BOARD OF SCHOOL DIRECTORS' WORK/GENERAL PURPOSES MEETING
Monday, August 3, 2026 - 7:00 PM

The Governor Mifflin School Board meets in public session on the first and third Mondays of each month, at 7:00pm, in the Governor Mifflin Education Center. Alterations to this schedule, due to holidays, inclement weather, etc., will be noted on the district's website.

1. **Meeting Opening**
    - 1.1. **Call to Order**
    - 1.2. **Pledge of Allegiance**
    - 1.3. **Roll Call**
    - 1.4. **Executive Session Announcement**
2. **Presentations**
    - 2.1. GM Education Foundation 2025 Impact Report
      Description: Presenting: Mrs. Beth Stanislawczyk, Executive Director, Governor Mifflin Education Foundation

Governor Mifflin Education Foundation

I M P A C T

REPORT



GMEF

10 South Waverly Street

Shillington, PA 19607

610.914.2992

beth.stanislawczyk@gmsd.org

2025

2025 GMEF Board of Directors

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Cyndi Stevens
GMSD Instructional Coach

Executive Director:
Beth (Faust) Stanislawczyk - GM Class of 1987



A NOTE FROM OUR PRESIDENT...



As we reflect on 2025, it stands out as another exceptional year for the Governor Mifflin Education Foundation. With strong support from our community, we continued our commitment to enriching educational experiences for our students.

We were proud to once again support the Summer Zone program, which expanded in both offerings and participation. This camp-like experience gave students the opportunity to explore high-interest topics in a fun, engaging environment. The Mifflin Reads program also continued to inspire a love of reading and foster meaningful connections with books throughout the year.

Our signature event, Night Out at LedgeRock, held in October, was another highlight, celebrating individuals who have made a lasting impact on our district and community. Support from our sponsors and donors made it possible to fund innovative learning initiatives across all schools, creating meaningful opportunities for students.

A special highlight of the year was the inaugural GMEF Summer Scramble golf outing, which brought great energy and enthusiasm. We look forward to building on its success in the years ahead.

These accomplishments reflect the dedication of our Executive Director, whose leadership has strengthened both funding opportunities and community engagement, as well as our committed Board of Directors, whose guidance continues to move our mission forward. Cheers!

David A. Miller, Esq.
Board President
GM Class of 1994

A NOTE FROM OUR EXECUTIVE DIRECTOR...



2025 was another outstanding year for the Governor Mifflin Education Foundation. Through the generosity of our donors, the enthusiasm surrounding the Alumni Challenge (congratulations to the Class of 1987—now four-time champions!), successful fundraising events, grant support, and a significant increase in EITC contributions, we continued to advance our mission of supporting innovative programs, initiatives, and educational opportunities within the Governor Mifflin School District.

Throughout the year, we strengthened partnerships with Community Aid and the Literacy Council of Reading-Berks (WOW!), awarded scholarships to seven deserving seniors, and funded teacher-initiated grants that brought creative ideas into classrooms. We were also fortunate to receive two significant grants that expanded our impact.

Our work continues to be guided by our three-year Strategic Plan through 2026, helping focus efforts where they matter most. In addition to our annual events, we launched a new fundraiser—the inaugural GMEF Summer Scramble golf tournament. Proceeds directly support innovative, hands-on learning experiences for students.

We are grateful for the continued support of our community—sponsors, donors, participants, and volunteers—who make this work possible. Thank you for being part of our growth and success.

With gratitude,
Beth (Faust) Stanislawczyk
GMEF Executive Director
GM Class of 1987

GOVERNOR MIFFLIN EDUCATION FOUNDATION
SUPPORTING INNOVATION IN EDUCATION SINCE 1994

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Trout Team Extension

A GMEF grant enhanced the Trout in the Classroom program through the Trout Team Extension, providing 1st and 4th grade students with meaningful hands-on outdoor learning experiences. Working alongside a local trout expert and experienced fishermen, students explored stream habitats, studied macroinvertebrates, learned fishing safety and conservation practices, and participated in fishing activities prior to trout release day. This experience deepened students' understanding of local ecosystems and strengthened their connection to watershed stewardship and environmental conservation.

-submitted by Mifflin Park First Grade Teacher, Paige Adams





E-Sports Lab Enhancements

A 2025 GMEF grant supported the development of a state-of-the-art Esports lab at Governor Mifflin High School. Funding provided high-quality gaming peripherals—including gaming monitors, keyboards, mice, headsets, mousepads, and controllers—to equip student workstations. These tools help ensure teams are competitive while creating a durable, multi-use space for classroom instruction, after-school clubs, and future competitions.

This initiative expands opportunities for student engagement, supports emerging career pathways in esports and technology, and fosters a sense of belonging for students. Early success will be measured through strong course enrollment, active club participation, and the ability to field competitive teams.

-submitted by GMHS Technology Teacher, Josh Pennington &
Technology Coach, Rick Lapi



GMIS Entrepreneur Club

The GMIS Next Gen Entrepreneur Club donated $1,175 to Opportunity House, made possible through a GMEF grant. Students took part in a "Shark Tank"-style pitch, refining and launching products such as tote bags, lip care items, scented bears, lanyards, jewelry, and a GM-themed cookie kit. This hands-on experience strengthened skills in product development, marketing, and financial decision-making. Most importantly, students gained confidence as young entrepreneurs and developed a strong sense of community responsibility, donating 100% of their profits and gaining pride in making a meaningful impact.

-submitted by GMIS teahers Johanna Reber and Alissa Etzel



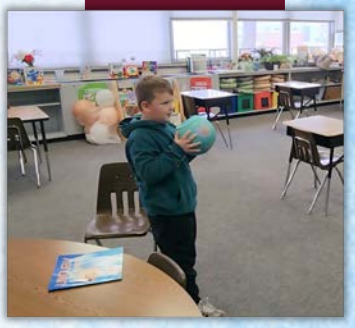
STEM Conference

A staff grant supported student participation in the STEM Today Conference at Penn State Berks. A total of 18 students and two chaperones attended, taking part in hands-on workshops, lab activities, and sessions led by faculty and research students. The experience provided valuable exposure to a variety of STEM careers in a college setting, helping students make more informed decisions about their post-high school plans while inspiring future interest in STEM fields.

-submitted by High School Career & College Access Counselor Kim Murray

2025 GMEF GRANTS

Q-Balls



GMEF funding supported the purchase of Qball Pro Bundles for each elementary school, introducing an interactive, throwable microphone designed to increase student engagement and ensure every voice is heard. This innovative tool helps improve participation, classroom management, and audibility, creating more inclusive and dynamic learning environments. The introduction of Q-Balls is sure to show improvements in engagement, communication, and overall learning experiences.

-submitted by Instructional Coach, Cyndi Stevens



Digital Microscopes

A 2025 GMEF grant supported the purchase of 28 digital microscopes for fourth-grade classrooms, providing each student with hands-on access to explore and investigate objects in detail. This initiative enhances engagement across subject areas by encouraging observation, questioning, and discussion while making abstract concepts more tangible. By integrating this technology into daily lessons, students are able to think more critically, make meaningful connections, and take a more active role in their learning.

-submitted by Brecknock 4th Grade Teacher, Adam Ricketts

ACCESS & OPPORTUNITY GRANTS

Through an Access & Opportunity Grant, GMEF enabled a motivated high school student to participate in Alvernia University TExpL After-School Student Research Program. This year-long experience provided hands-on research, mentorship, and access to advanced lab equipment—opportunities that would have been out of reach due to financial constraints. The program helped the student strengthen critical thinking skills and explore future pathways in chemistry.

GMEF also supported a high school senior's enrollment in the Total Experience Learning Institute at Alvernia University, where he accessed advanced engineering tools and resources not available in school. With a strong focus on aerospace, he expanded his project work while building on prior internships, entrepreneurial experience, and regional achievements. This funding accelerated his growth and readiness for future engineering pursuits and allowed him access to resources to develop a hydrogen peroxide powered rocket engine.

-submitted by GMHS Honors Chemistry Teacher, Melissa Belinski & GMHS Intership Coordinator Kristi Bonanno

Mifflin Memorial Arboretum

Make a donation today!

GMEF made a considerable contribution to Phase 2 of the Mifflin Memorial Arboretum, a student-led initiative spearheaded by senior Garrett Hyneman. This project looks to enhance campus grounds by planting trees, while creating a lasting resource for both students and the broader community. With additional support from the Borough of Shillington—including donated trees and assistance with planting—the arboretum has further expanded local green space and environmental learning opportunities. Donors also have the opportunity to purchase a tree accompanied by an engraved brick, creating a meaningful and lasting way to honor individuals while supporting the continued growth of the arboretum.

-submitted by GMHS Internship Coordinator, Kristi Bonanno

2025 GMEF GRANTS

Cumru Outdoor Learning Space

The Cumru Learning Space and Outdoor Collaboration Project will create a versatile outdoor area for PreK–Grade 4 students, supporting hands-on learning, outdoor lunches, and collaborative activities. The space will include dedicated learning and lunch areas, a student- and staff-managed garden, and secure fencing to ensure safety and year-round usability. An after-school gardening club will further enrich student engagement, teaching responsibility, teamwork, and environmental awareness.

A sizeable contribution from the Governor Mifflin Education Foundation helped bring this project to life, complementing funding from the district and the Cumru PTO. This combined support will provide a safe, engaging outdoor environment that enhances learning, encourages collaboration, and fosters a sense of pride among students.

-submitted by Cumru Principal, Brian Cote



TSA to Nationals

A GMEF grant provided funding for the Technology Student Association team to attend the TEAMS National Conference in Nashville after qualifying through regional competition. The event brought together 149 teams from across the country to compete in four engineering-focused challenges, including a 12-hour design/build problem, mathematical modeling, and collaborative problem-solving activities. With this support, seniors Garrett Hyneman, Jacob Labagh, and Nathan Pham were able to represent GM on a national stage. The team earned an impressive 9th place finish in the design/build event and was recognized on stage among the top 10 finalists.

-submitted by GMHS Chemistry Teacher, Anthony Messina

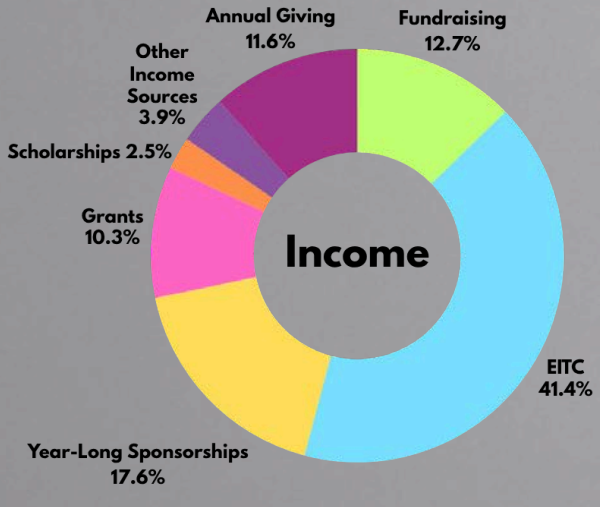
Planetary Pegs

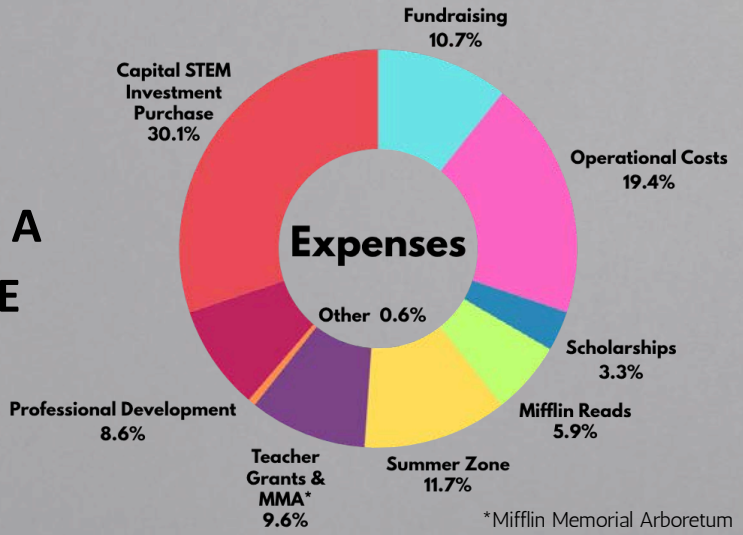
A GMEF grant supported the installation of planetary pegs on all student cellos at Governor Mifflin Middle School, enhancing the learning experience for young musicians. Traditional tuning pegs can be difficult for middle school students to manage, often slipping or requiring significant strength, which can hinder the tuning process and overall performance. Planetary pegs, which use an internal gear system, provide more stable and precise tuning, eliminating many of these challenges. This upgrade allows students to focus on developing their listening skills and musical accuracy rather than the physical mechanics of tuning, while also improving efficiency during class and creating a more positive orchestral experience.

-submitted by Grades 7-12 Strings & Orchestra Director, Jacob Leonowitz

In 2025, GMEF funded almost $26,000 in teacher driven grants, which are considered and awarded on a rolling basis throughout the school year.
Donor contributions from Annual Giving campaigns help fund these amazing grants!

2025 AT A GLANCE





*Mifflin Memorial Arboretum

2025 Fundraisers & "Friend"raisers...



NYC Bus Trip

On December 6th, GMEF chartered a bus to New York City, offering a festive winter escape for participants. Guests enjoyed the freedom to explore the city at their own pace—taking in the holiday lights, browsing seasonal markets and shops, visiting iconic sights, or catching a show. The spirit of the season was everywhere, making for a day filled with holiday cheer and memorable moments. Proceeds from the trip helped support GMEF Scholarships, continuing our mission to invest in the future of Governor Mifflin students.

GMEF'S Commemorative Court

Located by the flagpole in front of Governor Mifflin High School, the Commemorative Court provides a special way to recognize and celebrate members of the Governor Mifflin community. Personalized bricks and pavers can be dedicated to recent graduates, alumni, current or former employees, volunteers, or community residents—creating a lasting tribute to those with meaningful connections to the district. This program allows families and friends to honor achievements, milestones, and memories while becoming a permanent part of Governor Mifflin's story. New bricks and pavers are installed twice each year, in the spring and fall, and in 2025 the Commemorative Court welcomed 17 new additions.

