

MUHLENBERG SD

801 Bellevue Avenue

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

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

VISION STATEMENT

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

EDUCATIONAL VALUE STATEMENTS

STUDENTS

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

STAFF

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

ADMINISTRATION

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

PARENTS

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

COMMUNITY

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

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Alan S. Futrick, Ed. D.	Assistant Superintendent	Muhlenberg SD
Cathy A. Shappell, Ed. D.	Director of Federal Programs	Muhlenberg SD
Michael Mish	Administrator	Muhlenberg High School
Jeffery Ebert, Ed. D.	Administrator	Muhlenberg Junior High School
Steven Baylor	Administrator	C. E. Cole Intermediate School
Kyle Crater	Administrator	Muhlenberg Elementary Center
Jackie Bellanca	Parent	Muhlenberg School District
Amy Chiarelli	Staff Member	Muhlenberg School District
Shawn Rutt, Ed. D.	Administrator	Muhlenberg School District
Kevin Vanino	Administrator	Muhlenberg School District
Garrett Hyneman	Board Member	Muhlenberg School District
Linda Figueroa	Community Member	Muhlenberg School District

Name

Position

Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We need to provide professional development in the science of reading to create a strong multi-tiered support system. This system will be created using a team approach including all stakeholders.	English Language Arts Professional learning
Our structure to identify the needs of the students new to our district will help to support our educators. Parent Task Forces will be formed at each building to continue bridging home and school.	Community Engagement

ACTION PLAN AND STEPS

Evidence-based Strategy	
Interventions and instructional strategies based on the science of reading	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Reading on Grade Level	To provide professional development in the science of reading and create a multi-tiered support system in our elementary grades K to 3. The priority goal for the district is moving to all students reading on grade level by third grade. Children in third grade should be reading to learn to progress from learning to read.

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

Science of Reading
Professional
Development

Provide all staff in grades K to 6 professional development in the science of reading

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

Offer professional development and
develop MTSS

2021-08-26 - 2023-
06-12

Kyle Crater/MEC
Principal

95%, Heggerty, Acadience, Foundations, Just Words
trainers and materials

Anticipated Outcome

Children will be reading to learn in 3rd grade

Monitoring/Evaluation

Benchmarks and Progress Monitor for student data. Administrative observations for staff data



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>To provide professional development in the science of reading and create a multi-tiered support system in our elementary grades K to 3. The priority goal for the district is moving to all students reading on grade level by third grade. Children in third grade should be reading to learn to progress from learning to read. (Reading on Grade Level)</p> <p>Provide all staff in grades K to 6 professional development in the science of reading (Science of Reading Professional Development)</p>	Interventions and instructional strategies based on the science of reading	Offer professional development and develop MTSS	08/26/2021 - 06/12/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>To provide professional development in the science of reading and create a multi-tiered support system in our elementary grades K to 3. The priority goal for the district is moving to all students reading on grade level by third grade. Children in third grade should be reading to learn to progress from learning to read. (Reading on Grade Level)</p> <p>Provide all staff in grades K to 6 professional development in the science of reading (Science of Reading Professional Development)</p>	<p>Interventions and instructional strategies based on the science of reading</p>	<p>Offer professional development and develop MTSS</p>	<p>08/26/2021 - 06/12/2023</p>

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.

School Board Minutes or Affirmation Statement

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Our language proficiency rate is improving at all buildings except one.

We continue to add ESL teachers and paraprofessionals to meet the needs of all our ELLs.

Muhlenberg Elementary Center measured at 71.4% proficiency in English Language Growth and Attainment. This is more than double the statewide average and exceeds the 2030 statewide goal. As our numbers of English Learners continue to grow this will be harder to maintain.

From 2018-19 Mathematics/Algebra All Student Group Exceeds the Standard Demonstrating Growth. In Grade 4 mathematics this year 100% of students showed growth. The challenge of our growing enrollment and limited space in this building will be hard to maintain this growth rate.

