

## **MANHEIM CENTRAL SD**

281 White Oak Rd

Comprehensive Plan | 2021 - 2024

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### **MISSION STATEMENT**

Ignite passion and purpose to empower Difference Makers.

### **VISION STATEMENT**

Manheim Central School District: 1) recognizes that learning has no limits, is flexible, continuous and lifelong. 2) considers risk-taking and making mistakes to be inherent to learning which allows for trying something new without fear of failure. 3) establishes high expectations for all and desires that all learners grow academically, socially, and emotionally through robust learning opportunities. 4) maintains safe spaces for all where everyone is valued for their individuality, trust is established, and relationships are nurtured. 5) believes that all members of the community share the responsibility for collaboratively growing our learners so they can pursue their gifts and abilities.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

Manheim Central students value innovation to enhance their personal growth. They support a physically secure environment where differences are celebrated as they are free to learn, thrive and pursue their dreams. Our learners exhibit a growth mindset and are willing to take risks to develop their talents. When our learners face challenging undertakings, they successfully meet their goals through perseverance. Learners value integrity and strive to be honest, fair, trustworthy, honorable and consistent in their adherence to high-level principles. Manheim Central students are positive and try to approach all circumstances with an open mind, optimistic attitude, and the grace to be able to see the best in all situations. Our learners deserve sincere respect and trust in others in order to build lasting and meaningful connections within the school and community. Finally, they aspire to be risk takers in their path towards making improvements and achieving excellence.

### **STAFF**

Manheim Central staff value innovation and have a constant generation of ideas that allow for the continued growth of their person and the organization. They commit to providing a physically secure environment where differences are celebrated and children are free to learn, thrive, and pursue their dreams. Our employees strive to create a school culture embedded in a growth mindset as they take risks in helping facilitators and learners develop their talents despite fears of failure. They value perseverance in working towards the successful completion of challenging endeavors. Employees value and exhibit integrity, honesty, fairness, trustworthiness, honor, and high-level morals. They strive to approach all situations with positivity, an open mind, optimistic attitude, and grace. Manheim Central Staff prioritize relationships and have a sincere respect and trust in others that leads to lasting and meaningful connections within the school and community. Our employees strive to promote a culture of risk-tasking, such as taking initiative, breaking the mold and speaking out in order to further the opportunities for our students and their ability to achieve excellence.

### **ADMINISTRATION**

Manheim Central administrators value innovation and expect a constant generation of ideas that allows for the continued growth of their person and the organization. They commit to providing a physically secure environment where difference are celebrated and children are free

to learn, thrive, and pursue their dreams. Administration strives to create a school culture embedded in a growth mindset as they take risks in helping facilitators and learners develop their talents despite fears of failure. They value perseverance in working towards the successful completion of challenging endeavors. MCSD administrators value and exhibit integrity, honesty, fairness, trustworthiness, honor, and high-level morals. They strive to approach all situations with positivity, an open mind, optimistic attitude, and grace. They prioritize relationships and have a sincere respect and trust in others that leads to building lasting and meaningful connections within the school and community. Administration promotes a culture of risk taking, such as taking initiative, breaking the mold and speaking out in order to further the opportunities for our employees and students and their ability to achieve excellence.

## **PARENTS**

Manheim Central parents are a critical part of the climate, culture, and learning process. Community stakeholders need to be an active part of our students learning journey. Their support of our mission, vision and values is critical to our success as the parents support our work towards innovation, safety, growth mindset, perseverance, integrity, positivity, relationships, and risk taking.

## **COMMUNITY**

Manheim Central's Community is a critical part of the climate, culture, and learning process of our learners. Families need to be an active part of their child's learning journey. Their support of our mission, vision and values is critical to our success as the community supports our work towards innovation, safety, growth mindset, perseverance, integrity, positivity, relationships, and risk taking.

