) increasing the average number of qualified applicants per posted position by 15%, and (3) implementing individualized professional development plans for 15% of staff that address both professional growth and personal needs, with quarterly progress reviews documented by supervisors.

Action Plan

Measurable Goals

Math - High Quality Instruction	ELA - High Quality Instruction
School Ethos and Culture	MTSS
High Performance Organization and Connections with the Community	Performance Enablers
High Quality Staff	

Action Plan For: Focus on Continuous Improvement of Instruction: Support Implementation of Evidence-Based Strategies and Programs

Measurable Goals:

- By June 30, 2029, the Governor Mifflin School District will develop and implement a continuum of opportunities and supports that increase student achievement in math by at least 15% in each area of Number and Operations (NO), Algebra and Algebraic Thinking (ALG), Measurement and Data (MS), and Geometry (GEO) across grades 3 through 7 as measured through benchmark and summative testing to promote future readiness and academic proficiency.
- By June 30, 2029, the Governor Mifflin School District will develop and implement a continuum of opportunities and supports that increase student achievement in the each focus area of Oral Reading Fluency (ORF) and Reading Comprehension (RCOMP) by at least 15% as measured through benchmark and summative testing to promote future readiness and academic proficiency.
- By June 2029, 90% of teachers will participate in data review meetings at least once per instructional cycle, with documented evidence of instructional adjustments (lesson plan modifications, differentiated materials, or targeted small group instruction) implemented within one week of each meeting. Concurrently, the district will implement a fully integrated MTSS framework that incorporates academic, behavioral, attendance, and SEL data, resulting in at least 90% of students receiving appropriate tiered interventions based on multiple data points rather than academics alone.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
K-12 Staff, Teacher, and Leader Professional Development Focused on Research-Based Best Instructional Practices		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Teaching and Learning	District curriculum documents Data resources An overview of structured literacy strategies Best instructional practices in math teaching and learning	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
K-12 Parent Information and Development Sessions: ELA and Math		2027-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Principals	Parent resources to support student learning in math and ELA such as extra practice and effective teaching/support strategies Bridge from diagnostic assessments to the district data warehousing system Tangible resources -> extra practices, teaching strategies	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All teachers across the grade levels and curriculum will have been trained in structured literacy and best instructional practices in math Areas of integration have been identified across all curriculum.	Professional development feedback surveys after each session Walkthroughs and Observations - ongoing throughout the year

Action Plan For: Provide Student Centered Supports to Ensure All Students Are Supported to Learn, Grow, and Achieve

Measurable Goals:

- By June 30, 2029, the Governor Mifflin School District will develop and implement a continuum of opportunities and supports that increase student achievement in math by at least 15% in each area of Number and Operations (NO), Algebra and Algebraic Thinking (ALG), Measurement and Data (MS), and Geometry (GEO) across grades 3 through 7 as measured through benchmark and summative testing to promote future readiness and academic proficiency.
- By June 30, 2029, the Governor Mifflin School District will develop and implement a continuum of opportunities and supports that increase student achievement in the each focus area of Oral Reading Fluency (ORF) and Reading Comprehension (RCOMP) by at least 15% as measured through benchmark and summative testing to promote future readiness and academic proficiency.
- By June 2029, 90% of teachers will participate in data review meetings at least once per instructional cycle, with documented evidence of instructional adjustments (lesson plan modifications, differentiated materials, or targeted small group instruction) implemented within one week of each meeting. Concurrently, the district will implement a fully integrated MTSS framework that incorporates academic, behavioral, attendance, and SEL data, resulting in at least 90% of students receiving appropriate tiered interventions based on multiple data points rather than academics alone.