Our most pressing need is the goal of all children reading on grade level. Through Title I, we have been able to fund five reading specialists in our primary building to focus on the science of reading and build a strong multi-tiered support system.

Challenges

Our enrollment of English Learners at the middle school continues to increase. If we can continue to add support, such as ESL and reading specialists in our middle school, the language proficiency rate would improve

Our enrollment of identified Hispanic students at the middle school continues to increase. If we can continue to add support, such as ESL, small group learning through intervention, and reading specialists in our middle school, our students would have the opportunity to improve in math and reading.

From 2018-19 All students in grade 8 achieved proficiency below the statewide average in reading, math, and science. Muhlenberg Middle School has the largest population of "move-in" students in the district. One out of every three students has been in the district for less than 27 months. If we continue to address these concerns with layers of support we can impact our achievement on the Future Ready index targets.

From 2019-20, only 2.2% of English Learners in middle school showed language growth and attainment. Muhlenberg Middle School has the largest percentage of identified English Learners

Strengths

One strength is our commitment to equitable technology for all our students. Whether a child is in person or learning from home, they have a device and connectivity to the internet.

The Muhlenberg Junior High School has added several layers of support in English Language Arts by adding a Reading Specialist and an intervention period three days a week.

Muhlenberg Elementary Center has started to process to move to a Multi-Tiered Support System based on the Science of Reading. Additional reading specialist and a reading interventionist have been added to support the system.

PSSA Math Grade 4 measured 35.2% proficiency, but 100% of our students grew one academic year as measured on 2018-19 PVAAS. If we continue to offer supports and intervention to our students in math, we can improve on the proficiency rate and make a full year's growth.

The Muhlenberg JHS is on an A-TSI plan, specifically for underserving our Hispanic subgroup. Our ELL population which the majority identify as Hispanic, measured at 6.5% proficiency on the 2018-19 PSSA, however, the subgroup is showed an increase in performance from the previous year

Challenges

in the district. If we continue to add layers of support for our English Learners we can impact our achievement on the Future Ready index targets.

Our enrollment continues to rise, however, our staff numbers and building space remain the same.

In most of our buildings, one out of every three students has been with us for less than 27 months. The students new to our district need extra layers of support in terms of push-in and pull-out targeted intervention

The district special education students has grown by 237 since the 2017-18 school year. The Special Education plan is tied to this Comprehensive Plan through targeted intervention and our MTSS. Special Education teachers are being trained in the science of reading to align with our resources. As the number of students increases the need for staff and resources will grow as well. We need to monitor this trend so we can impact achieving our mission and vision.

Another challenge is the accountability for the devices that are issued to students in our 1:1 component of the Technology Plan. Due to the pandemic, students are expected to take devices back and forth. Many do not survive one year and many do not come in charged to use for in-person learning.

Strengths

In both grades 4 and 8 science, the academic growth rate was above the state average. Departmentalized teachers in these grade levels are a component of this academic success.

All student groups are achieving 100 percent on the Career Standards Benchmark for Muhlenberg Middle School

All student groups are achieving 100 percent on the Career Standards Benchmark for Muhlenberg High School

The Muhlenberg School District is exemplary in ensuring an effective, standards-aligned curriculum and assessment. Our curriculum is reviewed every 5 years and we meet as a curriculum council yearly to add, modify, improve resources, etc. We house all our curriculum in our data-tracking warehouse, edInsight. The system also stores all data, reports can be run to identify any curricular holes. Administration meets with teacher leaders monthly to discuss curriculum and assessment data.

The Muhlenberg School District hires based on the qualifications of the candidates. We have an exceptional recruiting process, including going to universities and interviewing candidates immediately upon graduation. We partner with universities to host student observers and field placements and the administration observes these candidates in classrooms.

