

Mifflin County School District

Comprehensive Plan 2024-2027

Profile and Plan Essentials

<b>LEA Type</b>		AUN
Mifflin County School District		111444602
<b>Address 1</b>		
Administration Building, 201 Eighth Street		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Lewistown	Pennsylvania	17044
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## LEA Profile

Mifflin County School District is a rural district serving 4,553 students in grades K-12. The district encompasses 362.3 square miles. The current operating budget is \$107 million. The Mifflin County School District employs a total of 640 staff, 400 employees are full time teachers and administrators, 240 are full-time and part-time non-instructional staff. The district offers brick and mortar, career and technology education, and online and distance education to meet students' learning needs. The organizational structure of the Mifflin County School District is as follows:

- 4 - Elementary Schools (Grades K-3)
- 2 - Intermediate Schools (Grades 4-5)
- 1 - Middle School (Grades 6-7)
- 1 - Junior High School (Grades 8-9)
- 1 - High School (Grades 10-12)

Mifflin County has a census poor rate of 19.0% and an economically disadvantaged (free/reduced lunch) rate of 59.5%. Mifflin County School District student demographics are 1.3% English learners, 17.1% special education, 90.4% white, 2.4% African American, 4.6% Hispanic, 0.5% Asian, 0.2% American Indian/Alaskan Native, 0.1% Native Hawaiian or other Pacific Islander, and 1.9% 2 or More Races.



## Mission and Vision

### **Mission**

Educate each student to meet life's challenges.

### **Vision**

The Relentless Pursuit of Excellence!





## Educational Values

### **Students**

Expect to be prepared to model Ready, Responsible, Respectful and Safe behaviors on a daily basis.

### **Staff**

Expect to increase student achievement and growth through effective differentiated instruction for all of our students.

### **Administration**

Expect to work as a collaborative team that openly communicates and promotes academic excellence.

### **Parents**

Expect the Mifflin County School District to openly communicate and promote academic excellence in a safe learning environment that differentiates instruction for all students.

### **Community**

Expect the Mifflin County School District to openly communicate and promote academic excellence in a safe learning environment that differentiates instruction for all students.

### **Other (Optional)**

Omit selected.



## Future Ready PA Index

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

#### Strengths

Indicator	Comments/Notable Observations
All student group meets or exceeds the Interim Goal / Improvement Target for Proficient or Advanced on Pennsylvania State Assessments in Mathematics/Algebra at Strodes Mills Elementary School.	
All student group meets or exceeds the Interim Goal / Improvement Target for Proficient or Advanced on Pennsylvania State Assessments in Science/Biology at Indian Valley Intermediate School.	
All student group meets or exceeds the Standard for Demonstrating Growth in English Language Arts/Literature at Mifflin County High School, Mifflin County Junior High School, Mifflin County Middle School, Lewistown Intermediate School, and Indian Valley Intermediate School.	
All student group meets or exceeds the Standard for Demonstrating Growth in Mathematics/Algebra at Mifflin County Junior High School and Indian Valley Intermediate School.	
All student group meets or exceeds the Standard for Demonstrating Growth in Science/Biology at Mifflin County Junior High School, Lewistown Intermediate School, and Indian Valley Intermediate School.	

#### Challenges

Indicator	Comments/Notable Observations
44.3 % of all 3rd grade students in the MCSD performed At/Above Proficiency on the 2023 ELA PSSA.	
40.8 % of all 3rd grade students in the MCSD performed At/Above Proficiency on the 2023 Math PSSA.	
56.7% of all students in the MCSD performed At/Above Proficiency on the 2023 Spring Literature Keystone Exam.	
31.6 % of all students in the MCSD performed At/Above Proficiency on the 2023 Spring Algebra 1 Keystone Exam.	

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

#### Strengths

<p><b>Indicator</b> The Economically Disadvantaged Group meets or exceeds the Standard for Demonstrating Growth in English Language Arts/Literature at Mifflin County High School, Mifflin County Junior High School, Mifflin County Middle School, and Lewistown Intermediate School.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Economically Disadvantaged Group</p>	<b>Comments/Notable Observations</b>
<p><b>Indicator</b> The Students with Disabilities Group meets or exceeds the Standard for Demonstrating Growth in Mathematics/Algebra at Mifflin County Junior High School, Mifflin County Middle School, and Lewistown Intermediate School.</p>	<b>Comments/Notable Observations</b>

<b>Grade Level(s) and/or Student Group(s)</b> Students with Disabilities Group	
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### Challenges