Action Step		Anticipated Start Date	Anticipated Completion Date
K-12 Staff, Teacher, and Leader Professional Development Focused on Utilizing Data to Make Instructional Decisions for Whole Group, Small Group, and Individual Students, Improving Student Attendance, and Meeting Student Behavior Needs		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Teaching and Learning	District data warehousing site District MTSS process and procedure	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Parent Information and Development Sessions: MTSS		2027-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Principals	District data warehousing site District MTSS process and procedure	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased staff and teacher effectiveness and efficiency in meeting student academic, behavior, and attendance needs. Increased parent engagement and understanding of the district MTSS process	Parent feedback surveys after each information session

Action Plan For: Investment in Leadership Development

Measurable Goals:
• By June 30, 2029, Governor Mifflin School District will improve talent retention and recruitment by: (1) reducing turnover among high-performing staff by 15% (2) increasing the average number of qualified applicants per posted position by 15%, and (3) implementing individualized professional development plans for 15% of staff that address both professional growth and personal needs, with quarterly progress reviews documented by supervisors.

Action Step		Anticipated Start Date	Anticipated Completion Date
Identify Professional Staff Strengths and Needs for Growth, then Create Opportunity Specific Interests for Growth.		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Human Resources Director	Professional staff strengths and needs for growth survey Develop a trajectory of opportunities for growth from survey	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Professional Development for Leaders on How to Support Staff Strengths and Areas of Growth through Quality Actionable Feedback and Individualized Growth Plans		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of HR and Superintendent	Individualized Plan Framework	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
An Evolving Staff Recognition Program to Recognize Exceptional Efforts by Staff that Align with the District Values and Positively Impact the School Community		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Human Resources Communications Director Superintendent	Social Media recognition Non-Monitary rewards including certificates, privileged parking, community gift, etc.	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Increase Positive District Public Relations Content		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Communications and	Social media monitoring platform Staff to help oversee student	No	Yes

Community Relations	involvement PR department/website staff		

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Attract more highly-qualified candidates with examples of staff achievement and positive district culture	Turnover and retention numbers from year to year

Action Plan For: Creation of Practice Clinics and Authentic Application Opportunities

Measurable Goals:
• By June 30, 2029, Governor Mifflin School District will develop technology-proficient students and staff by: (1) ensuring 90% of students demonstrate proficiency in using technology to solve authentic problems, create original work, evaluate information critically, and adapt to new digital tools as measured by performance-based assessments and portfolio evidence, and (2) ensuring 90% of teachers regularly integrate technology to connect students with global audiences and expert resources, utilize AI tools to enhance instruction, and design relevant, engaging learning experiences as documented through classroom observations and lesson artifacts.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Survey Teachers and Students to Obtain Baseline Proficiency in their Use of Technology to Solve Authentic Problems, Create Original Work, Evaluate information Critically, and Adapt to New Digital Tools as Measured by Performance-Based Assessments and Portfolio Evidence. Survey Teachers to Obtain a Baseline on their Consistent Integration of Technology to Connect Students with Global Audiences and Expert Resources, Utilize AI Tools to Enhance Instruction, and Design Relevant, Engaging Learning Experiences.		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Teaching and Learning Assistant Superintendent Technology Committee	Surveys	No	Yes

Action Step	**Anticipated Start Date**	**Anticipated Completion**

			Date
Educator Professional Development on the Following Topics: use of Technology to Solve Authentic Problems, Create Original Work, Evaluate Information Critically, and Adapt to New Digital Tools as Measured by Performance-Based Assessments and Portfolio Evidence, Consistent Integration of Technology to Connect Students with Global Audiences and Expert Resources, Utilize AI Tools to Enhance Instruction, and Design Relevant, Engaging Learning Experiences.		2027-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Teaching and Learning Assistant Superintendent Technology Committee	Research-based instructional practices for technology integration AI resources, policies, and procedures	Yes	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
An increase in the effective use of technology throughout the district to enhance student learning and career readiness.	Survey data - twice per year Professional development feedback and evaluations - after every PD session Student surveys - twice per year