## **OTHER (OPTIONAL)**

## STEERING COMMITTEE

Name	Position	Building/Group
Amy Flannery	Assistant Superintendent/Point Person	Manheim Central School District
Tracy Fasick	Director of Curriculum	Manheim Central School District
Joshua Weitzel	Administrator	High School Principal
Krystle Nemeth	Administrator	Middle School Principal
Michael Pyle	Administrator	Baron Elementary Principal
Arthur Paynter	Administrator	Doe Run Principal
Matthew Linder	Board Member	Manheim Central School District
Ed Frick	Other	Higher Education/Board
Peter Aiken	Administrator	Superintendent
Pam Watts	Supervisor of Special Education	Manheim Central School District
Zachary Bauermaster	Administrator	Doe Run Assistant Principal
Stephen Richards	Administrator	Middle School Assistant Principal
Jacqueline Ressler	Staff Member	Special Education Consultant

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Shyanne Lipsky	Staff Member	Support Staff Member
Elizabeth Bender	Administrator	High School Assistant Principal
Zachary Pratt	Staff Member	High School Teacher
Justin Barbush	Parent	High School Parent
Angie Barbush	Parent	High School Parent
Christina Mercandetti	Staff Member	Middle School Counselor
Annette Zell	Staff Member	High School Special Education Teacher
Jen Rittel	Staff Member	Baron Teacher
Catherine Dale	Staff Member	Middle School Special Education Teacher
Stephen Fink	Staff Member	Doe Run Teacher
Trudy Grimm	Staff Member	Baron Special Education Support Staff
Katie Mummau	Parent	Baron Parent
Carol Roach	Parent	High School Parent
Sine Carter	Student	High School Student
Melissa Terch	Staff Member	Doe Run Counselor

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Russell Fraley-Hogg	Staff Member	Middle School Teacher
Carrie Heinsey	Staff Member	Social Worker
Marissa Lewis	Staff Member	Doe Run Teacher
Christine Kreider	Staff Member	Baron Special Education Teacher
Kurt Funk	Staff Member	Middle School Teacher
Kelly Neifert	Parent	Middle School Parent
Renee Adair	Parent	Doe Run Parent
Lyudamila Romanova	Staff Member	Middle School Special Education Support Staff
Marilyn Reifsnyder	Staff Member	Middle School Special Education Support Staff
Laura Cropper	Staff Member	Baron Teacher
Aimee Szulborski	Staff Member	Doe Run Special Education Teacher
Lauren Kachonik	Parent	Doe Run Parent
Keisha McCauley	Administrator	High School Assistant Principal

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Students who graduate knowing the characteristics of the Difference Maker and having a post-secondary plan will have a larger chance of success after high school.	Post-secondary transition to school, military, or work
Students connectedness to school will impact their attendance and achievement in positive ways.	School climate and culture
Personalized learning plans and goal setting will benefit every learners path towards being a Difference Maker.	Essential Practices 1: Focus on Continuous Improvement of Instruction
Continued improvements in Reading will benefit our learners throughout their academic and post-secondary careers.	English Language Arts

## ACTION PLAN AND STEPS

Evidence-based Strategy
Individualized Post-Secondary Plans

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Post-secondary Planning	Every MCSD learner will graduate understanding MCSD's Qualities of a Difference Maker and with a confirmed

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

post-secondary option because we exist to help students use their gifts and abilities to successfully pursue their passions.

**Action Step****Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Teach Students and Staff the attributes of a Difference Maker.

2021-08-24 -  
2022-06-03

Building  
Leadership  
Teams

Difference Maker Marketing  
Materials, Common Professional  
Development, Celebration

Create, implement and monitor our post-secondary career plan for all learners.

2021-08-24 -  
2024-06-04

HS/MS  
Leadership  
Team

Post-secondary career plans

Conferencing with Students on their post-secondary career plan and progress through Difference Maker strengths and areas for growth.

2022-08-23 -  
2024-06-04

HS/MS  
Leadership  
Team

Scheduled time for meeting with  
students. Interim goals, plan edit  
process. Data review

**Anticipated Outcome**

All students graduate with a confirmed post-secondary option of college, military, or career.