Feeling nostalgic or looking for a unique gift... order your brick or paver today!



A shout-out to our friends at New Castle Lawn and Landscape, Inc. for generously donating their time and expertise to install our bricks and pavers. We are truly grateful for your support!

FILL.THE.TRUCK



As a community partner with Community Aid, GMEF hosts several FILL.THE.TRUCK events throughout the year, giving community members an easy way to donate gently used clothing, shoes, and household items. These donations are delivered to Community Aid, where they are weighed and credited back to the Foundation—turning everyday items into meaningful support for our schools. This partnership provides ongoing funding through per-pound donations and access to additional grant opportunities that directly benefit our school community. GMEF also participates as a virtual partner, allowing supporters to donate items at any Community Aid location using Partner Number 50128. In addition, the partnership provides clothing vouchers to help support district families in need, extending the impact even further.

Night Out at LedgeRock Golf Club



In October, the Governor Mifflin Education Foundation (GMEF) once again welcomed supporters and community members to LedgeRock Golf Club for its annual Night Out. The evening celebrates individuals whose achievements and service bring pride to the Governor Mifflin School District. Through the Inspiration Awards, we recognize those who make a meaningful difference in our community and serve as powerful examples for our students. The event provided an opportunity to honor these outstanding individuals while bringing together members of our school and community to celebrate the impact of leadership, dedication, and service.

Inspiration Award Recipients:

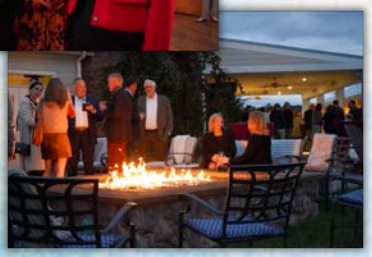


This year's honorees were:
Educator Emeritus:
The late Miss Joan Foley
(accepted by David Eshelman, Esq.)
Community Impact Award Winners:
Mr. Brian Johnson & Mr. Dipak Patel
Distinguished Alumni:
Mr. Fred Savage, Class of 1968
Founders Award:
Dr. Jack Harf & Mr. Rick Wolf



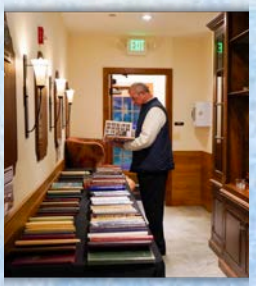












The evening was filled with laughter and great company. Guests enjoyed live music, an exciting raffle, a silent auction featuring a variety of unique items, yearbook perusing down Memory Lane, and the always anticipated wine pull. We are deeply grateful to the more than 200 guests who joined us for the celebration. Their enthusiasm and generosity play an essential role in helping the Governor Mifflin Education Foundation continue its mission to support innovative programs, projects, and opportunities for students throughout the Governor Mifflin School District.

Thank you to our 2025 Night Out Sponsor...

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Brentwood Industries...Chapel Hill Golf Course
Conestoga Nursery...Costco Wholesale...Crave Cafe'
Dairy Queen of Kenhorst...Dans at Green Hills...Eve's Thai Kitchen
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For biographies of former selections and information on how to submit nominations for our Distinguished Alumni, Community Impact Award, or Educator Emeritus Recognition, please visit our website at: https://www.gmsd.org/governor-mifflin-education-foundation.

Proceeds from GMEF fundraisers support our mission, which is grounded in funding and supporting innovative programs, projects, purchases, and initiatives in the Governor Mifflin School District.

GOVERNOR MIFFLIN
EDUCATION FOUNDATION

GMEF INSPIRATION AWARDS

Recognizing and celebrating those who bring honor and credit to the Governor Mifflin School District, impact our community, and create inspiration for our students!

Nominations:

Applications will be accepted through June 30th. Nomination forms will be reviewed by a committee comprised of Foundation members and school district representatives. To expedite the review process, please ensure this application is as thorough and as detailed as possible.

Nomination Form:

https://bit.ly/GMEFinspirationawards

Selections:

One or more award winners will be selected and announced in August.

Recognition:

Recipients will be honored in the Fall at our annual Night Out at LedgeRock Golf Club.

Questions:

Beth Stanislawczyk, Executive Director
beth.stanislawczyk@gmsd.org

Distinguished Alumni:

This category recognizes alumni who have made significant achievements in their respective professional field and/or a legacy of service they have impressed on their community. Criteria considerations for candidates:

- Graduated at least 15 years prior to the nomination (required)
- A consistent history of personal commitment to outstanding character, scholarship, leadership, and service within their professional field
- Contributions to their respective field in a exemplary and demonstrable manner
- Exemplary community service in a variety of areas evidenced by strong documentation, letters of recommendations, and other service awards
- Participation in a single exceptional achievement and/or humanitarian effort

Community Impact:

This category recognizes individuals who have made a significant impact on the Governor Mifflin School District and/or the Greater Governor Mifflin Community with their legacy of service. Individuals nominated do not need to be Governor Mifflin alumni. Criteria considerations for candidates:

- A strong service background to Greater Governor Mifflin Community
- A history of generously donating their time and talent to social programs, non-profit organizations, and/or community activities

Educator Emeritus:

This category recognizes retired Governor Mifflin educators who have made a significant impact to the Governor Mifflin School District. Individuals nominated do not need to be Governor Mifflin alumni. Criteria considerations for candidates:

- A proven commitment to Governor Mifflin students and education
- Submissions of 2+ nominations received from students, colleagues, and/or community members (required)

GMEF Summer Scramble






In August, GMEF hosted the first-ever GMEF Summer Scramble, and it was a huge success! With over 100 participants, the day was filled with energy, friendly competition, and plenty of fun. Golfers enjoyed a shotgun start, exciting on-course contests, and a beautiful day on the links. Donors showed their support by sponsoring holes, and staff members were recognized through special Staff Shout-Outs, adding a meaningful touch to the event. From start to finish, it was a fantastic fundraiser that brought the community together in support of GMEF's mission. Mark your calendars—our next Summer Scramble is set for August 29, 2026 at the Manor Golf Club. We can't wait to do it all again! Thank you to our Hole-in-One sponsors: Savage Auto Group and Van Scoy Jewelers!

Grants Received:

Neag Foundation
Professional Development - TExpL

The Neag Foundation

BERKS COUNTY COMMUNITY FOUNDATION

Berks County Community Foundation
Russell L. Hiller Charitable Trust
Mifflin Summer Zone

Albright College Total Experience Learning Masters of Innovation & Entreprenaurship Program

Thanks to the generosity of donors and the NEAG Foundation, eight educators from the district were able to pursue Alvernia University's Master's Certificate in Innovation and Entrepreneurship in Education through the Total Experience Learning Center. This professional development opportunity supports educators in enhancing instructional practices, fostering student engagement, and bringing innovative approaches back to the classroom—ultimately benefiting students across the Governor Mifflin School District.



TExpL Donors:
The NEAG Foundation
Dick & Angela Ehst
Kevin Bickel, Esq.

To keep up with GMEF, be the first to know about fun events we are planning, and to see the impact that we are making, please follow us on Facebook at: GMEducationFoundation

Donor Restricted Contributions

WHY DONATE TO THE FOUNDATION THROUGH EITC?

It is a WIN-WIN opportunity! Your tax-deductible donation to GMEF through the EITC program benefits your business as well as the students and staff of the Governor Mifflin School District.

Your business WINS! Receive Pennsylvania tax credits equal to 75% for one-year commitment, up to $750,000 per taxable year or increase to 90% for a two-year commitment.

Governor Mifflin School District WINS!

Thanks to the continued generosity of businesses participating in the Educational Improvement Tax Credit (EITC) program, the Governor Mifflin Education Foundation is able to support meaningful opportunities for students across the district. For the past several years, EITC funding has allowed GMEF to offer Mifflin's Summer Zone program free of charge to families, removing barriers and ensuring students have access to enriching summer learning experiences.

This year, with an increase in EITC contributions, we were grateful to expand our support even further. One exciting addition was the purchase of a state-of-the-art Anatomage Table—an advanced learning tool often found at the collegiate level that will enhance hands-on science and anatomy instruction for our students. We extend our sincere thanks to Mail Shark, whose generous EITC contribution helped make this opportunity possible.

We are deeply appreciative of the businesses who choose to invest in our students through the EITC program and help us continue creating impactful learning experiences throughout the Governor Mifflin School District.

EITC Funding:

Governor Mifflin Education Foundation is an approved participant in the Commonwealth of Pennsylvania's Educational Improvement Tax Credit (EITC) program which awards tax credits up to 90% to approved businesses and individuals. EITC funding supports innovative initiatives, programs, and purchases in our schools.

For more information on participating in EITC, email beth.stanislawczyk@gmsd.org.



Thank you...



2025 EITC donors whose contributions will be utilized in 2026:

Mail Shark
The Lytle Family
Mid Penn Bank
The Stanislawczyk Family
Fulton Bank
Customers Bank
East Penn Manufacturing, Co.
Tompkins Community Bank
M & T Bank

Thank you...

MAIL Shark

This advanced, interactive 3D anatomy system gives students a virtual dissection experience once reserved for medical schools. It allows them to explore the human body layer by layer in a safe, hands-on environment, supporting courses like biology, forensics, and sports medicine, and preparing them for future careers in healthcare and STEM.



The signature programs that we support:

Mifflin Reads

Mifflin Reads initiative is designed to be a year-round effort helping to ensure that all students have access to books, regardless of socioeconomic status. The Governor Mifflin Education Foundation helps provide take-home book bundles for students and supports reading efforts throughout the district.

One School - One Book

Through generous donations during our GIVING CAMPAIGNS and with contributions from our EITC Donors, GMEF was able to sponsor the One School - One Book program in all four of our elementary school buildings in 2025!

The One School–One Book program is designed to strengthen family literacy and build community through a shared book or reading experience. Each elementary school selects one book from a curated list of specially chosen titles, and a copy is sent home with every student. Families read the novel or listen to recordings of it together at home, while students celebrate and explore the story at school. Schools kick off the program with a special assembly or evening program to reveal the selected book, and additional celebrations are held throughout the program to build excitement and deepen engagement. This meaningful approach reinforces reading instruction, increases parental involvement, strengthens the home–school connection, and builds a vibrant, unified community of readers.

Book Bundles

In December, GMEF helped strengthen literacy efforts by supporting the distribution of Book Bundles. In partnership with the district's Reading Intervention Instructional Coaches, we assisted in purchasing and delivering age-appropriate books to more than 800 K–6 students. This $10,000 investment expanded access to engaging reading materials, encouraged reading at home, and reinforced GMEF's commitment to educational equity.

Book Vending Machines

To enhance literacy, the Governor Mifflin School District introduced Book Vending Machines in all four elementary schools in 2021. These machines offer students meaningful reading choices and the opportunity to take home books, nurturing a love for reading and building personal libraries. Periodically, GMEF purchases books for the machines, promoting reading engagement across grade levels and reinforcing the idea that increased reading leads to improved skills and fosters a strong reading culture among students.

LITERACY UNDER THE LIGHTS

GMEF supported a K–6 Title I Family Engagement Night that brought students, families, and the community together for an evening focused on literacy and connection. The event featured community members, alumni, and student-athletes serving as guest readers, along with a petting zoo experience from Swartz Farm. Each student selected a book to take home, encouraging family reading beyond the event.

To add a fun, interactive element, students received event tickets that were punched as they visited readers, with a reward of Kona Ice after completing four stops—sponsored by the Governor Mifflin Education Foundation. GMEF's Executive Director, Beth Stanislawczyk, also participated as a guest reader, further highlighting the Foundation's commitment to supporting literacy and community engagement.







SUMMER ZONE 2025



The Governor Mifflin Education Foundation has strategically leveraged support from the Educational Improvement Tax Credit (EITC) program, along with grant funding, to enrich the educational experiences of students in the Governor Mifflin School District. One standout initiative, funded through both EITC and the Hiller Charitable Trust, is the Mifflin Summer Zone program.

This dynamic summer experience offers students a wide range of learning opportunities in a fun, camp-like setting led by GMSD teachers. Summer Zone features engaging, curriculum-connected topics such as music, history, entrepreneurship, biology, physics, art, literacy, and digital technology—encouraging exploration beyond the traditional classroom.

This past summer, GMEF funding provided access to 34 unique and enriching "Zones" at no cost to Governor Mifflin families, helping spark curiosity and a lasting love of learning.

My Jersey - Your Impact

The GMSD 2025–2026 My Jersey, Your Impact program, supported by the Governor Mifflin Education Foundation and funded through a contribution from the Amy Hatlee Fund of the Berks County Community Foundation, honored Amy's legacy as a dedicated teacher and coach.
Through building-wide pep rallies and commemorative T-shirts distributed in Fall and Winter 2025, senior athletes recognized educators who made a lasting impact on their lives. These heartfelt tributes often sparked emotional moments, highlighting the deep connections between students and staff. The keepsake T-shirts serve as a lasting reminder of that influence, while the program fostered school pride and celebrated the meaningful relationships that extend far beyond the classroom.



GOVERNOR MIFFLIN EDUCATION FOUNDATION

CommunityAid
NEIGHBORS HELPING NEIGHBORS

GMEF has partnered with Community Aid

Donations of clothing, shoes, and household goods can be dropped off at the NEW Community Aid store located at:
5370 Allentown Pike
Temple PA, 19560

Donors should mention Governor Mifflin Education Foundation, or our partner number 50128.

Based upon our contributions, Community Aid will make monetary donations to GMEF and provide support to staff, students, and families in our district.

CLEAR THE LIST

In August, we held an exciting #clearthelist campaign, with over 60 GM educators sharing their classroom wish lists on our Facebook page. This enabled Mustang Nation to step in and help out! We randomly awarded five lucky educators $100 Amazon gift cards, and everyone else received a $25 gift card to kick off the school year. The incredible support from our community truly showcased the strength of Mustang Nation in enhancing resources for our teachers.