Action Plan For: Ensuring Every Student Has At Least One Strong Adult Connection

Measurable Goals:
• By June 30, 2029, Governor Mifflin School District will increase student connection and engagement, as evidenced by: (1) increasing overall student attendance by 15%, (2) reducing class cuts by 15%, (3) decreasing the percentage of students failing two or more courses by 15%, and (4) increasing student participation in at least one extracurricular activity by 15%.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
K-12 Professional Development Around Building, Establishing and Sustaining Relationships with Students		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Teaching and Learning Assistant Superintendent Building Principals	CASEL Framework	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Create Consistent Opportunities for Students to Connect with Staff Members Outside of Instructional Time such as Homeroom, Morning Meetings, Stang Time, Etc.		2027-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Principals	Schedule Framework for Intentional Use of Time	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Survey Students to Obtain a Baseline of 1:1 Relationships That Currently Exist and Do Not Exist		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Principal	Survey Communication Survey	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Every student will have at least one strong adult relationship within their building	Surveys

Action Plan For: Community Partnership Opportunities

Measurable Goals:
• By June 30, 2029, Governor Mifflin School District will increase community engagement in support of student development by: (1) establishing a database of at least 50 community partners aligned to Portrait of a Graduate competencies, with 50% of students participating in at least one community-connected learning experience annually, and (2) increasing measurable community support as evidenced by 15% growth in community volunteer hours, 15% of new student internship or mentorship opportunities, and 50% of families reporting active engagement in school-community partnership activities.

Action Step	Anticipated Start Date	Anticipated Completion Date
The GMSD Community Partnership Group Will Meet at Least Every Other Month from	2026-07-01	2029-06-30

September through May			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent	Agenda	No	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
The GMSD Business Council will Meet at Least Quarterly		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Superintendnet	Agenda	No	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Create a Database of Community Partners Aligned with the Portrait of a Graduate		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Communications and Community Relations HS College and Career Readiness Counselor HS Internship Coordinator	Website Database	No	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Track Evidence of Annual Number of Community Volunteers		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Principals	Evidence Tracker System	No	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Track Evidence of Mentorship and Internship Opportunities		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Princpals HS College and Career Readiness Counselor HS Internship Coordinator	Evidence Tracker System	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Track Active Parent Engagement in School/Community Partnership Activities		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Princpals Assistant Superintendent	Evidence Tracker System	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increase community engagement in support of student development	Annually through various tracker systems

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Focus on Continuous Improvement of Instruction: Support Implementation of Evidence-Based Strategies and Programs	K-12 Staff, Teacher, and Leader Professional Development Focused on Research-Based Best Instructional Practices
Provide Student Centered Supports to Ensure All Students Are Supported to Learn, Grow, and Achieve	K-12 Staff, Teacher, and Leader Professional Development Focused on Utilizing Data to Make Instructional Decisions for Whole Group, Small Group, and Individual Students, Improving Student Attendance, and Meeting Student Behavior Needs
Investment in Leadership Development	Professional Development for Leaders on How to Support Staff Strengths and Areas of Growth through Quality Actionable Feedback and Individualized Growth Plans
Creation of Practice Clinics and Authentic Application Opportunities	Educator Professional Development on the Following Topics: use of Technology to Solve Authentic Problems, Create Original Work, Evaluate Information Critically, and Adapt to New Digital Tools as Measured by Performance-Based Assessments and Portfolio Evidence, Consistent Integration of Technology to Connect Students with Global Audiences and Expert Resources, Utilize AI Tools to Enhance Instruction, and Design Relevant, Engaging Learning Experiences.
Ensuring Every Student Has At Least One Strong Adult Connection	K-12 Professional Development Around Building, Establishing and Sustaining Relationships with Students