Challenges

The Muhlenberg JHS in 2018-19 school year achieved a 35.4% proficiency measured in reading, which is significantly lower than the state average. This has a direct correlation with the rapidly rising enrollment which is a product of transiency. One out of every three students in the middle school is new to the district. Many of these students identify with an IEP and/or ELL label. In 2019-20 the English Language Proficiency dropped to an all-time low of 2.2%. The challenge is not in the increasing enrollment but that of enough supports to meet the needs of these new-to-Muhlenberg students. If improved could impact our challenges and the identification of A-TSI

The Muhlenberg Elementary Center in 2018-19 school year achieved a 52.4% proficiency measured in reading grade 3, which is significantly lower than the state average. Our challenge is creating a strong MTSS system with rapidly increasing enrollment numbers,.

The challenge in mathematics at C.E. Cole is growing enrollment, one out of every three students is with us for less than 27 months. It is difficult without historical data to replicate the intervention plan from the 2017-18 school year, which was 30 minutes a day in small groups. We need to add layers of support for these students to see improvement in our PSSA data as well as maintain 100% growth in mathematics.

The Muhlenberg JHS in 2018-19 school year achieved a 22.3%

Challenges

proficiency measured in math, which is significantly lower than the state average. This has a direct correlation with the rapidly rising enrollment which is a product of transiency. One out of every three students in the middle school is new to the district. Many of these students identify with an IEP and/or ELL label. In 2019-20 the English Language Proficiency dropped to an all-time low of 2.2%. The challenge is not in the increasing enrollment but that of enough supports to meet the needs of these new-to-Muhlenberg students. If improved could impact our challenges and the identification of A-TSI

The challenge in mathematics at C.E. Cole is growing enrollment, one out of every three students is with us for less than 27 months. It is difficult without historical data to replicate the intervention plan from the 2017-18 school year, which was 30 minutes a day in small groups. We need to add layers of support for these students to see improvement in our PSSA data as well as maintain 100% growth in mathematics.

The intermediate school in the 20-21 school year achieved 98.9 on the Career Standards Benchmark. We needed to improve our collection and data tracking of career evidence.

A big challenge at our intermediate school is the emerging population and transiency, one out of three students are in the Muhlenberg SD for less than 27 months. We have added 600 students to our district in the last six years. Students moving in

Challenges

and out has added a challenge to the record-keeping of the standards. We have taken steps to improve and this will impact our achievement to 100 percent for this building.

We continue to build our capacity in family outreach and partnering with local organizations. The challenge is in the number of Spanish-Speaking families we have and we only have one parent and family outreach coordinator that also serves as the district translator. If we could add more staff in this department, it would greatly impact our progress in achieving our mission and vision.

Most Notable Observations/Patterns

Our most notable observation was the challenge of our emerging population. In the last six years, we have added more than 600 students with our buildings remaining the same and adding very few staff positions. The majority of these students enrolling in our district identify as special education students and/or English Learners. With this information, the Muhlenberg School District continues to provide enriching learning opportunities for generations. We have successfully piloted and implemented programs in literacy, math, science, and mental health (K-12) including a back-filling of higher education concepts into our high school, invested millions of dollars into technology in addition to an aggressive plan to address cyberlearning through the Muhlenberg Virtual School. These multiple avenues will provide much-needed pathways to enhance the district's dire responsibility which includes the steadfast importance of health and safety for all students and staff in addressing the needs of our ever-changing community. All notable observations point to the interventions that will make this goal a reality.

Challenges**Discussion Point****Priority for Planning**

The Muhlenberg JHS in 2018-19 school year achieved a 35.4% proficiency measured in reading, which is significantly lower than the state average. This has a direct correlation with the rapidly rising enrollment which is a product of transiency. One out of every three students in the middle school is new to the district. Many of these students identify with an IEP and/or ELL label. In 2019-20 the English Language Proficiency dropped to an all-time low of 2.2%. The challenge is not in the increasing enrollment but that of enough supports to meet the needs of these new-to-Muhlenberg students. If improved could impact our challenges and the identification of A-TSI

Continue to monitor "move-in" students and provide the extra layers of support. Goal is for the building to come off the A-TSI plan

The Muhlenberg Elementary Center in 2018-19 school year achieved a 52.4% proficiency measured in reading grade 3, which is significantly lower than the state average. Our challenge is creating a strong MTSS system with rapidly increasing enrollment numbers,.