Congratulations to our 2025 Scholarship Recipients:

For more information on GMEF scholarship management, please email Beth Stanislawczyk, Executive Director at beth.stanislawczyk@gmsd.org.

The Linn Family Scholarship - $1,000/yr for 4 years



Grace Persky

The Linn Family Scholarship is sponsored by the family of former GM teacher, head football coach, and Athletic Director, Ray W. Linn. It is awarded to a student-athlete who was a varsity letter winner and has demonstrated financial need. The recipient must be planning to attend a four-year college/university for a degree in education.

The Eric Steven Pfisterer Memorial Award - $1,500/each



Carla Murray



Hunter Speece

The "Framily" of Eric Pfisterer sponsors this scholarship which is awarded to a graduating senior who has excelled, strived, and persevered in spike of having some form of hardship or disability. The recipient must be continuing their education at a college/university or trade school.

GMEF "STEAM" Scholarship - $2,000



Garrett Hyneman

This GMEF sponsored scholarship is awarded to a Governor Mifflin graduating senior who is planning to further their education through trades/skills training OR at a college/university in a STEAM-related discipline (Science, Technology, Engineering, Arts or Math). This could include a secondary education major with a STEAM concentration. The recipient must have a GPA of 3.0 or greater.

GMEF "Future Educator" Scholarship - $2,000



Addison Swayne

Sponsored by GMEF, the Future Educator Scholarship is awarded to a student planning to attend a college or university to pursue a degree in Education. The recipient must have a GPA of 3.0 or greater.

The Jonathan Fordyce Meter Scholarship Fund - $500



Aisosa Danielle Atewe Washington

Sponsored by the Meter and Cannon families, and in memory of Jonathan Meter, this scholarship is awarded to a student-athlete with a GPA of 3.0 or higher who has demonstrated a commitment to community service.



Betty McComsey Music Scholarship - $700

McKenzie Facey

Established by the Sea and Johnson families, The Betty McComsey Music Scholarship is awarded yearly to a student who demonstrates enthusiasm and leadership and has a desire to continue playing beyond high school.

The Nancy Brady Leadership Fund

Governor Mifflin SGA Alumni are collaborating with GMEF, GMHS, and GMMS to ensure that the legacy of long-time SGA advisor, Mrs. Nancy Brady, lives on through Governor Mifflin Students for years to come. In the spirit of Mrs. Brady's legacy, the mission of the fund is to support impactful, innovative, and inspirational programs and activities for the students of Governor Mifflin Middle and High Schools. During her time at Governor Mifflin, Mrs. Brady challenged student leaders to develop activities that would be fun, meaningful, and memorable across the student body. Her unique and groundbreaking leadership-focused initiatives were recognized not only within our local community, but also across the state and on a national level. Priority will be given to funding activities with a broad-reaching impact, such as bringing motivational speakers to the Mifflin campus or sponsoring Spirit Week programs inclusive of all students. In support for leadership development, students may also apply for grants or scholarships to help offset travel or registration expenses for leadership conferences and experiences. With your assistance, we can help Mrs. Brady's legacy live on and continue to inspire Mifflin students for many years to come.

To make a contribution to the Nancy Brady Leadership Fund, please use the QR code to your right.

Save the dates...

2026 GMEF Events

GOVERNOR MIFFLIN EDUCATION FOUNDATION

Mifflin Shooting Stars vs The Harlem Wizards
2.26.2026

Bocce Bash to Support Unified Mustangs
5.17.2026

GMEF Summer Scramble @ The Manor Golf Course
8.29.2026

Night Out at LedgeRock & Inspiration Award Recognition
10.22.2026

Thank You to Our Donors!

Pinnacle Partner
$30,000 and above
Mail Shark

Visionary
$24,000-$29,999
The Neag Foundation

Mustang Legacy
$10,000-$23,999
Eric & Kristen (Esser) '88 Bachman
Joshua Lytle
Mid Penn Bank
Penske Truck Leasing
Russell L. Hiller Charitable Trust Of The BCCF
Pete '87 & Beth (Faust) '87 Stanislawczyk

Mifflin Legends
$5,000-$9,999
Customers Bank
East Penn Manufacturing
Dick '64 & Angela Ehst
Emily Gordon, Keller Williams Platinum Realty
Fulton Bank
Kevin Bickel, Esq. '90
Klee Funeral Home & Cremation Services
Rawden Joint Ventures
Tompkins Community Bank

Gold Scholar
$1,000-$4,999
Amy Hatlee Memorial Fund of the BCCF
Bachman'S Construction
Beerman Voss Attorneys At Law
Burkey Construction
C The Light Foundation
Classic Harley Davidson
Contemporary Insurance, Inc.
Marsha (Linn) Erisman '76
Christine Hull
Thomas Hull
Inspired Wellness, Llc
The Justin Horst Group At Pagoda Realty
Kozloff Stoudt Attorneys
M & T Bank
Masano-Bradley, Attorneys At Law
Mass Mutual / The W Group Financial Services
Members 1St Federal Credit Union
Office Service Company
Suzanne Pfisterer
Ram Siding
Dr. Karen Rule '97
Savage Auto Group
Schlouch, Inc.
John '65 & Karen Scholl
Shillington Eye Associates
Solution Concrete, Inc.
Southern Berks Retirees

Maroon Scholar
$500-$999
Mark Chaknos '03
- Keller Williams Platinum Realty
Hamid & Sana Chaudhry
Diamond Federal Credit Union
James '87 & Alycia (Katrinak) '88 Donohue
Steve '87 & Kristen (Snyder) '89 Gerhard
Greater Governor Mifflin League
Kasper TV & Appliances
Jill '69 & Jill (Gehman) '69 Koestel
Andrew & June Maier
Bill & JaneMarie (Burger) '84 McKay
RKL, LLP
Construction Masters Services
The Medicine Shoppe of Shillington
Andrew Stanislawczyk '18
Utilities Employees Credit Union
White Star Tours

Honor Roll
$100-$499
Dave & Christina Argentati
Matthew Barbour '93
Rick '73 & Dawn (Fisher) Burkey '73
Sara Clipp '07
Kate Conrad
Karen (Hoffman) Cook '73
Cindy Covington
Terry Crupi '87
Andrea Detterline
Jeffrey Deysher '87
Timothy Dicintio '86
Amy Diggan
Michael Doutrich
Camille Faust '78
Caryn Friedlander
Glenn "Spike" Geist '87
Paula George
Jack Harf
Bradley Hartline
Lisa (Templin) Hess '92
Ashley Shannon-Huembes
Ashley Hyneman
Nick Johnson
Brian Johnson
Greta Keltz '92
Tina Lebrecht
Miles & Lucy Linn
David & Stacey (Lubas) Miller '94
Nichole Morrissey
Dawn (Leinbach) Palange '78
John C Rothenberger '84
Sherri & Tony Sacco
Steve '03 & Noelle (Kane) '04 Savage
Dan '90 & Erin (Mccomsey) '93 Sea
Elaine Snyder '90
Carol (Gudikunst) Stanislawczyk '64
John '99 & Aimee (Unger) '00 Strick
Marlene Watts '70
Linda Wharton
Rick Wolf
Chileen & Aaron Yeager '96

Friends of GMEF
Up to $100
Crystal Adams '97
Romano D'Alessandro '84
Karen Althouse '79
Dr. Doug Brown '57
Dolores B Byrne '70
Joseph Fedeyko
Jim '73 & Linda (Repoley) '75 Fox
Amy Fream
George Gaul
Mary Kemp
Laura (Gudikunst) Kline'07
Rosanna Lindquist
Natalie Masinick
Michael McGovern '72
Jennifer (Satz) Pleam '92
Joshua Rosenbaum
Kristin Sell
Melissa (Ache) Shelley '87
Cyndi Stevens
Andrea (Smolkowicz) Tadlock '87
Sue Wentling
Gregory White '87
Gregory Epler Wood

Graduation years appear when provided.

Kindness Matters...

In-Kind Donations:

A to Z Vacuum & Fan
Ace Hardware
Dave Argentati
Auto Zone
Matt Barbour '93
B2 Bistro & Bar
Bella Jules
Berks Food & Ankle Surgical Associates
BJ's Wholesale Club
Bolero Bowling
Brecknock Orchard
Brentwood Industries
Chapel Hill Golf Course
Sara (Haines) Clipp '07
Conestoga Nursery
Kate Conrad
Costco
Crave Café
Dairy Queen of Kenhorst
Dan's at Green Hills
Mike Doutrich
East Penn Manufacturing
Eve's Thai Kitchen
Flanagan's Pub
Fleet Feet
Flying Hills Golf Course
Caryn Friedlander
Ganley's Irish Pub & Restaurant
Steve Gerhard '87
Giant Food Stores
Gino's Café
GM Athletics
GM Attorney Community
GMG Bakery
Justin Horst '00
inJoy Golf
Kendra Scott
Jill Koestel '69
Lancaster Custom Cuts
Liberty Ale House
Longwood Gardens
Louie's Kitchen & Bar
Lowe's
Mangia
McDonald's
Bill McKay
Meat Me at Floren's
Mick Vecchio
Dave Miller '94
Mister Car Wash
Naugle Plumbing & Heating
New Beginnings Therapeutic Massage & Spa
New York Bagelry
Nolde Forest Pottery
Oaktree Outoor Advertising
Office Service Company
Pagoda City Brewing
Dawn Palange '78
Paolo's Restaurant & Bar
Pepperidge Farms
Proud GMSD Retirees
Dr. Karen Rule '97
Russo's Gourmet Foods & Market
Sam's Club
Screpsi's Sandwich Shop
Shaylor Brewing Company
Sheetz
Nicholas Singleton '22
Springside Par 3 Golf Course
Beth (Faust) Stanislawczyk '87
Aimee (Unger) Strick '00
Sturgis Pretzels
Target
Wawa
Weis Markets
Rick Wolf
Chileen Yeager

Graduation years appear when provided.

Why give...

Whether you are a GM Alumni or a friend of Mustang Nation, your generous support plays a crucial role in advancing our mission to fund projects, programs, and initiatives within the Governor Mifflin School District. These contributions enable our educators to provide students with innovative and experiential and future-focused educational experiences. We invite everyone connected to Governor Mifflin to consider making a contribution in 2026. Together, let's continue to make a meaningful impact on our students and their educational journey! With your help we can continue to provide excellent educational experiences and make a tremendous difference in a child's life as we strive to make Governor Mifflin School District a place where everyone loves to teach and learn!

Each year, we track and total alumni donations to celebrate the most impactful graduating class. In 2025, we saw participation from 26 different classes. For the fourth consecutive year, the Class of 1987 has emerged as the leader! Congratulations to the Class of 1987, our four-time champion of the Alumni Challenge!



Here are just a few examples of the programs and initiatives your support has helped make possible...

- Book Bundles for over 800 students
- Summer Zone tuition for hundreds of participants
- E-Sports Lab Enhancements
- state-of-the-art upgrades to the GMMS TV Studio
- a sizeable contribution toward Cumru's Strider Bike Program
- scholarships for deserving seniors
- team competitions on a national level
- archival supplies for the GMHS to preserve GMSD historical finds
- financing for Cumru's Outdoor Learning Space
- college application fees for students in need
- Trout in the Classroom support
- funding to support homelessness & hunger awareness

Please use the QR code above or this link to make a donation!
https://bit.ly/GMEFDonateNow
Donations can also be mailed to:
Governor Mifflin Education Foundation
c/o Beth Stanislawczyk, Executive Director
10 S Waverly Street
Shillington, PA 19607

The Governor Mifflin Education is a 501(c)(3) organization and your contribution is tax deductible to the extent allowed by law.

JEANS DAY!

A BIG thank you to our staff who were able to wear jeans every other Friday in support of the Jeans Day Campaign—a fun way to give back while keeping things casual. We're grateful to all who generously contributed!

Paige Adams
Brianna Adkins
Erin Anderson
Tammy Arner
Jen Arnold
Christine Barnett
Brian Beears
Melissa Belinski
Kristin Bell
Cassidy Berger
Dan Bjorkquist
Samantha Bolles
Kristi Bonanno
Stacey Bottiglieri
Erik Bresnahan
Hilary Brigel
Dana Brown
Kristin Brumbach
Mike Burggraf
Angela Burkey
Katie Burns
Sharon Carallo
Jen Caron
Tami Cheney
Megan Cimino
Lisa Ciocca
Rebecca Colagreco
Abigial Collette
Rhonda Cosgrove
Brian Cote
Allsion Cregar
Allison Curry
Katie Davis
Matt Davis
Margaret DeAntonio
Carrol DeBellis
Karen DeNunzio
Amy Diggan
Amy Dobrosky
Patricia Duffy
Kali Dzon
Kristyna Eagle
Mark Engle
Sue Ernst
Mike Evak
Katie Faust
Jamie Folk
Kellie Fonte
Stefania Fonte
Katherine Franz
Amy Fream
Sarah Fulmer
George Gaul
Kristen Gerhard
Allison Gerhart
Julia Gettler
Allison Giandomenico
Emily Gicking
Matt Grassucci
Jocelyn Grillo
Paula Grillo
Meg Grim
Glenn Heckman
Cory Heller
Amy Hickman
Lori Hiester
Sherry Hill
Steven Holgate
Marissa Horton
kasey Hudzik
Deb Humma
Chantel Jarquin
Lindsay Jensen
Dan Jopp
Kendalyn Judd
Allana Justiniano
Jill Kantner
Stacey Karmonick
Ryan Katzenmoyer
Kelly Keim
Greg Kellenberger
Kristen Kemp
Terry Kerr
Sheri Khalr
Jen Knauer
Amie Knorr
Rick Lapi
Andrew Law
Chyanne Lesher
Robin Lesher
Lisa Luther
Kim Maddaloni
Julia Manley
Chuck Marley
Jenna Martorana
Kaitlyn McCoach
Jen McElwee
Ryan McGovern
Jill McIntyre
Lex McNabb
Nicole McQuillan
Kathleen Meluskey
Jen Merkel
Peg Merkel
Anthony Messina
Melanie Miers
Johnna Miller
Tracey Miller
Ally Millisock
Paige Moore
Ann Moyer
Marley Moyer
Cindy Muenster
Amber Murray
Kathleen Murray
Kim Murray
Darlene Myers
Lisa Negri
Marci Nelson
ken Newswanger
Jen Ohlinger
Scott Oplinger
Alyssa Ore
Melissa Paparella
Sharon Patton
Amy Payne
Karen Peticca
Jen Petricoin
Amanda Phillips
Jen Pleam
Abigail Prazak
Kelly Price
Maria Prutzer
Amy Pumphrey
Vicky Radwanski
Michelle Reigel
Ida Reilly
Melissa Reiniger
Emily Reinoehl
Adam Ricketts
Lauren Rittenhouse
Colleen Roach
Sandra Roeder
Richard Roth
Kim Rudolph
Harley Schaeffer
Jen Schools
Rachel Sebastian
Jason Seidel
Kristin Sell
Ashley Shannon
Stef Sherman
Kirstin Shockey
Laurel sholly
Tiffany Shuker
Amy Shuman
Jess Slovich
Amy Smith
Lisa Smith
Tammy Snavely
Elaine Snyder
Jean Solecki
Stephanie Spayd
Cyndi Stevens
Dana Stine
Kristin Stoltzfus
Stephanie Swanger
Steph Tackack
Nick Talarico
Beth Thomas
Marian Thuss
Tara Turtell
Brianna Koller-Underwood
Sue Vanderbent
Jodi Wagner
Kate Waltz
Theresa Weber
Karlee Weise
Jessica Weisman
Anna Marie Weitzel
Susan Wentling
Sabrina Werley
Alyssa Westover
Tracy White
Travis Williamson
Christine Woronko
Allison Wright
Libby Yoder
Kelly Zweizig

Staff Stampede to Benefit Grants

Contributions from the Staff Stampede, along with support from the GMEF's Annual Giving Campaign, help fund teacher-driven grants. Teachers can apply for Mustang Mini-Grants of up to $1,500 to support impactful programs or projects. Larger requests are available through the THINK BIG! grant program, and this year we introduced the Foundation Fund to help cover important needs that may fall outside the traditional mission but still support student learning.