**Monitoring/Evaluation**

Monitoring of College and Career Readiness Indicators through the use of College and Career Readiness Portfolios, Career Plans, CEW standards and the 339 Plan

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## Evidence-based Strategy

IRLA individualized reading goals

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

ELA Reading Level

Every learner will be reading at or above grade level by third grade or reaching their individualized reading target. They will maintain or improve their proficiency for each subsequent grade because we empower learners to succeed.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement daily reading K-12, including reading logs, conferencing, leveling, and progress monitoring.	2021-07-01 - 2024-06-04	Director of Curriculum	IRLA assessments, Progress Monitoring tools, Scheduled time for reading.
Implement Individualized Reading Goals, monitoring and intervention.	2022-08-23 - 2024-06-04	Building Leadership Teams	Reading Goal Process, Monitoring tools, intervention strategies.
Team with Head Start, Pre-Schools and Community Partners to build the Pre-K foundation for reading and reading goals.	2023-06-19 - 2024-06-04	Director of Curriculum	Time for meetings, Marketing for Goal
Team with Head Start, Pre-Schools and Community Partners to	2023-06-19 -	Director of	Time for meetings, Marketing for

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
build the Pre-K foundation for reading and reading goals.	2024-06-04	Curriculum	Goal

### Anticipated Outcome

Students will set and meet their individualized reading goal.

### Monitoring/Evaluation

Monitored through IRLA assessments and progress and Special Education Progress Monitoring.

### Evidence-based Strategy

Personalized Learning Goals

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Personalized Learning Goals	Every learner will design a personalized learning plan and achieve their learning goals each year because we exist to provide all learners with opportunities to grow academically, socially, and emotionally through robust learning experiences.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish teacher committee to develop process for personalized learning goals for learners.	2021-07-01 - 2022-06-04	Building Leadership Teams	Personalized Learning Goals Process
Implement the personalized learning goal process K-12 and monitor results.	2022-08-23 - 2024-06-04	Building Leadership Teams	PD Time for staff, Monitoring Tool

### Anticipated Outcome

Students will increase achievement in an area where each learner set a personalized learning goal.

### Monitoring/Evaluation

Monitored through Personalized Learning Goal processes (% achieved).

### Evidence-based Strategy

Climate Survey

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Learner Connectedness	Every learner will be connected through art, music, athletic or an extracurricular activity because we believe that everyone is valued for their individuality and this allows for students to showcase their gifts and abilities.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop, implement, and monitor a learner and facilitator connectedness survey.	2021-07-01 - 2024-06-04	Assistant Superintendent	Stakeholder input, activity rosters
Analyze and share out survey results and develop individualized plans to connect unconnected learners and celebrate reconnected learners.	2022-08-23 - 2024-06-04	Building Leadership Teams	Survey data, teacher generated activities

**Anticipated Outcome**

Increased student achievement due to increased connectedness at school.

**Monitoring/Evaluation**

Connectedness survey analysis and activity and club participation.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Every MCSD learner will graduate understanding MCSD's Qualities of a Difference Maker and with a confirmed post-secondary option because we exist to help students use their gifts and abilities to successfully pursue their passions. (Post-secondary Planning)	Individualized Post-Secondary Plans	Teach Students and Staff the attributes of a Difference Maker.	08/24/2021 - 06/03/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Every learner will be reading at or above grade level by third grade or reaching their individualized reading target. They will maintain or improve their proficiency for each subsequent grade because we empower learners to succeed. (ELA Reading Level)	IRLA individualized reading goals	Implement daily reading K-12, including reading logs, conferencing, leveling, and progress monitoring.	07/01/2021 - 06/04/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Every learner will be reading at or above grade level by third grade or reaching their individualized reading target. They will maintain or improve their proficiency for each subsequent grade because we empower learners to succeed. (ELA Reading Level)	IRLA individualized reading goals	Implement Individualized Reading Goals, monitoring and intervention.	08/23/2022 - 06/04/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Every learner will design a personalized learning plan and achieve their learning goals each year because we exist to provide all learners with opportunities to grow academically, socially, and emotionally through robust learning experiences. (Personalized Learning Goals)	Personalized Learning Goals	Implement the personalized learning goal process K-12 and monitor results.	08/23/2022 - 06/04/2024

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Every MCSD learner will graduate understanding MCSD's Qualities of a Difference Maker and with a confirmed post-secondary option because we exist to help students use their gifts and abilities to successfully pursue their passions. (Post-secondary Planning)	Individualized Post-Secondary Plans	Teach Students and Staff the attributes of a Difference Maker.	08/24/2021 - 06/03/2022

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Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Every learner will be reading at or above grade level by third grade or reaching their individualized reading target. They will maintain or improve their proficiency for each subsequent grade because we empower learners to succeed. (ELA Reading Level)	IRLA individualized reading goals	Implement Individualized Reading Goals, monitoring and intervention.	08/23/2022 - 06/04/2024