<b>Indicator</b> The Economically Disadvantaged Group did not meet or exceed the Interim Goal / Improvement Target for Proficient or Advanced on Pennsylvania State Assessments in English Language Arts/Literature or Mathematics/Algebra at any district school. <b>Grade Level(s) and/or Student Group(s)</b> Economically Disadvantaged Group	<b>Comments/Notable Observations</b>
<b>Indicator</b> The Students with Disabilities Group did not meet or exceed the Interim Goal / Improvement Target for Proficient or Advanced on Pennsylvania State Assessments in Mathematics/Algebra at any district school. <b>Grade Level(s) and/or Student Group(s)</b> Students with Disabilities	<b>Comments/Notable Observations</b>

### Summary

#### Strengths

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

All student group meets or exceeds the Standard for Demonstrating Growth in English Language Arts/Literature at Mifflin County High School, Mifflin County Junior High School, Mifflin County Middle School, Lewistown Intermediate School, and Indian Valley Intermediate School.
The Students with Disabilities Group meets or exceeds the Standard for Demonstrating Growth in Mathematics/Algebra at Mifflin County Junior High School, Mifflin County Middle School, and Lewistown Intermediate School.

#### Challenges

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

44.3 % of all 3rd grade students in the MCSD performed At/Above Proficiency on the 2023 ELA PSSA.
40.8 % of all 3rd grade students in the MCSD performed At/Above Proficiency on the 2023 Math PSSA.
The Economically Disadvantaged Group did not meet or exceed the Interim Goal / Improvement Target for Proficient or Advanced on Pennsylvania State Assessments in English Language Arts/Literature or Mathematics/Algebra at any district school.





## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
44.3% of all 3rd grade students in the MCSD performed At/Above Proficiency on the 2023 ELA PSSA.	Increase of 1.4% At/Above Proficiency from 2022 ELA PSSA to 2023 ELA PSSA.
52.0% of all 5th grade students in the MCSD performed At/Above Proficiency on the 2023 ELA PSSA.	Decrease of 0.6% At/Above Proficiency from 2022 ELA PSSA to 2023 ELA PSSA.
50.4% of all 8th grade students in the MCSD performed At/Above Proficiency on the 2023 ELA PSSA.	Decrease of 2.5% At/Above Proficiency from 2022 ELA PSSA to 2023 ELA PSSA
56.7% of all students in the MCSD performed At/Above Proficiency on the 2023 Spring Literature Keystone Exam.	Decrease of 7.9% At/Above Proficiency from 2022 Spring Literature Keystone Exam to 2023 Spring Literature Keystone Exam

### English Language Arts Summary

#### Strengths

Emphasis on differentiation of instruction for all students.
Development of a Multi-Tiered Systems of Support.
Emphasis on core phonics instruction in grades K-3.
Effective evaluation of all employees to support high quality literacy instruction for all students.

#### Challenges

Alignment of K-12 curriculum to meet ELA standards.
Time to research and implement the most effective strategies and resources to support differentiation of instruction for all students in literacy.
Sustaining the human, resource, and fiscal capacity to support the development of a Multi-Tiered Systems of Support at all levels.

### Mathematics

Data	Comments/Notable Observations
40.8% of all 3rd grade students in the MCSD performed At/Above Proficiency on the 2023 Math PSSA.	Decrease of 2.9% At/Above Proficiency from 2022 Math PSSA to 2023 Math PSSA.
22.2% of all 8th grade students in the MCSD performed At/Above Proficiency on the 2023 Math PSSA	Increase of 4.9% At/Above Proficiency from 2022 Math PSSA to 2023 Math PSSA.
29.7% of all 5th grade students in the MCSD performed At/Above Proficiency on the 2023 Math PSSA.	Decrease of 1.3% At/Above Proficiency from 2022 Math PSSA to 2023 Math PSSA.
31.6% of all students in the MCSD performed At/Above Proficiency on the 2023 Spring Algebra 1 Keystone Exam.	Decrease of 12.0% At/Above Proficiency from 2022 Spring Algebra 1 Keystone Exam to 2023 Spring Algebra 1 Keystone Exam

## Mathematics Summary

### Strengths

Emphasis on differentiation of instruction for all students.
Development of a Multi-Tiered System of Support.
Researching evidence based math resources for purchase and implementation in K-12 classrooms.
Effective evaluation of all employees to support high quality math instruction for all students.