In addition, GMSD staff can apply for Access & Opportunity Grants to assist students facing financial challenges, helping ensure they can participate in meaningful experiences they might not otherwise have access to.

In 2025, GMEF financially supported five Mustang Mini-Grants, four Think BIG! Grants, two Access & Opportunity Grants, and one Foundation Funds request!

A big thank you to the following staff members who contributed to the Staff Stampede through an outright contribution or through payroll deduction:

Amy Diggan
Amy Fream
George Gaul
Lisa (Templin) Hess '92
Laura (Gudikunst) Kline '07
Natalie Masinick
Jen (Satz) Pleam '92
Joshua Rosenbaum
Kristin Sell
Ashley Shannon-Huembes
Elaine Snyder '90
Cynthia Stevens
Sue Wentling

GMEF
GOVERNOR MIFFLIN EDUCATION FOUNDATION

Summer SCRAMBLE

SATURDAY, AUGUST 29TH 2026
1:00 PM SHOTGUN START
4-PERSON SCRAMBLE

NEW VENUE

The Manor Golf Club
53 Bran Road
Sinking Spring, PA19608



PROCEEDS TO BENEFIT THE STUDENTS AND STAFF OF GOVERNOR MIFFLIN THROUGH THE MISSON OF THE GOVERNOR MIFFLIN EDUCATION FOUNDATION

GOVERNOR MIFFLIN EDUCATION FOUNDATION

WHAT'S INCLUDED:

- 18 HOLES OF GOLF WITH CART
- WARM-UP ON THE RANGE
- FREE! FUTURE GREENS FEE (coupon to play at a later date)
- LIGHT LUNCH
- SWAG BAG
- HOLE-IN-ONE & OTHER COURSE CONTESTS
- KAUFFMAN'S BBQ CHICKEN DINNER
- MUSIC

ENTRY FEE:

- $400/FOURSOME
- EVENT & HOLE SPONSORSHIPS AVAILABLE - STARTING AT $150
- REGISTRATION OPENS IN JUNE

Follow us on Facebook for link to registration...
GMEducationFoundation

Questions... contact Beth Stanislawczyk at beth.stanislawczyk@gmsd.org

Governor Mifflin Education Foundation
10 South Waverly Street
Shillington, PA 19607
610.914.2992
www.gmsd.org/governor-mifflin-education-foundation
GMEducationFoundation

MISSION

The mission of the Governor Mifflin Education Foundation (GMEF) is grounded in funding and supporting projects, programs, and initiatives in the Governor Mifflin School District. These opportunities allow our educators to provide students with innovative, experiential, and future-focused educational experiences.

VISION

The future of any community is found in the classrooms of today. The Governor Mifflin Education Foundation (GMEF) is committed to partnering with the school district, community, and other Governor Mifflin stakeholders in assuring that all students are afforded engaging and robust educational opportunities.

GOVERNOR MIFFLIN
EDUCATION FOUNDATION

Great efforts have been taken to ensure the accuracy of this report. If there is an error, please accept our apologies and contact Executive Director, Beth Stanislawczyk, so accurate information can be documented. Thank you.

2.2. High School 2026-2027 ATSI Plan
Description: Presenting: Mr. TJ Miller, High School Principal



Governor Mifflin HS - ATSI Plan

2026-2027

Why are we on the ATSI plan?

- ATSI - Additional Targeted Support and Improvement started with 3 year plan
- Since 2016, PDE tracking academic growth and academic performance in all schools - BIOLOGY, LITERATURE, and ALGEBRA.
- If a school misses their academic progress and one “other” target, you are placed on a three year ATSI plan
- If you miss an academic target, the “other” targets include graduation rate, EL proficiency, and chronic absenteeism
- Since 2017, GMHS - Special Education Math/ELA achievement and ***(was)*** Chronic Absenteeism

Why are we on the ATSI plan?

- TSI - Achievement for English Language Learners in Math (9.1%)and ELA 10 (18.2%)
- ATSI for GMHS score for Special Education Math and ELA combined (26.9%)

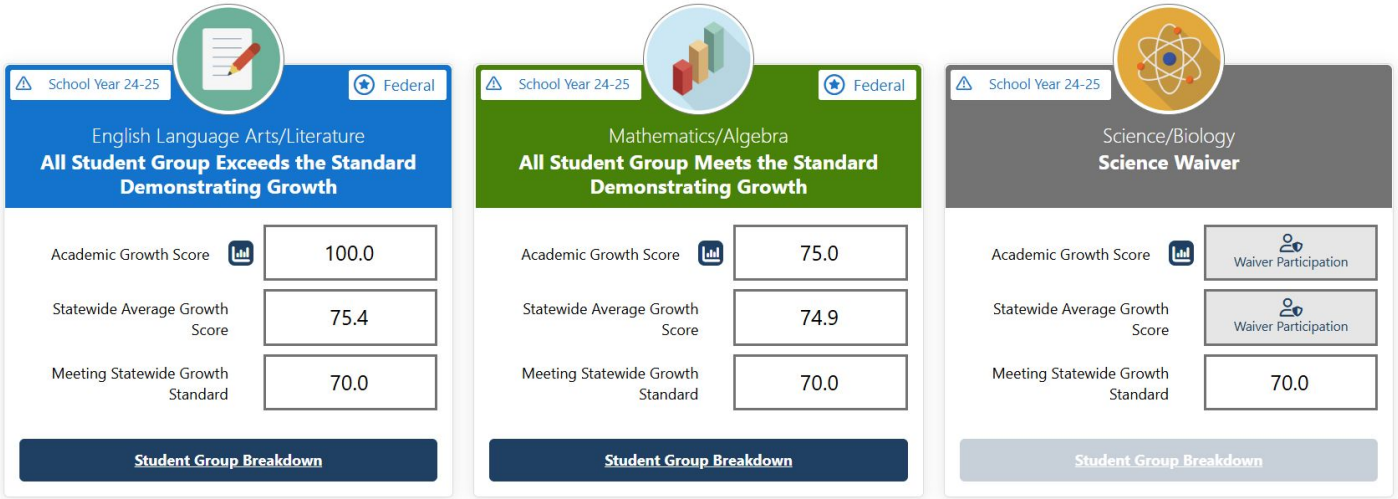
Success

Governor Mifflin is no longer on ATSI for attendance.

- Combination of GMHS improving attendance
- State lowering the cut score number
- Attendance designation was removed

Success

Meeting Annual Academic Growth Expectations (PVAAS)



2026-27 ATSI Plan Goal

-By spring 2027, students with disabilities at Governor Mifflin High School will increase Literature proficiency from 26.7% to 38% or higher.

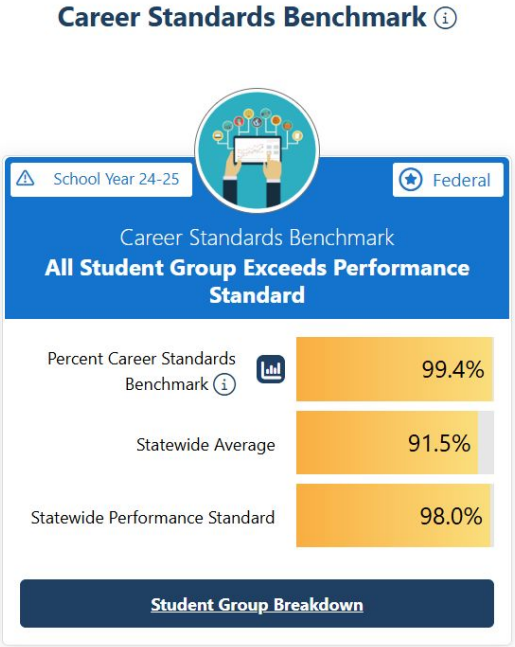
- By spring 2027, students with disabilities at Governor Mifflin High School will increase Algebra proficiency from 14.8% to 28% or higher.

How do we achieve this?

- Continued focus on Tier 1 instruction
  - Implementation of Common Quarterly Assessments in every class at GMHS with a writing component
    - May 2026, four PD days dedicated to Common Quarterly Assessments
  - Use assessment data (CDT, Firefly, Quarterly Assessments, classroom data, IEP data) to drive small group instruction in Keystone classes (Alg, ELA 10, Bio)
  - Continue data meetings with Keystone teachers to identify areas of need

Reasoning - strengthen instruction and identify gaps to help us reach every student.

Other area of Success



2.3. Special Education Department Update

Description: Presenting: Dr. Jean Solecki, Director of Special Education; Ms. Liz Wechter, Supervisor of Elementary Special Education; Ms. Kimberly King, Supervisor of Secondary Special Education

GOVERNOR MIFFLIN
SCHOOL DISTRICT

The Office of Special and Gifted Education

Where We Were, Where We Are, and Where We Are Going

Where... EVERY. ONE. MATTERS

Presenter: Dr. Jean Solecki



Who We Are

Director of Special and Gifted Education- Dr. Jean Solecki

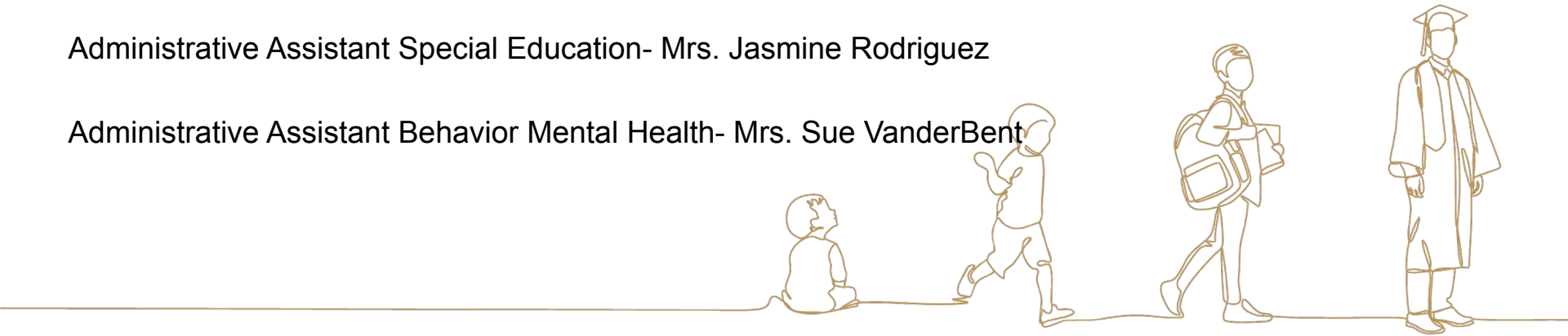
Supervisor of Special Education Elementary- Ms. Liz Wechter

Supervisor of Special Education Secondary- Ms. Kimberly King

Supervisor of Student Services, Behavior Mental Health- Mrs. Leslie Shaud

Administrative Assistant Special Education- Mrs. Jasmine Rodriguez

Administrative Assistant Behavior Mental Health- Mrs. Sue VanderBent



Where We Were...