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Every learner will design a personalized learning plan and achieve their learning goals each year because we exist to provide all learners with opportunities to grow academically, socially, and emotionally through robust learning experiences. (Personalized Learning Goals)	Personalized Learning Goals	Implement the personalized learning goal process K-12 and monitor results.	08/23/2022 - 06/04/2024

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Every learner will be connected through art, music, athletic or an extracurricular activity because we believe that everyone is valued for their individuality and this allows for students to showcase their gifts and abilities. (Learner Connectedness)	Climate Survey	Develop, implement, and monitor a learner and facilitator connectedness survey.	07/01/2021 - 06/04/2024

## **APPROVALS & SIGNATURES**

### **Assurance of Quality and Accountability**

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

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School Board Minutes or Affirmation Statement

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### **Signature (Entered Electronically and must have access to web application).**

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Superintendent/Chief Executive Officer

Peter J. Aiken

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

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The work with Teacher/Student Conferencing and Goal Setting in ELA classrooms is setting high expectations for ALL students with Reading proficiencies.

Our at home reading logs are increasing the amount of time students are reading for many students.

The work with Learning Progressions in HS math are a new positive that is allowing students to work at their current level and set goals for individualized achievement.

Cross curricular connections is a strength in our Science data. Continued cross curricular connections can help students grow as readers and in the content area.

Students with disabilities are showing growth above the State level in our Middle School ELA, Math and Science.

Our Science Curriculum has shown achievement above the state averages and has showed continuous growth at all levels.

Our High School Math Curriculum has shown achievement and growth well above the state average.

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### Challenges

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As ARC core is a new curriculum for some grades, continuing to grow the rigor and mindset associated with this curriculum is an area for continued growth.

Need to identify skills in ELA (Writing) to bring more consistency to the program. Scaffolding needed. What comes at the next grade level. (BE)

Individualized goal setting in all math content could be a benefit to helping students see the benefit of their hard work in math classes K-12.

Curricular time for Science in the elementary level is a challenge at times, but the cross curricular connection to ELA may be helping this challenge.

The graduation and drop out rate for Student with Disabilities are not meeting State Performance Plan targets.

A focused effort on achievement and growth for all learners, specifically our special education population.

A focused effort on Career Pathways at the High School would help post-secondary success for all students.

## Strengths

Our attendance and career data at our Elementary and Middle School level is above the state average.

The graduation rate is slightly above the state average.

The 5 year cohort graduation rate is higher than the state overall AND in each subgroup including special education. There is no significant difference between any subgroup and our overall graduation rate.

Students with disabilities are showing a proportionate level of attendance at our Elementary and Middle School.

Fostering a vision and culture of high expectations for success for all students, educators, and families

Our Title 1 program is strong and will have a great benefit to making literacy improvement moving forward.

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## Challenges

A continued effort on ELA and independent reading levels for all of our levels will improve academic achievement.

Working with students to have a confirmed post secondary career plan will help students set goals and use their high school experiences to achieve these goals.

Ensuring students are connected to school through academics and other clubs, activities and organizations will help students attendance and achievement.

Holding the bar equitably high for all students including those students with disabilities.

Ensuring students with disabilities and their families are connected to the school community.

Collectively engage in conversations with stakeholders to sustain shared responsibility for all student learning across the district

Special education growth include Graduation/Dropout Rate, Parent Trainings, Least Restrictive Environment, and Participation in PSSA and PASA.

Focusing on Reading K-12 needs to be an intentional effort to improve literacy forward.

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### Challenges

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

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### Most Notable Observations/Patterns

The themes of goal setting, connectedness, and including all students were commonalities in our discussion.

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### Challenges

### Discussion Point

### Priority for Planning

Working with students to have a confirmed post secondary career plan will help students set goals and use their high school experiences to achieve these goals.

Students who graduate knowing the characteristics of the Difference Maker and having a post-secondary plan will have a larger chance of success after high school.

Ensuring students are connected to school through academics and other clubs, activities and organizations will help students attendance and achievement.

Students connectedness to school will impact their attendance and achievement in positive ways.