### Challenges

Alignment of K-12 curriculum to meet Math standards.
Time to research and implement the most effective strategies and resources to support differentiation of instruction for all students in mathematics.
Sustaining the human, resource, and fiscal capacity to support the development of a Multi-Tiered Systems of Support.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
69.9% of all 4th grade students in the MCSD performed At/Above Proficiency on the 2023 Science PSSA.	Decrease of 0.2% At/Above Proficiency from 2022 Science PSSA to 2023 Science PSSA.
49.5% of all 8th grade students in the MCSD performed At/Above Proficiency on the 2023 Science PSSA.	Increase of 4.1% At/Above Proficiency from 2022 Science PSSA to 2023 Science PSSA.
43.2% of all students in the MCSD performed At/Above Proficiency on the 2023 Spring Biology Keystone Exam.	Increase of 3.1% At/Above Proficiency from 2022 Spring Biology Keystone Exam to 2023 Spring Biology Keystone Exam

## Science, Technology, and Engineering Education Summary

### Strengths

Emphasis on differentiation of instruction for all students.
Development of a Multi-Tiered Systems of Support.
Researching evidence based science, technology and engineering resources for purchase and implementation in K-12 classrooms.
Staff professional development in NGSS and STEELS.

### Challenges

Time to research and implement the most effective strategies and resources to support differentiation of instruction for all students in science.
Alignment of K-12 curriculum to meet Next Generation Science Standards.







## Related Academics

### Career Readiness

Data	Comments/Notable Observations
<p>The career readiness program used is Xello. Xello, has been carefully designed to help students acquire early career development concepts and foster critical thinking skills, through an age-appropriate approach to National Career Development Standards.</p>	<p>After reviewing data and making notable observations over the past year, some strengths would be our educators and specialist staff allow students to explore their interests and skills within the daily life of their classrooms concurrently with the Xello program which meets the career readiness criteria. The online program has many benefits, allows our students to have a portfolio which follow their career, it allows for our schools to track and assure all students are meeting the states criteria in a standardized way. Additional strengths of our career readiness program, students are exposed to career readiness through multiple field trips and experiences outside of the classroom throughout the school year and at the different grade levels. Challenges faced would specifically be making time for the Xello program on top of the other initiatives our educators uphold in their classrooms. Although our educators and staff are implementing career readiness within their classrooms daily, the Xello program specifically tracks the data that is needed for the state. An added challenge is the general technical difficulty implementing the online program such as the log in process with children of this age. Although the program is helpful with tracking data, it has some short comings in terms of accounting for the enriching experiences our students receive in class.</p>

### 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**

Commonwealth University of Pennsylvania

#### **Agreement Type**

Dual Credit

#### **Program/Course Area**

Early College Program

#### **Uploaded Files**

Dual Enrollment MOU - Commonwealth University - 5-26-2023.pdf

#### **Partnering Institution**

Harrisburg Area Community College

#### **Agreement Type**

Dual Credit

#### **Program/Course Area**

Dual Enrollment Program

#### **Uploaded Files**

Dual Enrollment MOU - HACC - 5-26-2023.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.

Our strengths as a school in terms of implement our career readiness program is that our educators and staff are meeting the career readiness standards with the education they are providing our students. Our educators have been very flexible when it comes to the online program challenges faced and understand the need for students to be able to have an online portfolio for their career readiness. We continue to refine and grow each year in how to assure the online program fits our schedules and students needs.

Providing varied career readiness experiences for students through both the online program and hands-on activities throughout the district has had a positive impact on addressing our challenges.

### 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.

The technical pieces could be resolved by working with the tech department to make the login process more user friendly. Additionally, working with the online program company in the future with updates and changes to their platform will help us as a district utilize this resource better in terms of being able to collect classroom data and uploading items to the students online portfolio.

The availability of time to implement and document career readiness activities is a significant challenge that impacts both the implementation of career readiness standards and core academic programs.



## Equity Considerations

### English Learners

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

### Students with Disabilities

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

Data	Comments/Notable Observations
3.9 % of all 3rd grade students with disabilities in the MCSD performed At/Above Proficiency on the 2023 ELA PSSA.	40.4 % less 3rd grade students with disabilities At/Above Proficiency than the all student group on the 2023 ELA PSSA.
9.5 % of all 5th grade students with disabilities in the MCSD performed At/Above Proficiency on the 2023 ELA PSSA.	42.5 % less 5th grade students with disabilities At/Above Proficiency than the all student group on the 2023 ELA PSSA.
18.2 % of all 8th grade students with disabilities in the MCSD performed At/Above Proficiency on the 2023 ELA PSSA.	32.2 % less 8th grade students with disabilities At/Above Proficiency than the all student group on the 2023 ELA PSSA.
5.1 % of all 3rd grade students with disabilities in the MCSD performed At/Above Proficiency on the 2023 Math PSSA.	35.7 % less 3rd grade students with disabilities At/Above Proficiency than the all student group on the 2023 Math PSSA.
7.8 % of all 5th grade students with disabilities in the MCSD performed At/Above Proficiency on the 2023 Math PSSA.	21.9 % less 5th grade students with disabilities At/Above Proficiency than the all student group on the 2020 Math PSSA.
7.5 % of all 8th grade students with disabilities in the MCSD performed At/Above Proficiency on the 2023 Math PSSA.	14.7 % less 8th grade students with disabilities At/Above Proficiency than the all student group on the 2023 Math PSSA.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
33.2 % of all 3rd grade economically disadvantaged students in the MCSD performed At/Above Proficiency on the 2023 ELA PSSA.	11.1 % less 3rd grade economically disadvantaged students At/Above Proficiency than the all student group on the 2023 ELA PSSA.