Structured Literacy Professional Development

Action Step
• K-12 Staff, Teacher, and Leader Professional Development Focused on Research-Based Best Instructional Practices
Audience
All K-12 Educators and Leaders
Topics to be Included
Phonological & Phonemic Awareness: Identifying/manipulating sounds (phonemes, syllables). Sound-Symbol Association (Phonics): Connecting speech sounds to letters (graphemes) for reading and spelling. Syllable Instruction: Teaching the 6 basic syllable types (closed, VCe, open, etc.). Morphology: Studying word parts like roots, prefixes, and suffixes. Syntax: Understanding sentence structure and grammar. Semantics: Developing vocabulary and meaning. Encoding/Decoding: Explicit instruction in spelling (encoding) and word recognition (decoding). Fluent Text Reading: Techniques to improve automaticity.
Evidence of Learning
Implementation of Best Practices in the Classroom

Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Teaching and Learning	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Multiple Times Per Year Through 3 Years
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Math Research-Based Best Practices Professional Development

Action Step
• K-12 Staff, Teacher, and Leader Professional Development Focused on Research-Based Best Instructional Practices
Audience
All K-12 Educators and Leaders
Topics to be Included
The Six Steps of the Math Routine Make Sense of the Problem Solve and Support Their Thinking Discuss Compare Connect & reflect Apply Utilizing Data to Plan Instruction Reflecting on Data Making Mathematics Accessible for All Learners Through Purposeful Questioning Resources: Visible Learning for Mathematics by John Hattie, Douglas Fisher, and Nancy Frey Teaching Mathematics in the Visible Learning Classroom by John Almarode, Douglas Fisher, Joseph Assof, Sara Delano Moore, John Hattie, and Nancy Frey Practices for Orchestrating Productive Mathematics Discussions by Margaret S. Smith and Mary Kay Stein Principles to Actions: Ensuring Mathematical Success for All by NCTM Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence by NCTM Taking Action: Implementing Effective Mathematics Teaching Practices for Grades 6-8 by NCTM Instructional Walk Rubric of Best Instructional Practices (based on the 8 Effective Mathematics Teaching Practices developed by NCTM)
Evidence of Learning
Implelemtation of Best Practices in the Classroom Data

Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Teaching and Learning	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Multiple Times Per Year Through 3 Years
Observation and Practice Framework Met in this Plan	

• 1a: Demonstrating Knowledge of Content and Pedagogy
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Utilizing Data to Make Instructional Decisions for Whole Group, Small Group, and Individual Students, Improving Student Attendance, and Meeting Student Behavior Needs

Action Step		
• K-12 Staff, Teacher, and Leader Professional Development Focused on Utilizing Data to Make Instructional Decisions for Whole Group, Small Group, and Individual Students, Improving Student Attendance, and Meeting Student Behavior Needs		
Audience		
All K-12 Educators and Leaders		
Topics to be Included		
GMSD Data Resources and Data Points GMSD MTSS Procedure and Process		
Evidence of Learning		
Consistent Use and Implementation of Data		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent Director of Teaching and Learning Building Principals	2026-07-01	2029-06-30

Learning Format

Type of Activities	**Frequency**
Inservice day	Multiple Times Per Year Through 3 Years
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 1f: Designing Student Assessments • 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	

Supporting Staff Strengths and Areas of Growth through Quality Actionable Feedback and Individualized Growth Plans

Action Step
• Professional Development for Leaders on How to Support Staff Strengths and Areas of Growth through Quality Actionable Feedback and Individualized Growth Plans
Audience
GMSD Administration

Topics to be Included		
Using talent management to identify professional staff strengths and needs for growth, then create opportunity specific interests for growth.		
Evidence of Learning		
Creation and Development of Individualized Growth Plans		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Human Resources	2026-07-01	2029-06-30

Learning Format

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

Using Technology to Solve Authentic Problems, Create Original Work, Evaluate Information Critically, and Adapt to New Digital Tools as Measured by Performance-Based Assessments and Portfolio Evidence, Consistent Integration of Technology to Connect Students with Global Audiences and Expert Resources, Utilize AI Tools to Enhance Instruction, and Design Relevant, Engaging Learning Experiences