Creating a strong MTSS and move to the science of reading. Add supports in K to 3 in the form of interventionists.

The challenge in mathematics at C.E. Cole is growing enrollment, one out of every three students is with us for less than 27 months. It is difficult without historical data to replicate the intervention plan from the 2017-18 school year, which was 30 minutes a day in small groups. We need to add layers of support for these students to see improvement in our PSSA data as well as maintain 100% growth in mathematics.

Challenges**Discussion Point****Priority for Planning**

Our enrollment of English Learners at the middle school continues to increase. If we can continue to add support, such as ESL and reading specialists in our middle school, the language proficiency rate would improve

In most of our buildings, one out of every three students has been with us for less than 27 months. The students new to our district need extra layers of support in terms of push-in and pull-out targeted intervention

We continue to build our capacity in family outreach and partnering with local organizations. The challenge is in the number of Spanish-Speaking families we have and we only have one parent and family outreach coordinator that also serves as the district translator. If we could add more staff in this department, it would greatly impact our progress in achieving our mission and vision.

ADDENDUM B: ACTION PLAN

Action Plan: Interventions and instructional strategies based on the science of reading

Action Steps	Anticipated Start/Completion Date
Offer professional development and develop MTSS	08/26/2021 - 06/12/2023

Monitoring/Evaluation	Anticipated Output
Benchmarks and Progress Monitor for student data. Administrative observations for staff data	Children will be reading to learn in 3rd grade

Material/Resources/Supports Needed	PD Step	Comm Step
95%, Heggerty, Acadience, Foundations, Just Words trainers and materials	yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>To provide professional development in the science of reading and create a multi-tiered support system in our elementary grades K to 3. The priority goal for the district is moving to all students reading on grade level by third grade. Children in third grade should be reading to learn to progress from learning to read. (Reading on Grade Level)</p> <p>Provide all staff in grades K to 6 professional development in the science of reading (Science of Reading Professional Development)</p>	<p>Interventions and instructional strategies based on the science of reading</p>	<p>Offer professional development and develop MTSS</p>	<p>08/26/2021 - 06/12/2023</p>



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
95% Group for Elementary	Elementary teachers in Grades K to 2	Product Training Phonological Awareness Screener Inventory Phonics Diagnostic Screener Inventory

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Benchmark Data will show growth over the course of one year.	08/26/2021 - 06/30/2022	Mr. Kyle Crater/ MEC Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students
1f: Designing Student Assessments	Language and Literacy Acquisition for All Students



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>To provide professional development in the science of reading and create a multi-tiered support system in our elementary grades K to 3. The priority goal for the district is moving to all students reading on grade level by third grade. Children in third grade should be reading to learn to progress from learning to read. (Reading on Grade Level)</p> <p>Provide all staff in grades K to 6 professional development in the science of reading (Science of Reading Professional Development)</p>	Interventions and instructional strategies based on the science of reading	Offer professional development and develop MTSS	2021-08-26 - 2023-06-12

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Reading Nights	Families and their children will be invited to several reading night activities throughout the year. Data from our MTSS will be shared with families at parent conferences and IEP meetings.	The importance of Literacy Reading to Your Children
Anticipated Timeframe	Frequency	Delivery Method
08/30/2021 - 06/30/2022	All communication will go home in both languages frequently throughout the year. This will occur through the website, DoJo messages, phone calls, and emails	Posting on district website
Lead Person/Position		
Mr. Kyle Crater/MEC Principal		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The Comp Planning Team will approve the plan and then it will be uploaded to our district web site for a 28-day period. A phone call and email will go to all homes in the district to review the plan on the web site.	Purpose of the Comprehensive Plan Strength and Challenges of the district Measurable Goals Action Plans, Hollistic Plan, Blueprint for Success	Phone call Email Website	All stakeholders in the district	Communication will happen once the plan is on the website. Feedback will be welcomed until November 13, 2021. Plan will be submitted to PDE by November 30, 2021