27.6 % of all 3rd grade economically disadvantaged student in the MCSD performed At/Above Proficiency on the 2023 Math PSSA.	13.2 % less 3rd grade economically disadvantaged students At/Above Proficiency than the all student group on the 2023 Math PSSA.
43.3 % of all 5th grade economically disadvantaged students in the MCSD performed At/Above Proficiency on the 2023 ELA PSSA.	8.7 % less 5th grade economically disadvantaged students At/Above Proficiency than the all student group on the 2023 ELA PSSA.
19.9 % of all 5th grade economically disadvantaged student in the MCSD performed At/Above Proficiency on the 2023 Math PSSA.	9.8 % less 5th grade economically disadvantaged students At/Above Proficiency than the all student group on the 2023 Math PSSA.
41.2 % of all 8th grade economically disadvantaged students in the MCSD performed At/Above Proficiency on the 2023 ELA PSSA.	9.2 % less 8th grade economically disadvantaged students At/Above Proficiency than the all student group on the 2023 ELA PSSA.
12.2 % of all 8th grade economically disadvantaged student in the MCSD performed At/Above Proficiency on the 2023 Math PSSA.	10.0 % less 8th grade economically disadvantaged students At/Above Proficiency than the all student group on the 2023 Math PSSA.

### Student Groups by Race/Ethnicity

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

### Summary

#### Strengths

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

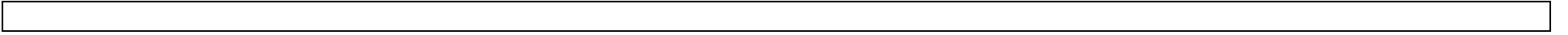
Administrative emphasis on development of a K-12 Multi-Tiered Systems of Support.
K-12 priority to differentiate instruction in ELA and Mathematics for all students.

#### 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.

Economically disadvantaged students in grades 3, 5 and 8 had a lower At/Above Proficiency percentage than the all student group on both the 2023 ELA and Math PSSA.
Students with disabilities in grades 3, 5 and 8 had a lower At/Above Proficiency percentage than the all student group on both the 2023 ELA and Math PSSA.







## Designated Schools

### Mifflin Co HS

Priority Challenge	Comments and Notable Observations
Students with disabilities did not meet the improvement target in the Keystone Literature, Algebra, and Biology exam.	Students with disabilities subgroup has decreased from the prior years.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	
Identify and address individual student learning needs.	

Systemic LEA Challenges
A systemic LEA challenge that will be addressed in the action planning section of the Comprehensive Plan is the lack of a multi-tiered system of supports at all grade levels in the LEA.



## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	NA
Title 1 Program	NA
Student Services	NA
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	NA
English Language Development Programs	NA

### 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.

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

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

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

### Implement Data-Driven Human Capital Strategies

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

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

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

## Summary

### Strengths

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

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

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.

### Challenges

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

Coordinate and monitor supports aligned with students' and families' needs.

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 student group meets or exceeds the Standard for Demonstrating Growth in English Language Arts/Literature at Mifflin County High School, Mifflin County Junior High School, Mifflin County Middle School, Lewistown Intermediate School, and Indian Valley Intermediate School.	False
The Students with Disabilities Group meets or exceeds the Standard for Demonstrating Growth in Mathematics/Algebra at Mifflin County Junior High School, Mifflin County Middle School, and Lewistown Intermediate School.	False
	False
	False
Emphasis on differentiation of instruction for all students.	True
Development of a Multi-Tiered Systems of Support.	True
Emphasis on core phonics instruction in grades K-3.	True
Effective evaluation of all employees to support high quality literacy instruction for all students.	True
Emphasis on differentiation of instruction for all students.	False
Development of a Multi-Tiered System of Support.	False
Researching evidence based math resources for purchase and implementation in K-12 classrooms.	True
Effective evaluation of all employees to support high quality math instruction for all students.	True
Emphasis on differentiation of instruction for all students.	False
Development of a Multi-Tiered Systems of Support.	False
Researching evidence based science, technology and engineering resources for purchase and implementation in K-12 classrooms.	False
Staff professional development in NGSS and STEELS.	True
Our strengths as a school in terms of implement our career readiness program is that our educators and staff are meeting the career readiness standards with the education they are providing our students. Our educators have been very flexible when it comes to the online program challenges faced and understand the need for students to be able to have an online portfolio for their career readiness. We continue to refine and grow each year in how to assure the online program fits our schedules and students needs.	False
Administrative emphasis on development of a K-12 Multi-Tiered Systems of Support.	False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.	True
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.	True



Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.	True
Providing varied career readiness experiences for students through both the online program and hands-on activities throughout the district has had a positive impact on addressing our challenges.	False
K-12 priority to differentiate instruction in ELA and Mathematics for all students.	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
44.3 % of all 3rd grade students in the MCSD performed At/Above Proficiency on the 2023 ELA PSSA.	False
40.8 % of all 3rd grade students in the MCSD performed At/Above Proficiency on the 2023 Math PSSA.	False
The Economically Disadvantaged Group did not meet or exceed the Interim Goal / Improvement Target for Proficient or Advanced on Pennsylvania State Assessments in English Language Arts/Literature or Mathematics/Algebra at any district school.	False
	False
Alignment of K-12 curriculum to meet Math standards.	True
Time to research and implement the most effective strategies and resources to support differentiation of instruction for all students in mathematics.	True
Sustaining the human, resource, and fiscal capacity to support the development of a Multi-Tiered Systems of Support.	False
Alignment of K-12 curriculum to meet ELA standards.	True
Time to research and implement the most effective strategies and resources to support differentiation of instruction for all students in literacy.	True
Sustaining the human, resource, and fiscal capacity to support the development of a Multi-Tiered Systems of Support at all levels.	True
Time to research and implement the most effective strategies and resources to support differentiation of instruction for all students in science.	True
The technical pieces could be resolved by working with the tech department to make the login process more user friendly. Additionally, working with the online program company in the future with updates and changes to their platform will help us as a district utilize this resource better in terms of being able to collect classroom data and uploading items to the students online portfolio.	False
Economically disadvantaged students in grades 3, 5 and 8 had a lower At/Above Proficiency percentage than the all student group on both the 2023 ELA and Math PSSA.	False
Students with disabilities in grades 3, 5 and 8 had a lower At/Above Proficiency percentage than the all student group on both the 2023 ELA and Math PSSA.	False

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	False
Alignment of K-12 curriculum to meet Next Generation Science Standards.	True
Coordinate and monitor supports aligned with students' and families' needs.	False
	False
The availability of time to implement and document career readiness activities is a significant challenge that impacts both the implementation of career readiness standards and core academic programs.	False

### Most Notable Observations/Patterns

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

Emphasis on curriculum review and alignment with state standards. Emphasis on differentiation of instruction for all students. Sustaining the human, resource and fiscal capacity to support the development and implementation of a K-12 Multi-Tiered Systems of Support. Effective evaluation of all employees to support high quality instruction for all students.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Alignment of K-12 curriculum to meet Math standards.		True
Time to research and implement the most effective strategies and resources to support differentiation of instruction for all students in mathematics.		True
Alignment of K-12 curriculum to meet ELA standards.		False
Time to research and implement the most effective strategies and resources to support differentiation of instruction for all students in literacy.		False
Sustaining the human, resource, and fiscal capacity to support the development of a Multi-Tiered Systems of Support at all levels.		True
Time to research and implement the most effective strategies and resources to support differentiation of instruction for all students in science.		False
Alignment of K-12 curriculum to meet Next Generation Science Standards.		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Emphasis on differentiation of instruction for all students.	
Development of a Multi-Tiered Systems of Support.	
Emphasis on core phonics instruction in grades K-3.	
Effective evaluation of all employees to support high quality literacy instruction for all students.	
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.	
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.	
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.	
Staff professional development in NGSS and STEELS.	
Researching evidence based math resources for purchase and implementation in K-12 classrooms.	
Effective evaluation of all employees to support high quality math instruction for all students.	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
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	The MCSD will work relentlessly to review and update K-12 mathematics curriculum to align with PA Mathematics Standards and will evaluate and utilize research based K-12 mathematics resources and practices to implement that curriculum.
	MCSD teachers will work relentlessly to increase achievement and growth through effective differentiated instruction that meets the unique learning needs of all students.
	The MCSD will work relentlessly to develop a Multi-Tiered System of Supports (MTSS) framework that helps educators provide academic and behavioral strategies that meet the unique needs of all students.