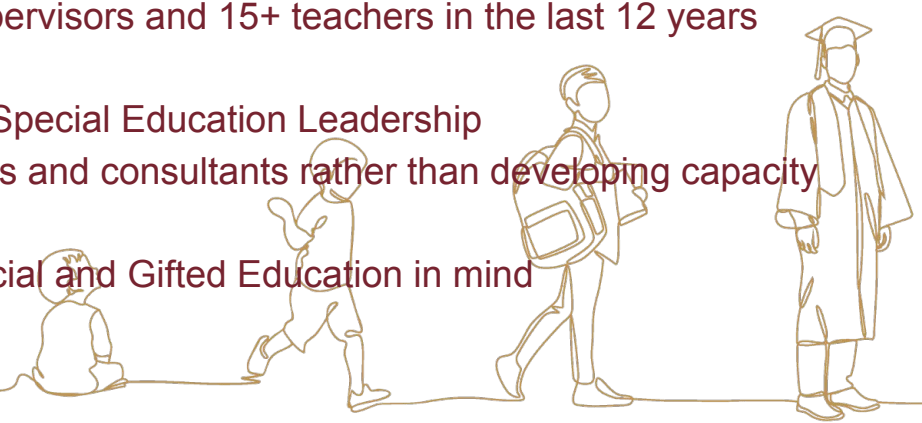
An Abbreviated History

- Over the last 6-12 years, there has not been meaningful systemic change
  - Audit data shows that the last cycle of monitoring had the same identified areas of non-compliance
  - This cycle yielded 38 + improvement plans, some of which were student specific

- High turnover of both Administrative and Staff in the area of Special Education
  - 3-4 different Directors, 6-7 different Supervisors and 15+ teachers in the last 12 years

- Inconsistent expertise or limited expertise in Special Education Leadership
  - Over reliance on other District's systems and consultants rather than developing capacity

- System platforms that did not have 504, Special and Gifted Education in mind

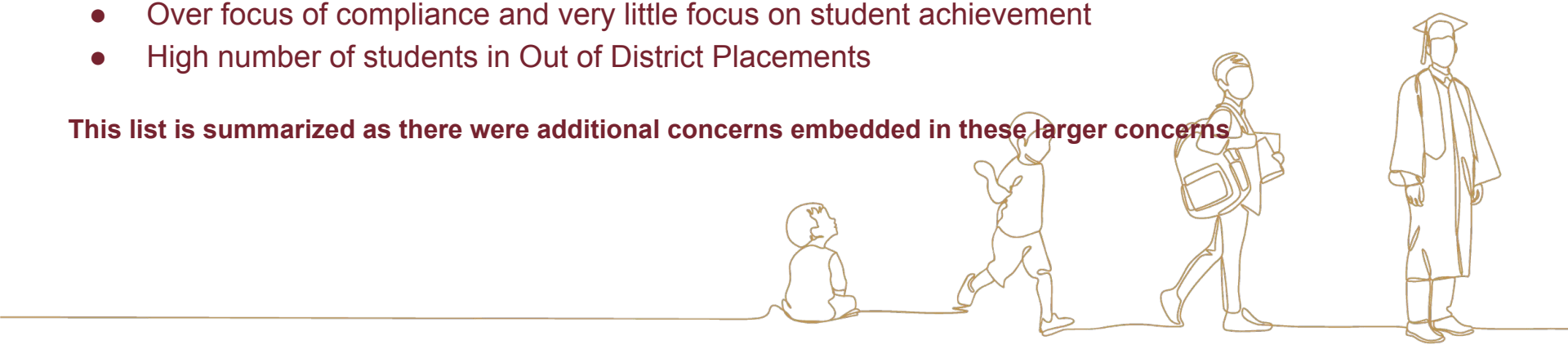


Developing Vision for the Office

During onboarding Administration, Teachers, and Staff noted the following concerns:

- Teachers were overwhelmed due to lack of vision and direction of the Department
- Administrative Support were completing tasks that a proper platform could complete which caused inefficiency
- Lack of clarity surrounding the roles in the Office and long response times
- Lack of meaningful Professional Development opportunities
- Over focus of compliance and very little focus on student achievement
- High number of students in Out of District Placements

This list is summarized as there were additional concerns embedded in these larger concerns



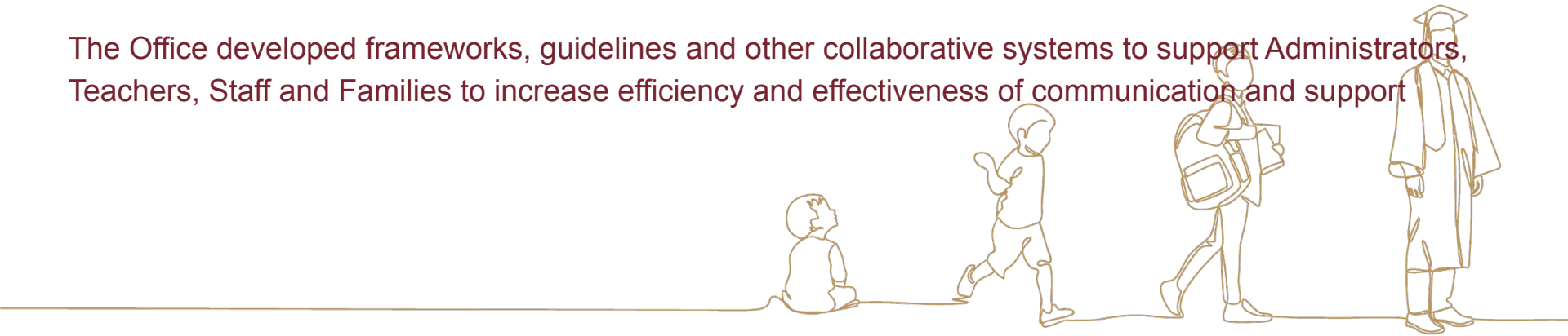
Office Vision

Office Vision and Expectation of all in the Office:

Well supported professionals efficiently and effectively support students

The Office of Special and Gifted Education acts as a resource, compliance support and actively professionally develops educators to utilize best practices in their daily craft which supports the vision of passion, purpose and path.

The Office developed frameworks, guidelines and other collaborative systems to support Administrators, Teachers, Staff and Families to increase efficiency and effectiveness of communication and support



Where We Are....



Where We Are

Parent Engagement

EI Event and Quarterly Newsletter

Professional Development

Paraprofessionals
Highly Qualified- 2 paras (BCIU)
General: 28 PD opportunities
Specialized:12 PD opportunities

Special Ed Prof. Staff-
General: 20 PD opportunities
Specialized: 21 PD opportunities

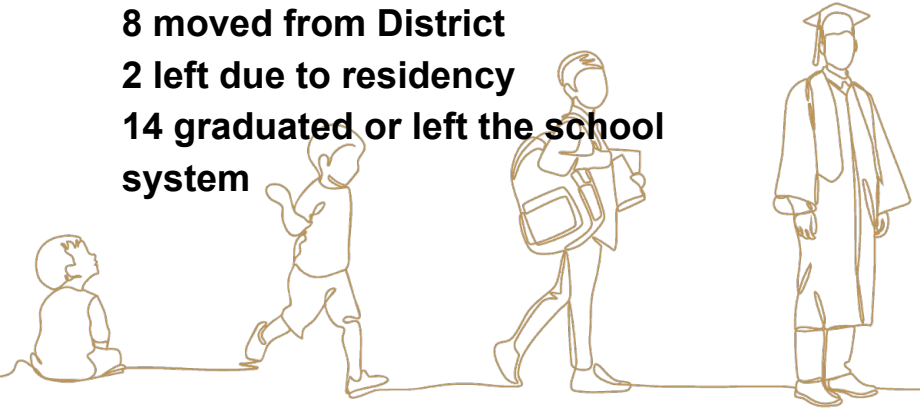
General Ed Prof. Staff-
18 PD opportunities at Brecknock Elem.

Low Incident Classroom openings

Opened and trained 12 LI rooms with no foundation prior to 2025-26 SY

Out of District Placements

13 returned
8 moved from District
2 left due to residency
14 graduated or left the school system



Where We Are

Program and Assessment Alignment

Full Menu and Calendar developed and distributed for 2026-27 SY

Moving from Reactivity to Proactivity

Caseloads fully developed by May 2026

Transition meetings moved from Administration lead to Teacher lead

Strengthening relationships with families to move away from counsel and advocate

Thoughtful Staffing

2 BCBAs

Staffing ratio

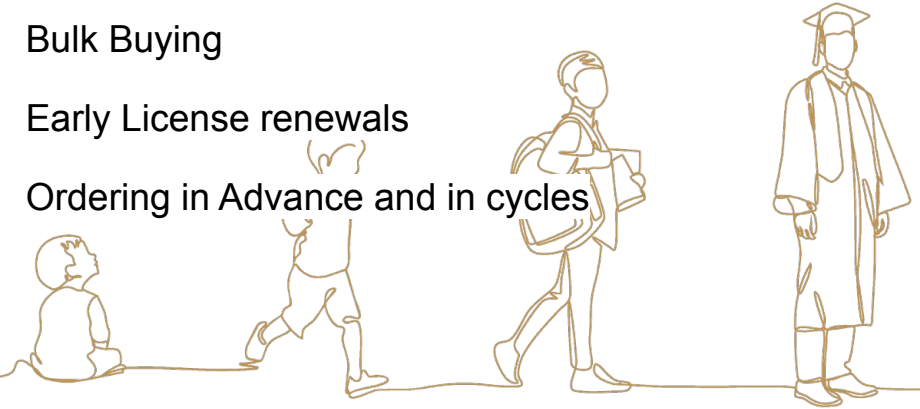
Using systems efficiency to use time differently

Budget

Bulk Buying

Early License renewals

Ordering in Advance and in cycles

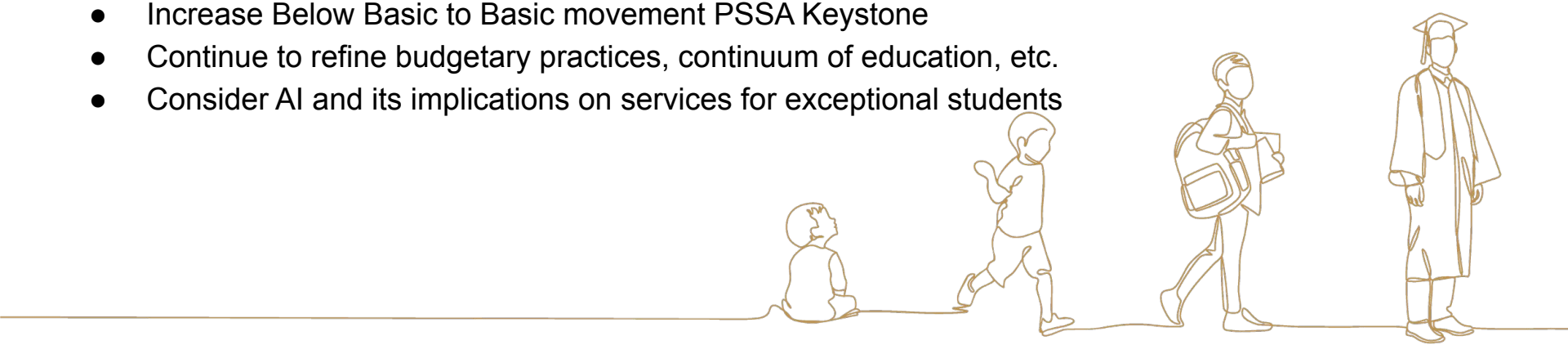


Where We Are Going....



Where We Are Going....

- Behavior mental health
  - Roles & Responsibilities, better tracking of mandates and support structures, considering the future of behavior mental health programming
- Continue to increase compliance and address Transition Planning as a result of the 2026 Indicator 14 data
- Strengthen Gifted Programming
- Increase movement in Learning Support towards General Education
- Increase Below Basic to Basic movement PSSA Keystone
- Continue to refine budgetary practices, continuum of education, etc.
- Consider AI and its implications on services for exceptional students



Thank you!

Dr. Jean Solecki



3. **Board Discussion Items (none)**

4. **Public Comment**

Description: Community Agenda Questions; Other Questions/Concerns - *Please complete and submit yellow card to the Board Recording Secretary prior to the start of the meeting*

5. **Board Business**

5.1. **Student Board Representatives 2026-2027**

Description: Requesting the Appointment of Sophia Simon (Grade 11) and Kuljeet Sangha (Grade 12), as Student Board Representatives for the 2026-2027 school year

6. **Finance**

6.1. **BCIU Annual Zoom License Agreement**

Description: Requesting Approval for a renewal Agreement with the BCIU for an annual Zoom license, effective August 26, 2026 through August 26, 2027, at a total cost of $756 (increase of $6), as presented

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Berks County Intermediate Unit
an educational service agency

BCIU SERVICE AGREEMENT

THIS AGREEMENT ("Agreement") is made by and between the **BERKS COUNTY INTERMEDIATE UNIT**, a Pennsylvania intermediate unit, with its principal place of business at **1111 Commons Blvd, Reading, PA 19612 ("BCIU")** and **GOVERNOR MIFFLIN SCHOOL DISTRICT ("Client"),** a Pennsylvania public school district, with its principal place of business at **10 S. Waverly Street, Shillington, PA 19607.**

BCIU, as a regional service agency, offers a wide range of diverse services, including student services, instruction, curriculum, professional development, business services, information management, and technology services to public school districts, nonpublic schools, and other human services in Berks County for various needs. The Client has requested BCIU to provide technology services to its schools based upon the terms and conditions set forth in this Agreement.

This agreement will allow the BCIU to provide the following to Client:

Description	Quantity	Price	Total
Zoom Education Annual - License	2	$33.00	$66.00
Webinar 500	1	$690.00	$690.00
Total			**$756.00**

NOW, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties intending to be legally bound hereby agree as follows:

1. *Rate*. BCIU shall bill the Client for this service provided to the Client pursuant hereto, based upon the total proposed cost of **$756.00**.

2. *Term and Termination*.

   - The term of this Agreement shall be valid for one (1) year, effective August 26, 2026, until August 26, 2027.
   - If the Client terminates this Agreement prematurely, the Client is responsible for all fees that remain as part of the signed service order. If the BCIU terminates the Agreement prematurely, the Client shall be entitled to receive a refund of any prepaid Subscription Fees in an amount prorated to reflect the period of time between the date the uncured breach occurred and the end of the period for which the Client has prepaid for such use.
   - Upon termination or expiration of this Agreement for any reason, all access rights granted to the Client shall immediately terminate. Each party shall promptly return to the other party all copies and originals of documents and other materials that contain or embody the other party's Confidential Information (as defined below) that are in its possession. All forward obligations shall cease, except that the Client shall be obliged to pay all amounts: (i) under any and all Order Forms terminated by The Berks

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County Intermediate Unit, and (ii) for services rendered prior to the termination by the Client.

3. *Terms and Privacy*. The Client agrees to and will abide by Zoom's Terms of Service, Privacy Statement, and Acceptable Use Policy. Policies and statements are posted on Zoom's website (http://zoom.us).