Individualized goal setting in all math content could be a benefit to helping students see the benefit of

Personalized learning plans and goal setting will benefit every learners path towards being a Difference Maker.

Challenges	Discussion Point	Priority for Planning
their hard work in math classes K-12.		
A continued effort on ELA and independent reading levels for all of our levels will improve academic achievement.	Continued improvements in Reading will benefit our learners throughout their academic and post-secondary careers.	
The graduation and drop out rate for Student with Disabilities are not meeting State Performance Plan targets.	The themes identified above (post-secondary plan, connectedness, learning goals, and reading improvement) will help us meet the challenge of improving the drop out rate.	
Ensuring students with disabilities and their families are connected to the school community.	The themes identified above (post-secondary plan, connectedness, learning goals, and reading improvement) will help us meet the challenge of Special Education students feeling connected.	
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	The themes identified above (post-secondary plan, connectedness, learning goals, and reading improvement) will be our system for focused continual improvement.	

## ADDENDUM B: ACTION PLAN

### Action Plan: Individualized Post-Secondary Plans

Action Steps	Anticipated Start/Completion Date
Teach Students and Staff the attributes of a Difference Maker.	08/24/2021 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
Monitoring of College and Career Readiness Indicators through the use of College and Career Readiness Portfolios, Career Plans, CEW standards and the 339 Plan	All students graduate with a confirmed post-secondary option of college, military, or career.

Material/Resources/Supports Needed	PD Step	Comm Step
Difference Maker Marketing Materials, Common Professional Development, Celebration	yes	yes

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**Action Steps****Anticipated Start/Completion Date**

Create, implement and monitor our post-secondary career plan for all learners.

08/24/2021 - 06/04/2024

**Monitoring/Evaluation****Anticipated Output**

Monitoring of College and Career Readiness Indicators through the use of College and Career Readiness Portfolios, Career Plans, CEW standards and the 339 Plan

All students graduate with a confirmed post-secondary option of college, military, or career.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Post-secondary career plans

no

no



**Action Steps****Anticipated Start/Completion Date**

Conferencing with Students on their post-secondary career plan and progress through Difference Maker strengths and areas for growth.

08/23/2022 - 06/04/2024

**Monitoring/Evaluation****Anticipated Output**

Monitoring of College and Career Readiness Indicators through the use of College and Career Readiness Portfolios, Career Plans, CEW standards and the 339 Plan

All students graduate with a confirmed post-secondary option of college, military, or career.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Scheduled time for meeting with students. Interim goals, plan edit process. Data review

no

no

**Action Plan: IRLA individualized reading goals**

**Action Steps****Anticipated Start/Completion Date**

Implement daily reading K-12, including reading logs, conferencing, leveling, and progress monitoring.

07/01/2021 - 06/04/2024

**Monitoring/Evaluation****Anticipated Output**

Monitored through IRLA assessments and progress and Special Education Progress Monitoring.

Students will set and meet their individualized reading goal.

**Material/Resources/Supports Needed****PD Step****Comm Step**

IRLA assessments, Progress Monitoring tools, Scheduled time for reading.

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Implement Individualized Reading Goals, monitoring and intervention.

08/23/2022 - 06/04/2024

**Monitoring/Evaluation****Anticipated Output**

Monitored through IRLA assessments and progress and Special Education Progress Monitoring.

Students will set and meet their individualized reading goal.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Reading Goal Process, Monitoring tools, intervention strategies.

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Team with Head Start, Pre-Schools and Community Partners to build the Pre-K foundation for reading and reading goals.

06/19/2023 - 06/04/2024

**Monitoring/Evaluation****Anticipated Output**

Monitored through IRLA assessments and progress and Special Education Progress Monitoring.

Students will set and meet their individualized reading goal.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Time for meetings, Marketing for Goal

no

no



**Action Steps****Anticipated Start/Completion Date**

Team with Head Start, Pre-Schools and Community Partners to build the Pre-K foundation for reading and reading goals.

06/19/2023 - 06/04/2024

**Monitoring/Evaluation****Anticipated Output**

Monitored through IRLA assessments and progress and Special Education Progress Monitoring.

Students will set and meet their individualized reading goal.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Time for meetings, Marketing for Goal

no

no

**Action Plan: Personalized Learning Goals**

**Action Steps****Anticipated Start/Completion Date**

Establish teacher committee to develop process for personalized learning goals for learners.