## Goal Setting

Priority: The MCSD will work relentlessly to review and update K-12 mathematics curriculum to align with PA Mathematics Standards and will evaluate and utilize research based K-12 mathematics resources and practices to implement that curriculum.

<b>Outcome Category</b>		
Mathematics		
<b>Measurable Goal Statement (Smart Goal)</b>		
K-12 mathematics curriculum that has been reviewed and updated to align with PA Mathematics Standards will be fully implemented.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
K-12 Mathematics Curriculum		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
K-5 mathematics curriculum will be reviewed and updated to align with PA Mathematics Standards.	6-12 mathematics curriculum will be reviewed and updated to align with PA Mathematics Standards. Updated K-5 mathematics curriculum will be fully implemented.	K-12 mathematics curriculum that has been reviewed and updated to align with PA Mathematics Standards will be fully implemented.

<b>Outcome Category</b>		
Mathematics		
<b>Measurable Goal Statement (Smart Goal)</b>		
Research based K-5 mathematics resources that align with the PA Mathematics Standards will be fully implemented.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
K-5 Mathematics Resources		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Research based K-5 mathematics resources that align with the PA Mathematics Standards will be reviewed for piloting.	Research based K-5 mathematics resources that align with the PA Mathematics Standards will be piloted and all K-5 grade levels.	Research based K-5 mathematics resources that align with the PA Mathematics Standards will be fully implemented.

Priority: MCSD teachers will work relentlessly to increase achievement and growth through effective differentiated instruction that meets the unique learning needs of all students.

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
Differentiated instruction for all students will be observed through a highly effective evaluation system.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Differentiated Instruction		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>

A system will be developed and implemented by all MCSD principals to evaluate the incorporation of differentiated instruction in planning and practice.	Differentiated instruction will be observed in all MCSD classrooms through a highly effective evaluation system.	Differentiated instruction for all students will be observed through a highly effective evaluation system.
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Priority: The MCSD will work relentlessly to develop a Multi-Tiered System of Supports (MTSS) framework that helps educators provide academic and behavioral strategies that meet the unique needs of all students.

<b>Outcome Category</b>		
Essential Practices 3: Provide Student-Centered Support Systems		
<b>Measurable Goal Statement (Smart Goal)</b>		
A K-12 Multi-Tiered Systems of Support that will include Tier I, Tier II and Tier III levels of support will be developed and implemented by the MCSD.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Multi-Tiered Systems of Support		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Tier I levels of support will be developed K-12 by the MCSD.	Tier II levels of support will be developed K-12 by the MCSD.	A K-12 Multi-Tiered Systems of Support that will include Tier I, Tier II and Tier III levels of support will be developed and implemented by the MCSD.

## Action Plan

### Measurable Goals

K-12 Mathematics Curriculum	K-5 Mathematics Resources
Differentiated Instruction	Multi-Tiered Systems of Support

### Action Plan For: MTSS

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>K-12 mathematics curriculum that has been reviewed and updated to align with PA Mathematics Standards will be fully implemented.</li> <li>Differentiated instruction for all students will be observed through a highly effective evaluation system.</li> <li>A K-12 Multi-Tiered Systems of Support that will include Tier I, Tier II and Tier III levels of support will be developed and implemented by the MCSD.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Analyze core instruction for effectiveness. Research, design and implement effective interventions for at-risk students. (Tier I, Tier II and Tier III)		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Chief Academic Officer	Utilization of all available data to make instructional decisions regarding core instruction and increase efficiency of Tier, I, Tier II and Tier III service delivery.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Decrease in the number of students who need Tier II and Tier III levels of support.	Monitor student progress in all Tiers with analysis of Acadience Benchmark Assessment System, iReady, and Panaroma.

### Action Plan For: Core Phonics Survey

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Differentiated instruction for all students will be observed through a highly effective evaluation system.</li> <li>A K-12 Multi-Tiered Systems of Support that will include Tier I, Tier II and Tier III levels of support will be developed and implemented by the MCSD.</li> </ul>

Action Step		Anticipated Start/Completion Date	
K-3 teachers will add Core Phonics Survey resources into daily curriculum.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

K-3 Teachers, Elementary Principals	Core Phonics Survey	Yes	Yes
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<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Decrease in the number of third grade students requiring supplemental reading supports.	Classroom teachers will evaluate students three times per year. Results will be analyzed by the classroom teacher, school psychologist, Title I staff, and administration.