4. *Independent Contractor*. BCIU understands that in performing this Agreement, BCIU is acting as an independent contractor, and the BCIU shall not be an agent, servant, partner, or employee of the Client. Client hereby indemnifies and holds the BCIU, its agents, servants, employees, board members, and assigns, harmless from any and all claims, assessments, or liabilities associated with any investigation, litigation, or administrative action relating to the Client's technology department or the Client's utilization of certain software or hardware on its computers.

5. *Severability*. If any term, provision, or condition of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions of this Agreement shall remain in full force, and effect and the invalid provision shall be given the most significant degree of force and effectiveness possible, given the intent of the parties.

6. *Consents*. BCIU and Client acknowledge and agree that all necessary approvals and consents have been obtained in connection with the execution of this Agreement and that each party signing this Agreement on behalf of the Client and the BCIU has the full and complete authority to do so.

7. *Use Indemnity*. The Client shall indemnify and hold harmless the BCIU (and its subsidiaries, affiliates, officers, agents, co-branders or other partners, and employees) from any and all claims, damages, liabilities, costs, and expenses (including, but not limited to, reasonable attorneys' fees and all related costs and expenses) incurred by the BCIU as a result of: a) the Client's use of the Zoom Services or (b) a client's breach of any of its obligations under this Agreement.

8. *Representations and Warranties*. The BCIU makes the following representations regarding warranties to the Client:

    1. *Disclaimer of Warranties*. THE BCIU DOES NOT WARRANT THAT THE ZOOM SERVICES WILL MEET THE CLIENT'S REQUIREMENTS OR THAT THE OPERATION OF THE ZOOM SERVICES WILL BE UNINTERRUPTED OR ERROR-FREE. THE ENTIRE RISK AS TO THE QUALITY AND PERFORMANCE OF THE ZOOM SERVICES IS WITH THE CLIENT. THE CLIENT ACKNOWLEDGES THAT THE BCIU DOES NOT PROVIDE ZOOM SERVICES AND IS MERELY PASSING ON ACCESS TO DISCOUNTED PRICING TO THE CLIENT. AS SUCH, THE SERVICES ARE PROVIDED "AS IS" AND WITHOUT WARRANTY OF ANY KIND. EACH PARTY EXPLICITLY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE, RELATING TO THIS AGREEMENT,

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Berks County Intermediate Unit
an educational service agency

PERFORMANCE OR INABILITY TO PERFORM UNDER THIS AGREEMENT, THE CONTENT, AND EACH PARTY'S COMPUTING AND DISTRIBUTION SYSTEM. IF ANY PROVISION OF THIS AGREEMENT SHALL BE UNLAWFUL, VOID, OR FOR ANY REASON UNENFORCEABLE, THEN THAT PROVISION SHALL BE DEEMED SEVERABLE FROM THIS AGREEMENT AND SHALL NOT AFFECT THE VALIDITY AND ENFORCEABILITY OF ANY REMAINING PROVISIONS.

2. *Limitation of Liability*. IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER FOR ANY INDIRECT, SPECIAL, EXEMPLARY, OR CONSEQUENTIAL DAMAGES, INCLUDING ANY IMPLIED WARRANTY OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE OR IMPLIED WARRANTIES ARISING FROM COURSE OF DEALING OR COURSE OF PERFORMANCE, LOST PROFITS, WHETHER OR NOT FORESEEABLE OR ALLEGED TO BE BASED ON BREACH OF WARRANTY, CONTRACT, NEGLIGENCE OR STRICT LIABILITY, ARISING UNDER THIS AGREEMENT, LOSS OF DATA, OR ANY PERFORMANCE UNDER THIS AGREEMENT, EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES AND NOTWITHSTANDING THE FAILURE OF ESSENTIAL PURPOSE OF ANY LIMITED REMEDY PROVIDED HEREIN. THE MAXIMUM REMEDY AVAILABLE TO EITHER PARTY IS ANY AMOUNT PAID BY THE CLIENT HEREUNDER. THE BCIU MAKES NO WARRANTY OF ANY KIND, WHETHER EXPRESS OR IMPLIED, WITH REGARD TO ANY THIRD-PARTY PRODUCTS, THIRD-PARTY CONTENT, OR ANY SOFTWARE, EQUIPMENT, OR HARDWARE OBTAINED FROM THIRD PARTIES.

IN WITNESS WHEREOF, the parties to this Agreement have executed this Agreement on the day and year first above written.

Governor Mifflin School District	**Berks County Intermediate Unit**
_____	_____
Signature	Signature
Kelly Price	
_____	_____
Printed Name	Printed Name
_____	_____
Date	Date

Certificate Of Completion

Envelope Id: 3F97027D-8969-8EEF-8237-A74C4131C65A
Status: Sent
Subject: Please complete with Docusign: Governor Mifflin - Zoom Agreement_26-27.docx
Source Envelope:
Document Pages: 3
Signatures: 0
Envelope Originator:
Certificate Pages: 4
Initials: 0
Karen Brown
AutoNav: Enabled
1111 Commons Blvd
EnvelopeId Stamping: Enabled
Reading, PA 19612
Time Zone: (UTC-05:00) Eastern Time (US & Canada)
karbro@berksiu.org
IP Address: 2600:1408:8c00:

Record Tracking

Status: Original
7/22/2026 1:22:32 PM
Holder: Karen Brown
karbro@berksiu.org
Location: DocuSign

Signer Events	Signature	Timestamp
Kelly Price Kelly.Price@gmsd.org Chief Financial Officer Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Accepted: 7/22/2026 1:36:22 PM ID: 310b357b-4040-453d-85fb-9fbca36df14d		Sent: 7/22/2026 1:28:16 PM Viewed: 7/22/2026 1:36:22 PM
Melanie Serrano melser@berksiu.org Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Accepted: 7/22/2026 1:33:44 PM ID: 526f9d09-c7ef-44c1-ad6d-38b3fdb7f656		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	7/22/2026 1:28:16 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

ELECTRONIC RECORD AND SIGNATURE DISCLOSURE

From time to time, Berks County Intermediate Unit - Consortium (we, us or Company) may be required by law to provide to you certain written notices or disclosures. Described below are the terms and conditions for providing to you such notices and disclosures electronically through the DocuSign system. Please read the information below carefully and thoroughly, and if you can access this information electronically to your satisfaction and agree to this Electronic Record and Signature Disclosure (ERSD), please confirm your agreement by selecting the check-box next to 'I agree to use electronic records and signatures' before clicking 'CONTINUE' within the DocuSign system.

Getting paper copies

At any time, you may request from us a paper copy of any record provided or made available electronically to you by us. You will have the ability to download and print documents we send to you through the DocuSign system during and immediately after the signing session and, if you elect to create a DocuSign account, you may access the documents for a limited period of time (usually 30 days) after such documents are first sent to you. After such time, if you wish for us to send you paper copies of any such documents from our office to you, you will be charged a $0.00 per-page fee. You may request delivery of such paper copies from us by following the procedure described below.

Withdrawing your consent

If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

Consequences of changing your mind

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. Further, you will no longer be able to use the DocuSign system to receive required notices and consents electronically from us or to sign electronically documents from us.

All notices and disclosures will be sent to you electronically

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through the DocuSign system all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

How to contact Berks County Intermediate Unit - Consortium:

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:
To contact us by email send messages to: scomaj@berksiu.org

To advise Berks County Intermediate Unit - Consortium of your new email address

To let us know of a change in your email address where we should send notices and disclosures electronically to you, you must send an email message to us at scomaj@berksiu.org and in the body of such request you must state: your previous email address, your new email address. We do not require any other information from you to change your email address.

If you created a DocuSign account, you may update it with your new email address through your account preferences.

To request paper copies from Berks County Intermediate Unit - Consortium

To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an email to scomaj@berksiu.org and in the body of such request you must state your email address, full name, mailing address, and telephone number. We will bill you for any fees at that time, if any.

To withdraw your consent with Berks County Intermediate Unit - Consortium

To inform us that you no longer wish to receive future notices and disclosures in electronic format you may:

i. decline to sign a document from within your signing session, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;

ii. send us an email to scomaj@berksiu.org and in the body of such request you must state your email, full name, mailing address, and telephone number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

Required hardware and software

The minimum system requirements for using the DocuSign system may change over time. The current system requirements are found here: https://support.docusign.com/guides/signer-guide-signing-system-requirements.

Acknowledging your access and consent to receive and sign documents electronically

To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please confirm that you have read this ERSD, and (i) that you are able to print on paper or electronically save this ERSD for your future reference and access; or (ii) that you are able to email this ERSD to an email address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format as described herein, then select the check-box next to 'I agree to use electronic records and signatures' before clicking 'CONTINUE' within the DocuSign system.

By selecting the check-box next to 'I agree to use electronic records and signatures', you confirm that:

- You can access and read this Electronic Record and Signature Disclosure; and
- You can print on paper this Electronic Record and Signature Disclosure, or save or send this Electronic Record and Disclosure to a location where you can print it, for future reference and access; and
- Until or unless you notify Berks County Intermediate Unit - Consortium as described above, you consent to receive exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you by Berks County Intermediate Unit - Consortium during the course of your relationship with Berks County Intermediate Unit - Consortium.

6.2. **Ephrata Mennonite School Transportation Agreement**

Description: Requesting Approval for a renewal Agreement with Ephrata Mennonite School, Ephrata, PA, for the transportation of students enrolled for the 2026-2027 school year; cost is $15.08/student per day (increase of 2%), as presented

GOVERNOR MIFFLIN SCHOOL DISTRICT
CONTRACT FOR THE TRANSPORTATION OF SCHOOL PUPILS
SCHOOL TERM 2026-2027

THIS AGREEMENT ENTERED INTO THIS 17th DAY OF AUGUST 2026, BY AND BETWEEN THE BOARD OF SCHOOL DIRECTORS OF THE GOVERNOR MIFFLIN SCHOOL DISTRICT, HEREINAFTER REFERRED TO AS THE BOARD AND EPHRATA MENNONITE SCHOOL HEREINAFTER REFERRED TO AS THE CONTRACTOR, WITNESSETH:

1. For the consideration hereinafter mentioned, the CONTRACTOR agrees to provide transportation for school pupils who reside in the Governor Mifflin School District boundaries and attend the Mennonite School for the 2026-27 school year.

2. The BOARD shall pay CONTRACTOR the sum of $15.08 per student transported for a total of up to 175 days per school year. Changes to student attendance will be reflected in the final payment made to the Mennonite School.

3. Transportation upon the terms and conditions herein specified in items 1 to 20 inclusive and shall begin on August 26, 2026 and terminate on the last student day for 2027 (May 27, 2027) unless terminated earlier for cause or by mutual consent of the parties hereto.

4. CONTRACTOR shall procure, and shall keep in force for the duration of this Contract, a policy or policies of General Liability and Automobile Liability insurance wherein District is a named insured, issued by a company which is satisfactory to the District, covering all claims for personal injury, death, and property damage which arise out of or are in anywise related to any act done or omitted with respect to Contractor's performance of the Contract or in the course of such performance, with a combined single limit of not less than $1,000,000 and an Excess/Umbrella policy with a limit not less than $1,000,000. Workers Compensation with amounts and coverage as required by the Commonwealth of Pennsylvania Workers Compensation laws including, without limitation, Occupational Disease and Employer’s Liability Insurance. Each such policy shall provide that no cancellation thereof shall be effective until 30 days after written notice of intent to cancel it has been given to District. Before transporting any school pupil hereunder, Contractor shall furnish District with a certificate of insurance from the insuring company, as evidence that such liability insurance has been obtained.

6. The CONTRACTOR agrees to furnish such reports as may be required by the BOARD or its designated representatives.

7. The CONTRACTOR will furnish vehicles which conform to the federal, state and local laws and regulations for school transportation vehicles.

8. The CONTRACTOR agrees to comply with all federal, state and local laws.

9. Every school bus driver shall meet the regulations of the Pennsylvania Department of Transportation in regard to application, age, fitness, competence, conduct, licensing, and physical examinations.

10. Bus routes and bus stops shall be determined by the CONTRACTOR and may be modified by the CONTRACTOR as occasion demands in cooperation with the BOARD.

11. An operating time schedule shall be prepared by the CONTRACTOR in cooperation with the BOARD. This schedule will be posted in the bus and at the school. The bus shall not depart from any designated stop before two minutes after the schedules time unless all pupils to be transported from that point are aboard. The time schedule may be modified by the CONTRACTOR as occasion demands in cooperation with both parents and the BOARD.

12. Pupils will be taken on and discharged from the bus only at the designated stops and at extreme right of the road.

13. No person other than a school pupil will be transported in a school vehicle except that a teacher or other school official may ride when designated by the BOARD. Nothing except passengers and their belongings shall be transported in the school vehicle while it is engaged in transporting pupils to and from school.

14. CONTRACTOR shall defend, hold harmless, and indemnify District, its administrators, agents, directors, employees, and officers, against all awards, charges, costs, counsel fees, damages, expenses, interest, liabilities, and penalties, on account of any and all actions, claims, demands, suits, and judgments whatsoever, arising out of or in anywise related to any act done or omitted by Contractor, by any of Contractor's drivers, or other agents or employees, or by any other person, with respect to Contractor's performance of the Contract or in the course of such performance.

15. The speed of a vehicle will at all times be consistent with the safety of the passengers and shall at no time exceed the speed limit as set forth in the minimum standards of the Bureau of Traffic Safety, Penn Dot, as promulgated from the Vehicle Code.

16. It is understood and agreed to by both parties hereto that the CONTRACTOR, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an INDEPENDENT CONTRACTOR and is not an officer, agent or employee of the aforesaid school district.

17. This contract shall not be transferred. Another school bus which has been lawfully certified for current use in Pennsylvania and/or another properly certified driver may be substituted in emergencies upon consent of the BOARD or the designated representative; but only for the duration of the emergency.

18. As an independent contractor providing services to the GOVERNOR MIFFLIN SCHOOL DISTRICT, our employees will have direct contact with children. Therefore, the employee screening requirements as mandated by Section 111 (Act 34 of 1985) of the Public School Code (P.L.30, No. 14, March 10, 1949), Act 151 Child Abuse Clearance and Act 114 (FBI fingerprints) will be met.