Action Step		
• Educator Professional Development on the Following Topics: use of Technology to Solve Authentic Problems, Create Original Work, Evaluate Information Critically, and Adapt to New Digital Tools as Measured by Performance-Based Assessments and Portfolio Evidence, Consistent Integration of Technology to Connect Students with Global Audiences and Expert Resources, Utilize AI Tools to Enhance Instruction, and Design Relevant, Engaging Learning Experiences.		
Audience		
All K-12 Educators and Leaders		
Topics to be Included		
Performanced-Based Assessments Portfolio Evidence Consistent Integration of Technology Global Connections and Audiences AI Tools to Enhance Instruction		
Evidence of Learning		
Implementation of Learning in Instruction		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent Director of Teaching and Learning	2027-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Multiple Times Annually
Observation and Practice Framework Met in this Plan	
• 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Building, Establishing and Sustaining Relationships with Students

Action Step		
• K-12 Professional Development Around Building, Establishing and Sustaining Relationships with Students		
Audience		
All K-12 Educators and Leaders		
Topics to be Included		
Establishing the foundation - why relationships matter and what gets in the way. Building the skills of knowing students deeply Adapting your teaching and support to fit different students Sustainability and Scale: How do educators maintain these relationships as their student load changes? How do they bring new colleagues into this way of working? How does the school create systems and structures that support relationship-building rather than undermine it?		
Evidence of Learning		
Building and sustaining relationships with students		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Teaching and Learning Assistant Superintendent Building Principals	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Multiple Times Annually
Observation and Practice Framework Met in this Plan	
• 2a: Creating an Environment of Respect and Rapport • 1b: Demonstrating Knowledge of Students	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

ELA and Math Family Informational Session					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• K-12 Parent Information and Development Sessions: ELA and Math	All families K-12 (per building)	Date, Time, Location, and Topics of the Parent Informaition and Development Sessions	Building Principal Director of Communications and Community Relations	07/01/2026	06/30/2029

Communications

Type of Communication	**Frequency**
Email	Once a week for three weeks before the event
Posting on district website	Once a week for three weeks before the event
Other	Social Media - Once a week for three weeks before the event

GMSD MTSS Family Information Sessions					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Parent Information and Development Sessions: MTSS	All families K-12 (per building)	Date, Time, Location, and Topics of the Parent Informaition and Development Sessions	Building Principal Director of Communications and Community Relations	07/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Email	Once a week for three weeks before the event
Posting on district website	Once a week for three weeks before the event
Other	Social Media: Once a week for three weeks before the event

Technology Integration at GMSD					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Survey Teachers and Students to Obtain Baseline Proficiency in their Use of Technology to Solve Authentic Problems, Create Original Work, Evaluate information Critically, and Adapt to New Digital Tools as Measured by Performance-Based Assessments and Portfolio Evidence. Survey Teachers to Obtain a Baseline on their Consistent Integration of Technology to Connect Students with Global Audiences and Expert Resources, Utilize AI Tools to Enhance Instruction, and Design Relevant, Engaging Learning Experiences.	All K-12 Educators	Purpose of the Survey Around Technology	Director of Teaching and Learning Assistant Superintendent Technology Committee	07/01/2026	

Communications

Type of Communication	Frequency
Email	Twice Before the Survey is Released

Community Partnership Group					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• The GMSD Community Partnership Group Will Meet at Least Every Other Month from September through May	All District and Community Stakeholders	Date, Time, Location, and Topics	Assistant Superintendent	07/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Email	Bi-Monthly
Posting on district website	Bi-Monthly
Other	Social Media - Bi-Monthly

GMSD Business Council					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• The GMSD Business Council will Meet at Least Quarterly	Local Business Owners	Date, Time, Location, and Topics of Quarterly Meetings	Superintendent	07/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Email	Quarterly

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date