07/01/2021 - 06/04/2022

**Monitoring/Evaluation****Anticipated Output**

Monitored through Personalized Learning Goal processes (% achieved).

Students will increase achievement in an area where each learner set a personalized learning goal.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Personalized Learning Goals Process

no

no



**Action Steps****Anticipated Start/Completion Date**

Implement the personalized learning goal process K-12 and monitor results.

08/23/2022 - 06/04/2024

**Monitoring/Evaluation****Anticipated Output**

Monitored through Personalized Learning Goal processes (% achieved).

Students will increase achievement in an area where each learner set a personalized learning goal.

**Material/Resources/Supports Needed****PD Step****Comm Step**

PD Time for staff, Monitoring Tool

yes

yes

**Action Plan: Climate Survey**

**Action Steps****Anticipated Start/Completion Date**

Develop, implement, and monitor a learner and facilitator connectedness survey.

07/01/2021 - 06/04/2024

**Monitoring/Evaluation****Anticipated Output**

Connectedness survey analysis and activity and club participation.

Increased student achievement due to increased connectedness at school.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Stakeholder input, activity rosters

no

yes



**Action Steps****Anticipated Start/Completion Date**

Analyze and share out survey results and develop individualized plans to connect unconnected learners and celebrate reconnected learners.

08/23/2022 - 06/04/2024

**Monitoring/Evaluation****Anticipated Output**

Connectedness survey analysis and activity and club participation.

Increased student achievement due to increased connectedness at school.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Survey data, teacher generated activities

no

no



## **ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS**

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Every MCSD learner will graduate understanding MCSD's Qualities of a Difference Maker and with a confirmed post-secondary option because we exist to help students use their gifts and abilities to successfully pursue their passions. (Post-secondary Planning)	Individualized Post-Secondary Plans	Teach Students and Staff the attributes of a Difference Maker.	08/24/2021 - 06/03/2022
Every learner will be reading at or above grade level by third grade or reaching their individualized reading target. They will maintain or improve their proficiency for each subsequent grade because we empower learners to succeed. (ELA Reading Level)	IRLA individualized reading goals	Implement daily reading K-12, including reading logs, conferencing, leveling, and progress monitoring.	07/01/2021 - 06/04/2024
Every learner will be reading at or above grade level by third grade or reaching their individualized reading target. They will maintain or improve their proficiency for each subsequent grade because we empower learners to succeed. (ELA Reading Level)	IRLA individualized reading goals	Implement Individualized Reading Goals, monitoring and intervention.	08/23/2022 - 06/04/2024
Every learner will design a personalized learning plan and achieve their learning goals each year because we exist to provide all learners with opportunities to grow academically, socially, and emotionally through robust learning experiences. (Personalized Learning Goals)	Personalized Learning Goals	Implement the personalized learning goal process K-12 and monitor results.	08/23/2022 - 06/04/2024

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Implement components of a reading culture daily.	Teachers and Staff	Daily reading expectations, reading logs, conferencing, leveling, progress monitoring.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student reading logs, observations of reading, progress monitoring	10/11/2021 - 06/03/2024	Building Principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquisition for All Students

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Professional Development Step	Audience	Topics of Prof. Dev
Personalized Learning Goals	Teachers, Principals	Differentiation, goal setting, instructional strategies, monitoring, coaching.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation and monitoring of personalized goals.	08/23/2021 - 08/31/2023	Teachers

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Teach Students and Staff the Attributes of a Difference Maker	Teachers and Staff	Creative Thinking, Collaboration, Reflective Practitioner, Innovator, Responsible Citizen

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Collaboration or SPM goal outcomes.	10/11/2021 - 06/04/2022	Building Principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:

<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Independent Reading Goals	Staff	Goal setting, progress monitoring, intervention, PACE data analysis,

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Student PACE or Progress Monitoring Data	08/23/2022 - 06/04/2024	Building Leadership Teams

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
	Language and Literacy Acquisition for All Students Language and Literacy Acquisition for All Students

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Independent Reading Goals	Staff	Goal setting, progress monitoring, intervention, PACE data analysis,

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Student PACE or Progress Monitoring Data	08/23/2022 - 06/04/2024	Building Leadership Teams