19. The BOARD shall adjust all matters arising out of this contract not specifically provided for therein.

IN WITNESS WHEREOF, the parties above named have hereto set their hands the day and year aforesaid.

For the BOARD OF SCHOOL DIRECTORS of the

Ephrata Mennonite School
Contractor (Type or Print)

GOVERNOR MIFFLIN SCHOOL DISTRICT

_____
Contractor (Signature)

_____ _____
Social Security No. or Federal Identification No. President

635 Stevens Road
Street

_____
Secretary

Ephrata, PA 17522
City, State, Zip Code

_____(DATE) _____(DATE)

6.3. **Gehman's Mennonite School Transportation Agreement**

Description: Requesting Approval for a renewal Agreement with Gehman's Mennonite School, Denver, PA, for the transportation of students enrolled for the 2026-2027 school year; cost is $6.97/student per day (increase of $0.18), as presented

GOVERNOR MIFFLIN SCHOOL DISTRICT
CONTRACT FOR THE TRANSPORTATION OF SCHOOL PUPILS
SCHOOL TERM 2026-2027

THIS AGREEMENT ENTERED INTO THIS 17th DAY OF AUGUST 2026, BY AND BETWEEN THE BOARD OF SCHOOL DIRECTORS OF THE GOVERNOR MIFFLIN SCHOOL DISTRICT, HEREINAFTER REFERRED TO AS THE BOARD AND GEHMANS MENNONITE SCHOOL HEREINAFTER REFERRED TO AS THE CONTRACTOR, WITNESSETH:

1. For the consideration hereinafter mentioned, the CONTRACTOR agrees to provide transportation for school pupils who reside in the Governor Mifflin School District boundaries and attend the Mennonite School for the 2026-27 school year.

2. The BOARD shall pay CONTRACTOR at the rate of $6.97 per student/day for the 2026-2027 school year. Changes to student attendance will be reflected in the final payment made to the Mennonite School.

3. Transportation upon the terms and conditions herein specified in items 1 to 20 inclusive and shall begin on the 27th day of August 2026 and terminate on the last school day of 2027 (May 28, 2027) unless terminated earlier for cause or by mutual consent of the parties hereto.

4. CONTRACTOR shall procure, and shall keep in force for the duration of this Contract, a policy or policies of General Liability and Automobile Liability insurance wherein District is a named insured, issued by a company which is satisfactory to the District, covering all claims for personal injury, death, and property damage which arise out of or are in anywise related to any act done or omitted with respect to Contractor's performance of the Contract or in the course of such performance, with a combined single limit of not less than $1,000,000 and an Excess/Umbrella policy with a limit not less than $1,000,000. Workers Compensation with amounts and coverage as required by the Commonwealth of Pennsylvania Workers Compensation laws including, without limitation, Occupational Disease and Employer’s Liability Insurance. Each such policy shall provide that no cancellation thereof shall be effective until 30 days after written notice of intent to cancel it has been given to District. Before transporting any school pupil hereunder, Contractor shall furnish District with a certificate of insurance from the insuring company, as evidence that such liability insurance has been obtained.

6. The CONTRACTOR agrees to furnish such reports as may be required by the BOARD or its designated representatives.

7. The CONTRACTOR will furnish vehicles which conform to the federal, state and local laws and regulations for school transportation vehicles.

8. The CONTRACTOR agrees to comply with all federal, state and local laws.

9. Every school bus driver shall meet the regulations of the Pennsylvania Department of Transportation in regard to application, age, fitness, competence, conduct, licensing, and physical examinations.

10. Bus routes and bus stops shall be determined by the CONTRACTOR and may be modified by the CONTRACTOR as occasion demands in cooperation with the BOARD.

11. An operating time schedule shall be prepared by the CONTRACTOR in cooperation with the BOARD. This schedule will be posted in the bus and at the school. The bus shall not depart from any designated stop before two minutes after the schedules time unless all pupils to be transported from that point are aboard. The time schedule may be modified by the CONTRACTOR as occasion demands in cooperation with both parents and the BOARD.

12. Pupils will be taken on and discharged from the bus only at the designated stops and at extreme right of the road.

13. No person other than a school pupil will be transported in a school vehicle except that a teacher or other school official may ride when designated by the BOARD. Nothing except passengers and their belongings shall be transported in the school vehicle while it is engaged in transporting pupils to and from school.

14. CONTRACTOR shall defend, hold harmless, and indemnify District, its administrators, agents, directors, employees, and officers, against all awards, charges, costs, counsel fees, damages, expenses, interest, liabilities, and penalties, on account of any and all actions, claims, demands, suits, and judgments whatsoever, arising out of or in anywise related to any act done or omitted by Contractor, by any of Contractor's drivers, or other agents or employees, or by any other person, with respect to Contractor's performance of the Contract or in the course of such performance.

15. The speed of a vehicle will at all times be consistent with the safety of the passengers and shall at no time exceed the speed limit as set forth in the minimum standards of the Bureau of Traffic Safety, Penn Dot, as promulgated from the Vehicle Code.

16. It is understood and agreed to by both parties hereto that the CONTRACTOR, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an INDEPENDENT CONTRACTOR and is not an officer, agent or employee of the aforesaid school district.

17. This contract shall not be transferred. Another school bus which has been lawfully certified for current use in Pennsylvania and/or another properly certified driver may be substituted in emergencies upon consent of the BOARD or the designated representative; but only for the duration of the emergency.

18. As an independent contractor providing services to the GOVERNOR MIFFLIN SCHOOL DISTRICT, our employees will have direct contact with children. Therefore, the employee screening requirements as mandated by Section 111 (Act 34 of 1985) of the Public School Code (P.L.30, No. 14, March 10, 1949), Act 151 Child Abuse Clearance and Act 114 (FBI fingerprints) will be met.

19. The BOARD shall adjust all matters arising out of this contract not specifically provided for therein.

IN WITNESS WHEREOF, the parties above named have hereto set their hands the day and year aforesaid.

For the BOARD OF SCHOOL DIRECTORS of the

Gehmans Mennonite School
Contractor (Type or Print)

GOVERNOR MIFFLIN SCHOOL DISTRICT

_____
Contractor (Signature)

_____ _____
Social Security No. or Federal Identification No. President

650 Gehman School Rd. _____
Street Secretary

Denver, PA 17517
City, State, Zip Code

_____(DATE) _____(DATE)

6.4. **Hinkletown Mennonite School Transportation Agreement**

Description: Requesting Approval for a renewal Agreement with Hinkletown Mennonite School, Ephrata, PA, for the transportation of students enrolled for the 2025-2026 school year; cost is $5.30/student per day (increase of $0.20), as presented

GOVERNOR MIFFLIN SCHOOL DISTRICT
CONTRACT FOR THE TRANSPORTATION OF SCHOOL PUPILS
SCHOOL TERM 2026-2027

THIS AGREEMENT ENTERED INTO THIS 17th DAY OF AUGUST 2026, BY AND BETWEEN THE BOARD OF SCHOOL DIRECTORS OF THE GOVERNOR MIFFLIN SCHOOL DISTRICT, HEREINAFTER REFERRED TO AS THE BOARD AND HINKLETOWN MENNONITE SCHOOL HEREINAFTER REFERRED TO AS THE CONTRACTOR, WITNESSETH:

1. For the consideration hereinafter mentioned, the CONTRACTOR agrees to provide transportation for school pupils who reside in the Governor Mifflin School District boundaries and attend the Mennonite School for the 2026-27 school year.

2. The BOARD shall pay CONTRACTOR at the rate of $5.30 per student/day for the 2026-2027 school year. Changes to student attendance will be reflected in the final payment made to the Mennonite School.

3. Transportation upon the terms and conditions herein specified in items 1 to 20 inclusive and shall begin on the 26th day of August 2026 and terminate on the last day of school (June 3, 2027) unless terminated earlier for cause or by mutual consent of the parties hereto.

4. CONTRACTOR shall procure, and shall keep in force for the duration of this Contract, a policy or policies of General Liability and Automobile Liability insurance wherein District is a named insured, issued by a company which is satisfactory to the District, covering all claims for personal injury, death, and property damage which arise out of or are in anywise related to any act done or omitted with respect to Contractor's performance of the Contract or in the course of such performance, with a combined single limit of not less than $1,000,000 and an Excess/Umbrella policy with a limit not less than $1,000,000. Workers Compensation with amounts and coverage as required by the Commonwealth of Pennsylvania Workers Compensation laws including, without limitation, Occupational Disease and Employer’s Liability Insurance. Each such policy shall provide that no cancellation thereof shall be effective until 30 days after written notice of intent to cancel it has been given to District. Before transporting any school pupil hereunder, Contractor shall furnish District with a certificate of insurance from the insuring company, as evidence that such liability insurance has been obtained.

6. The CONTRACTOR agrees to furnish such reports as may be required by the BOARD or its designated representatives.

7. The CONTRACTOR will furnish vehicles which conform to the federal, state and local laws and regulations for school transportation vehicles.

8. The CONTRACTOR agrees to comply with all federal, state and local laws.

9. Every school bus driver shall meet the regulations of the Pennsylvania Department of Transportation in regard to application, age, fitness, competence, conduct, licensing, and physical examinations.

10. Bus routes and bus stops shall be determined by the CONTRACTOR and may be modified by the CONTRACTOR as occasion demands in cooperation with the BOARD.

11. An operating time schedule shall be prepared by the CONTRACTOR in cooperation with the BOARD. This schedule will be posted in the bus and at the school. The bus shall not depart from any designated stop before two minutes after the schedules time unless all pupils to be transported from that point are aboard. The time schedule may be modified by the CONTRACTOR as occasion demands in cooperation with both parents and the BOARD.

12. Pupils will be taken on and discharged from the bus only at the designated stops and at extreme right of the road.

13. No person other than a school pupil will be transported in a school vehicle except that a teacher or other school official may ride when designated by the BOARD. Nothing except passengers and their belongings shall be transported in the school vehicle while it is engaged in transporting pupils to and from school.

14. CONTRACTOR shall defend, hold harmless, and indemnify District, its administrators, agents, directors, employees, and officers, against all awards, charges, costs, counsel fees, damages, expenses, interest, liabilities, and penalties, on account of any and all actions, claims, demands, suits, and judgments whatsoever, arising out of or in anywise related to any act done or omitted by Contractor, by any of Contractor's drivers, or other agents or employees, or by any other person, with respect to Contractor's performance of the Contract or in the course of such performance.

15. The speed of a vehicle will at all times be consistent with the safety of the passengers and shall at no time exceed the speed limit as set forth in the minimum standards of the Bureau of Traffic Safety, Penn Dot, as promulgated from the Vehicle Code.

16. It is understood and agreed to by both parties hereto that the CONTRACTOR, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an INDEPENDENT CONTRACTOR and is not an officer, agent or employee of the aforesaid school district.

17. This contract shall not be transferred. Another school bus which has been lawfully certified for current use in Pennsylvania and/or another properly certified driver may be substituted in emergencies upon consent of the BOARD or the designated representative; but only for the duration of the emergency.

18. As an independent contractor providing services to the GOVERNOR MIFFLIN SCHOOL DISTRICT, our employees will have direct contact with children. Therefore, the employee screening requirements as mandated by Section 111 (Act 34 of 1985) of the Public School Code (P.L.30, No. 14, March 10, 1949), Act 151 Child Abuse Clearance and Act 114 (FBI fingerprints) will be met.

19. The BOARD shall adjust all matters arising out of this contract not specifically provided for therein.

IN WITNESS WHEREOF, the parties above named have hereto set their hands the day and year aforesaid.

For the BOARD OF SCHOOL DIRECTORS of the

Hinkletown Mennonite School
Contractor (Type or Print)

GOVERNOR MIFFLIN SCHOOL DISTRICT

_____
Contractor (Signature)

_____ _____
Social Security No. or Federal Identification No. President

272 Wanner Rd..
Street

_____
Secretary

Ephrata, PA 17522
City, State, Zip Code

_____(DATE) _____(DATE)

6.5. **Shalom Mennonite School Transportation Agreement**

Description: Requesting Approval for a renewal Agreement with Shalom Mennonite School, Terre Hill, PA, for the transportation of students enrolled for the 2025-2026 school year; cost is $4.60/student per day (increase of $0.10), as presented

GOVERNOR MIFFLIN SCHOOL DISTRICT
CONTRACT FOR THE TRANSPORTATION OF SCHOOL PUPILS
SCHOOL TERM 2026-2027

THIS AGREEMENT ENTERED INTO THIS 17th DAY OF AUGUST 2026, BY AND BETWEEN THE BOARD OF SCHOOL DIRECTORS OF THE GOVERNOR MIFFLIN SCHOOL DISTRICT, HEREINAFTER REFERRED TO AS THE BOARD AND SHALOM MENNONITE SCHOOL HEREINAFTER REFERRED TO AS THE CONTRACTOR, WITNESSETH:

1. For the consideration hereinafter mentioned, the CONTRACTOR agrees to provide transportation for school pupils who reside in the Governor Mifflin School District boundaries and attend the Mennonite School for the 2026-27 school year.

2. The BOARD shall pay CONTRACTOR the rate of $4.60 per student/day. Changes to student attendance will be reflected in the final payment made to the Mennonite School.

3. Transportation upon the terms and conditions herein specified in items 1 to 20 inclusive and shall begin on the 27th day of August 2026 and terminate on the last day of school (May 28, 2027) unless terminated earlier for cause or by mutual consent of the parties hereto.

4. CONTRACTOR shall procure, and shall keep in force for the duration of this Contract, a policy or policies of General Liability and Automobile Liability insurance wherein District is a named insured, issued by a company which is satisfactory to the District, covering all claims for personal injury, death, and property damage which arise out of or are in anywise related to any act done or omitted with respect to Contractor's performance of the Contract or in the course of such performance, with a combined single limit of not less than $1,000,000 and an Excess/Umbrella policy with a limit not less than $1,000,000. Workers Compensation with amounts and coverage as required by the Commonwealth of Pennsylvania Workers Compensation laws including, without limitation, Occupational Disease and Employer’s Liability Insurance. Each such policy shall provide that no cancellation thereof shall be effective until 30 days after written notice of intent to cancel it has been given to District. Before transporting any school pupil hereunder, Contractor shall furnish District with a certificate of insurance from the insuring company, as evidence that such liability insurance has been obtained.