### Action Plan For: Small Group Instruction / WIN Time

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>K-12 mathematics curriculum that has been reviewed and updated to align with PA Mathematics Standards will be fully implemented.</li> <li>Differentiated instruction for all students will be observed through a highly effective evaluation system.</li> <li>A K-12 Multi-Tiered Systems of Support that will include Tier I, Tier II and Tier III levels of support will be developed and implemented by the MCSD.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Teachers will incorporate Small Group Instruction / WIN time into daily planning and instruction.		2024-07-01	2027-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Classroom Teachers, Building Principals	Professional development for organizing SGI / WIN time, supplemental instructional materials, scheduling assistance.	Yes	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Increased achievement results for all student groups at all levels.	Lesson plans will be evaluated weekly by building principals for the inclusion of SGI / WIN time. Student progress will be assessed on an ongoing basis by classroom teacher and MTSS teams.

### Action Plan For: K-5 Mathematics Resource Pilot

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Differentiated instruction for all students will be observed through a highly effective evaluation system.</li> <li>Research based K-5 mathematics resources that align with the PA Mathematics Standards will be fully implemented.</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>
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The K-5 Mathematics Committee will identify standards aligned mathematics resources that include supplemental materials to support differentiated instruction, select teachers to pilot those resources, analyze the results of the pilots, and suggest the best resources for adoption.		2024-07-01	2026-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
K-5 Mathematics Committee	Pilot resources, planning and meeting time.	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Improved mathematics achievement for all elementary students.	The K-5 Mathematics Committee and administration will check-in with teachers conducting pilots quarterly to evaluate the progress of the pilot and determine needs. Informal monitoring of all pilots will be conducted on an ongoing basis.

### Action Plan For: K-12 Mathematics Curriculum Review

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>• K-12 mathematics curriculum that has been reviewed and updated to align with PA Mathematics Standards will be fully implemented.</li> <li>• Differentiated instruction for all students will be observed through a highly effective evaluation system.</li> <li>• Research based K-5 mathematics resources that align with the PA Mathematics Standards will be fully implemented.</li> <li>• A K-12 Multi-Tiered Systems of Support that will include Tier I, Tier II and Tier III levels of support will be developed and implemented by the MCSD.</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>		
A K-12 mathematics curriculum review will be conducted to align curriculum with PA Mathematics Standards and to incorporate research based instructional practice. This process will include performing a needs assessment, identifying needed content, creating goals, selecting research based instructional strategies, and implementing the curriculum.	2024-07-01	2027-06-30	
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
K-12 Mathematics Committees	Planning/meeting time.	No	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Improved mathematics achievement for all student groups at all levels.	This process will be monitored quarterly by building principals and the Chief Academic Officer.



## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS	Analyze core instruction for effectiveness. Research, design and implement effective interventions for at-risk students. (Tier I, Tier II and Tier III)
Core Phonics Survey	K-3 teachers will add Core Phonics Survey resources into daily curriculum.
Small Group Instruction / WIN Time	Teachers will incorporate Small Group Instruction / WIN time into daily planning and instruction.

### MTSS

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Analyze core instruction for effectiveness. Research, design and implement effective interventions for at-risk students. (Tier I, Tier II and Tier III)</li> </ul>		
<b>Audience</b>		
K-12 Teachers, Title I, Integration Teachers, Special Education Teachers , Psychologists, School Counselors, Principals		
<b>Topics to be Included</b>		
Research, design and implement effective interventions for at-risk students. (Tier II and Tier III)		
<b>Evidence of Learning</b>		
Utilization of all available data to make instructional decisions and increase efficiency of Tier II and Tier III service delivery.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Director of Student Services	2024-07-01	2027-06-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Collaborative curriculum development	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1f: Designing Student Assessments</li> <li>3d: Using Assessment in Instruction</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>4c: Communicating with Families</li> <li>4b: Maintaining Accurate Records</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	

### Structured Literacy

<b>Action Step</b>
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<ul style="list-style-type: none"> <li>K-3 teachers will add Core Phonics Survey resources into daily curriculum.</li> </ul>		
<b>Audience</b>		
K-3 teachers, Title I teachers, Elementary Special Education teachers, school psychologists, elementary principals		
<b>Topics to be Included</b>		
Core Phonics Survey, data analysis, phonics interventions		
<b>Evidence of Learning</b>		
Utilization of Core Phonics Survey data to differentiate student instruction.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Chief Academic Officer, Elementary Principals	2024-07-01	2027-06-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Twice per year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1f: Designing Student Assessments</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>4d: Participating in a Professional Community</li> <li>1c: Setting Instructional Outcomes</li> <li>1b: Demonstrating Knowledge of Students</li> <li>4e: Growing and Developing Professionally</li> <li>3d: Using Assessment in Instruction</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