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

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Language and Literacy Acquisition for All Students

Language and Literacy Acquisition for All Students

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## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Every MCSD learner will graduate understanding MCSD’s Qualities of a Difference Maker and with a confirmed post-secondary option because we exist to help students use their gifts and abilities to successfully pursue their passions. (Post-secondary Planning)</p>	<p>Individualized Post-Secondary Plans</p>	<p>Teach Students and Staff the attributes of a Difference Maker.</p>	<p>2021-08-24 - 2022-06-03</p>
<p>Every learner will be reading at or above grade level by third grade or reaching their individualized reading target. They will maintain or improve their proficiency for each subsequent grade because we empower learners to succeed. (ELA Reading Level)</p>	<p>IRLA individualized reading goals</p>	<p>Implement daily reading K-12, including reading logs, conferencing, leveling, and progress monitoring.</p>	<p>2021-07-01 - 2024-06-04</p>
<p>Every learner will be reading at or above grade level by third grade or reaching their individualized reading target. They will maintain or improve their proficiency for each subsequent grade because we empower learners to succeed. (ELA Reading Level)</p>	<p>IRLA individualized reading goals</p>	<p>Implement Individualized Reading Goals, monitoring and intervention.</p>	<p>2022-08-23 - 2024-06-04</p>
<p>Every learner will design a personalized learning plan and achieve their learning goals each year because we exist to provide all learners with opportunities to grow</p>	<p>Personalized Learning</p>	<p>Implement the personalized</p>	<p>2022-08-23 - 2024-</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
academically, socially, and emotionally through robust learning experiences. (Personalized Learning Goals)	Goals	learning goal process K-12 and monitor results.	06-04
Every learner will be connected through art, music, athletic or an extracurricular activity because we believe that everyone is valued for their individuality and this allows for students to showcase their gifts and abilities. (Learner Connectedness)	Climate Survey	Develop, implement, and monitor a learner and facilitator connectedness survey.	2021-07-01 - 2024-06-04

## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Personalized Learning Goals	Parents/guardians/ School Board	Overview of the project, role definition, project outcomes.

  

Anticipated Timeframe	Frequency	Delivery Method
08/23/2022 - 05/04/2024	Updates 3x a year on progress.	Newsletter Other

**Lead Person/Position**

Building Principals

**Communication Step**

**Audience**

**Topics/Message of Communication**

Climate Survey

Students, Parents/guardians,  
Teachers, Board

Purpose, scope of project, anticipated  
outcomes.

**Anticipated Timeframe**

**Frequency**

**Delivery Method**

11/23/2021 - 05/04/2024

Beginning and end of school year,  
updates as needed throughout.

Email  
Other  
Email

**Lead Person/Position**

Administrative Team

<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
Individualized Reading Goals	Parents/guardians/Board	Overview of goal process, role definition, scope of project, progress reports.

<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
09/12/2022 - 05/04/2024	Parent conferences, emails, and other communication methods regularly throughout the school year.	Other

<b>Lead Person/Position</b>
ELA/Reading teacher

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<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
Implement daily reading activities.	Parents/guardians/Students/Teachers	Project goal, expectations, progress, and reporting.

**Anticipated Timeframe**

09/06/2021 - 06/05/2024

**Frequency**

Beginning, middle and end of year.

**Delivery Method**Email  
Presentation  
Newsletter**Lead Person/Position**

Building Leadership

**Communication Step**Teach Staff and Students Attributes of a Difference  
Makre**Audience**

Staff, Students, Parents

**Topics/Message of Communication**Innovation, Critical Thinking, Collaboration,  
Responsible Citizen, Reflective Practitioner**Anticipated Timeframe**

08/25/2021 - 06/04/2024

**Frequency**

Bi Monthly for staff and students

**Delivery Method**Presentation  
Email**Lead Person/Position**

Building Leadership Teams



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Comprehensive Plan Preview	Overview of Process, Preview of Mission, Vision, Values and Goals.	Public Board Meeting, Web Posting, Newsletter	All stakeholders	May 2021
Comprehensive Plan Goals/Action Steps	Yearly goals and action steps along with progress monitoring.	In Service, Newsletters	Parents, Board, Teachers, Students	Annually in September, January, and May from 2021-2024.

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