### Differentiated Instruction

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Teachers will incorporate Small Group Instruction / WIN time into daily planning and instruction.</li> </ul>		
<b>Audience</b>		
All K-12 Teachers, Principals		
<b>Topics to be Included</b>		
Differentiating instruction, small group instruction, WIN time		
<b>Evidence of Learning</b>		
Incorporation of differentiation strategies at all levels.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Chief Academic Officer, Building Principals	2024-07-01	2027-06-30

## Learning Format

Type of Activities	Frequency
Inservice day	Two times per year
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"><li>• 3d: Using Assessment in Instruction</li><li>• 4d: Participating in a Professional Community</li><li>• 1c: Setting Instructional Outcomes</li><li>• 1b: Demonstrating Knowledge of Students</li></ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

## Communications

### Communications Action Steps

Evidence-based Strategy	Action Steps
MTSS	Analyze core instruction for effectiveness. Research, design and implement effective interventions for at-risk students. (Tier I, Tier II and Tier III)
Core Phonics Survey	K-3 teachers will add Core Phonics Survey resources into daily curriculum.
Small Group Instruction / WIN Time	Teachers will incorporate Small Group Instruction / WIN time into daily planning and instruction.
K-12 Mathematics Curriculum Review	A K-12 mathematics curriculum review will be conducted to align curriculum with PA Mathematics Standards and to incorporate research based instructional practice. This process will include performing a needs assessment, identifying needed content, creating goals, selecting research based instructional strategies, and implementing the curriculum.

### MTSS

Action Step		
<ul style="list-style-type: none"> <li>Analyze core instruction for effectiveness. Research, design and implement effective interventions for at-risk students. (Tier I, Tier II and Tier III)</li> </ul>		
Audience		
K-12 Teachers, Principals, School Psychologists, School Counselors		
Topics to be Included		
Analyze core instruction for effectiveness. Research, design and implement effective interventions for at-risk students. (Tier I, Tier II and Tier III) Utilization of all available data to make instructional decisions and increase efficiency of Tier I, Tier II and Tier III service delivery.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Student Services	2024-07-01	275760-03-06

#### Communication

Type of Communication	Frequency
Presentation	Monthly

#### Communication

Type of Communication	Frequency
Presentation	Monthly

#### Communication

Type of Communication	Frequency
Presentation	Monthly

Communication

Type of Communication	Frequency
Presentation	Monthly

Communication

Type of Communication	Frequency
Presentation	Monthly

Core Phonics Survey

<b>Action Step</b>		
<b>Audience</b>		
K-3 teachers, school psychologists, Title I teachers, elementary principals		
<b>Topics to be Included</b>		
Core Phonics Survey, data analysis, small group instruction, phonics interventions		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Chief Academic Officer, Elementary Principals	2024-07-01	2027-06-30

Communication

Type of Communication	Frequency
Presentation	Monthly

Communication

Type of Communication	Frequency
Presentation	Monthly

Communication

Type of Communication	Frequency
Presentation	Monthly

Communication

Type of Communication	Frequency
Presentation	Monthly

Communication

Type of Communication	Frequency
Presentation	Monthly

## Differentiated Instruction

<b>Action Step</b>		
<b>Audience</b>		
K-3 teachers, school psychologists, Title I teachers, elementary principals		
<b>Topics to be Included</b>		
Core Phonics Survey, data analysis, small group instruction, phonics interventions		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Chief Academic Officer, Elementary Principals	2024-07-01	2027-06-30

### Communication

Type of Communication	Frequency
Presentation	Monthly

### Communication

Type of Communication	Frequency
Presentation	Monthly

### Communication

Type of Communication	Frequency
Presentation	Monthly

### Communication

Type of Communication	Frequency
Presentation	Monthly

### Communication

Type of Communication	Frequency
Presentation	Monthly

## Math Curriculum

<b>Action Step</b>		
<b>Audience</b>		
K-3 teachers, school psychologists, Title I teachers, elementary principals		
<b>Topics to be Included</b>		
Core Phonics Survey, data analysis, small group instruction, phonics interventions		



Lead Person/Position	Anticipated Start	Anticipated Completion
Chief Academic Officer, Elementary Principals	2024-07-01	2027-06-30

Communication

Type of Communication	Frequency
Presentation	Monthly

Communication

Type of Communication	Frequency
Presentation	Monthly

Communication

Type of Communication	Frequency
Presentation	Monthly

Communication

Type of Communication	Frequency
Presentation	Monthly

Communication

Type of Communication	Frequency
Presentation	Monthly