6. The CONTRACTOR agrees to furnish such reports as may be required by the BOARD or its designated representatives.

7. The CONTRACTOR will furnish vehicles which conform to the federal, state and local laws and regulations for school transportation vehicles.

8. The CONTRACTOR agrees to comply with all federal, state and local laws.

9. Every school bus driver shall meet the regulations of the Pennsylvania Department of Transportation in regard to application, age, fitness, competence, conduct, licensing, and physical examinations.

10. Bus routes and bus stops shall be determined by the CONTRACTOR and may be modified by the CONTRACTOR as occasion demands in cooperation with the BOARD.

11. An operating time schedule shall be prepared by the CONTRACTOR in cooperation with the BOARD. This schedule will be posted in the bus and at the school. The bus shall not depart from any designated stop before two minutes after the schedules time unless all pupils to be transported from that point are aboard. The time schedule may be modified by the CONTRACTOR as occasion demands in cooperation with both parents and the BOARD.

12. Pupils will be taken on and discharged from the bus only at the designated stops and at extreme right of the road.

13. No person other than a school pupil will be transported in a school vehicle except that a teacher or other school official may ride when designated by the BOARD. Nothing except passengers and their belongings shall be transported in the school vehicle while it is engaged in transporting pupils to and from school.

14. CONTRACTOR shall defend, hold harmless, and indemnify District, its administrators, agents, directors, employees, and officers, against all awards, charges, costs, counsel fees, damages, expenses, interest, liabilities, and penalties, on account of any and all actions, claims, demands, suits, and judgments whatsoever, arising out of or in anywise related to any act done or omitted by Contractor, by any of Contractor's drivers, or other agents or employees, or by any other person, with respect to Contractor's performance of the Contract or in the course of such performance.

15. The speed of a vehicle will at all times be consistent with the safety of the passengers and shall at no time exceed the speed limit as set forth in the minimum standards of the Bureau of Traffic Safety, Penn Dot, as promulgated from the Vehicle Code.

16. It is understood and agreed to by both parties hereto that the CONTRACTOR, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an INDEPENDENT CONTRACTOR and is not an officer, agent or employee of the aforesaid school district.

17. This contract shall not be transferred. Another school bus which has been lawfully certified for current use in Pennsylvania and/or another properly certified driver may be substituted in emergencies upon consent of the BOARD or the designated representative; but only for the duration of the emergency.

18. As an independent contractor providing services to the GOVERNOR MIFFLIN SCHOOL DISTRICT, our employees will have direct contact with children. Therefore, the employee screening requirements as mandated by Section 111 (Act 34 of 1985) of the Public School Code (P.L.30, No. 14, March 10, 1949), Act 151 Child Abuse Clearance and Act 114 (FBI fingerprints) will be met.

19. The BOARD shall adjust all matters arising out of this contract not specifically provided for therein.

IN WITNESS WHEREOF, the parties above named have hereto set their hands the day and year aforesaid.

For the BOARD OF SCHOOL DIRECTORS of the

Shalom Mennonite School
Contractor (Type or Print)

GOVERNOR MIFFLIN SCHOOL DISTRICT

_____
Contractor (Signature)

_____ _____
Social Security No. or Federal Identification No. President

1410 Union Grove Rd _____
Street Secretary

Terre Hill, PA 17581
City, State, Zip Code

_____(DATE) _____(DATE)

7. **Human Resources** ***(Voting - Section)***

7.1. **2026-2027 Co-Curricular Staffing Rosters**

Description: Requesting Approval of the 2026-2027 Co-Curricular Staffing rosters for the Intermediate School and the Middle School, as presented

GOVERNOR MIFFLIN INTERMEDIATE SCHOOL
CO-CURRICULAR POSITIONS/ADVISORS
2026-2027

POSITION	ADVISOR
Yearbook Co-Advisor	Cassidy Berger
Yearbook Co-Advisor	Alyssa Duym
AV Coordinator	Steve Holgate

GOVERNOR MIFFLIN MIDDLE SCHOOL

CO-CURRICULAR POSITIONS/ADVISORS
2026-2027

POSITION	ADVISOR
Band - Director	Stephanie Carter
Band - Assistant Director	Travis Williamson
Jazz Band - Director	Stephanie Carter
Jazz Band - Assistant Director	Travis Williamson
Show Choir - Director	Travis Williamson
Show Choir - Accompanist	Kay Wadsworth
Show Choir - Choreographer	Jennifer Scott
Student Council Advisor	Angela Mayo
AV Coordinator	Stephanie Carter
AV Coordinator	Travis Williamson
Ski & Snow Board Club	Dominique Facenda
Ski & Snow Board Club - Assistant	Ryan Bachman
HS Honors Orchestra & Chamber Ensemble	Jacob Leonowitz
Yearbook Advisor	Josh Davenport
Funds for Hourly Staff Involvement	Determined, as needed, throughout the year

7.2. **Retirements (none)**

7.3. **Resignations**

Description: Requesting Approval for Resignations, as presented

RESIGNATIONS

AUGUST 3, 2026

Grillo, Paula	- Brecknock, Part-time Paraprofessional; effective July 21, 2026
Krick, Ashley	- High School, Part-time Food Service; effective July 22, 2026
Light, Jeremy	- Floating Custodian; effective July 17, 2026
Maldonado, Melanie	- Cumru, Part-time Paraprofessional; effective July 21, 2026
Mangan, Christopher	- Aquatics, Lifeguard; effective July 17, 2026
Marshall, Ashleigh	- Cumru, Noontime Aide; effective July 21, 2026
Obregon Oblitas, Jose	- Brecknock, Custodian; effective August 21, 2026
Whitman, Jessica	- Mifflin Park, Food Service; effective July 27, 2026
Ziemer, Irene	- Middle School, Math; release date TBD (subject to 60-day hold)

7.4. **Terminations**

Description: Requesting Approval for Terminations, as presented

TERMINATIONS

AUGUST 3, 2026

Drivas, Sotirios	- High School, Social Studies Long-term Substitute; effective for the end of the 2025-2026 school year (assignment completed)
Gardner, Heather	- Cumru, Kindergarten Long-term Substitute; effective for the end of the 2025-2026 school year (assignment completed)

A reduction in Noontime Aide positions has resulted in the terminations of the following staff members, effective July 21, 2026:

Barrett, Rosemary	- Brecknock
Bicta, Lynne	- Mifflin Park
Gates, Kathy	- Cumru
Miller, Scott	- Mifflin Park
Shaffer, Chyanne	- GMIS
Sheetz, Gertrude	- Mifflin Park

7.5. **Employments**

Description: Requesting Approval for Employments, as presented

EMPLOYMENTS

AUGUST 3, 2026

All employments are approved pending the successful and satisfactory completion of new hire documentation, acceptable clearance results, and meeting all employment requirements

Germann, Lori	- GMIS, Full-time 10-month Secretary; effective August 10, 2026 (replacing Beth Thomas – resignation)
Hartline, Connor	- Middle School, STEM Long-term Substitute; effective for the 2026-2027 school year (covering a Leave of Absence)
Hood, Holly	- Brecknock, Part-time Food Service; effective August 24, 2026 (replacing Abbe Ninzeheltzer - position change)
McBride, Melanie	- Brecknock, Emotional Support; effective date TBD; Professional contract, Masters, Step 17 (replacing Katie Franz – resignation)
McClelland, Karly	- Middle School, Math; effective for the start of the 2026-2027 school year; TPE, BS Step 2 (replacing Irene Ziemer – resignation)
O'Connor, Pearl	- Middle School, Math; effective for the start of the 2026-2027 school year; TPE, BS Step 1 (replacing Rebecca Evans – resignation)
Will, Jessica	- Cumru, Autistic Support; effective for the start of the 2026-2027 school year; Professional contract, Masters +18, Step 13 (replacing Elena Pritt – resignation)
Yeager, Vickie	- High School, Part-time Food Service; effective August 24, 2026 (replacing Amber Ruff – resignation)

Co-Curricular Employments

Chambers, Bret	- Assistant Coach, HS Football; effective for the Fall, 2026 season; stipend $5,658.85 (replacing position was vacant)
Huddleson, Jackson	- Assistant Coach, MS Football; effective for the Fall, 2026 season; stipend $2,947.32 (position was vacant)

7.6. **Status Changes**

Description: Requesting Approval for Status Changes, as presented

STATUS CHANGES

AUGUST 3, 2026

Althouse, Kathleen	- Brecknock, Noontime Aide/Part-time Paraprofessional to Brecknock, Part-time Paraprofessional only; effective August 24, 2026; change in hours from 5.75/day to 3/day
Karmonick, Stacey	- GMIS, Paraprofessional; hours reduced from 7.5 to 6.5 per day
Martinez De De Leon, Aisha	- Middle School, Part-time Paraprofessional to High School, Full-time Paraprofessional; effective August 24, 2026 (replacing Natividad Taveras Gomez – resignation)
Skipper, Cailey	- Cumru, Part-time Paraprofessional to Middle School, Part-time Paraprofessional; effective August 24, 2026 (replacing Paulina De Jesus – resignation)
Spotts, Denine	- Cumru, Part-time Food Service to Substitute Food Service; effective July 28, 2026
Zale, Ann	- GMIS, Noontime Aide to Cumru, Noontime Aide; effective August 24, 2026 (position re-assigned)

7.7. **Leaves of Absence (none)**

7.8. **Professional Development Course Requests**

Description: Requesting Approval for Professional Development Course Requests, as presented

PROFESSIONAL DEVELOPMENT COURSE REQUESTS/
TUITION REIMBURSEMENT REQUESTS

AUGUST 3, 2026

Bachelors Level

Deemer, Halee	- West Chester University, Course #509: Single Subject Research in Special Education; Fall, 2026; 3 credits; tuition $1,680; reimbursement $1,680 (Brecknock, Special Education)
Fluke, Olivia	- Wilson College, Course #533: Differentiated Instruction; Fall, 2026; 3 credits; tuition $1,635; reimbursement $1,635 (Cumru, Grade 2)
McConnell, Andrew	- Alvernia University, Course #518: Research Instruments; Fall, 2026; 3 credits; tuition $1,548; reimbursement $1,548 (Middle School, Social Studies)
Ortega, Bernadette	- Alvernia University, Course #520: Ethics & Moral Leadership; Fall, 2026; 3 credits; tuition $1,548; reimbursement $1,548 (Mifflin Park, ESL)
Readinger, Danielle	- Slippery Rock University, Course #625: Instructional Strategies for Learning Behavior; Fall, 2026; 3 credits; tuition $1,680; reimbursement $1,680 (Mifflin Park, Autistic Support)
Readinger, Danielle	- Slippery Rock University, Course #640: Advanced Study of Autism Spectrum Disorders; Fall, 2026; 3 credits; tuition $1,680; reimbursement $1,680 (Mifflin Park, Autistic Support)

Masters Level

Bresnahan, Erik	- Liberty University, Course #773: Teaching & Learning in the Online Environment; Fall, 2026; 3 credits; tuition $1,185; no reimbursement (Middle School, History)

Muldrow, Rickiesha	- Kutztown University, Course #434: Applied Behavior Analysis; Fall, 2026; 3 credits; tuition $1,680; reimbursement $1,680 (Cumru, Special Education)
Saunders, Jessica	- Immaculata University, Course #621: Educational Administration; Fall, 2026; 3 credits; tuition $2,130; reimbursement $1,680 (Cumru, Psychologist)
Troxell, Heather	- Carbon Lehigh IU, Multiple Intelligences in the Classroom; Summer, 2026; 3 credits; tuition $297; reimbursement $297 (Brecknock, Grade 2)

Administrators

Wechter, Liz	- Slippery Rock University, Course #813: Advocacy and Family, School & Community Engagement; Fall, 2026; 3 credits; tuition $1,680 (Supervisor of Elementary Special Education)
Wechter, Liz	- Slippery Rock University, Course #809: Transition Planning for Students with Disabilities; Fall, 2026; 3 credits; tuition $1,680 (Supervisor of Elementary Special Education)

TOTAL: $16,788

Note: Effective for the Fall, 2026 semester, the Kutztown state tuition rate has increased from $534/credit to $560/credit
($1,602 per class to $1,680 per class)

7.9. **MOTION TO APPROVE all Human Resources Agenda Items**
Description: Requesting Approval for all Human Resources Agenda Items, as presented

8. **Curriculum/Instruction** ***(Voting - 1 Item)***

8.1. **Brecknock Elementary 2026-2027 TSI Plan**
Description: Requesting Approval for the Brecknock Elementary Title I Schoolwide TSI (Targeted Support Improvement) Plan for 2026-2027, required by Title I Federal Programs, as presented

Brecknock El Sch

TSI Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Brecknock El Sch		114063003
Address 1		
10 S Waverly St		
Address 2		
City	**State**	**Zip Code**
Shillington	PA	19607
Chief School Administrator		**Chief School Administrator Email**
Dr Lisa T Hess		lisa.hess@gmsd.org
Principal Name		
Dr. Nicole Pagan		
Principal Email		
Nicole.pagan@gmsd.org		
Principal Phone Number		**Principal Extension**
6107751465		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Patricia Nierle		Patricia.nierle@gmsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Nicole Pagan	Principal	Governor Mifflin	nicole.pagan@gmsd.org
Patricia Nierle	Education Specialist	Governor Mifflin	Patricia.Nierle@gmsd.org
Vanessa Ciplla	Parent	Brecknock	Vanessa.Cipolla@gmail.com
Erin Anderson	Chief School Administrator	Governor Mifflin	Erin.Anderson@gmsd.org
Ashley Russell	Teacher	Brecknock	Ashley.Russell@gmsd.org
Pastor Zach	Community Member	Brecknock Township	Pastorzach@alec.org
Heather Bouchard	Board Member	Governor Mifflin	Heather.bouchard@gmsd.org
Jessica Slovich	Paraprofessional	Brecknock	Jessica Slovich@gmsd.org
Liz Wechter	District Level Leaders	Governor Mifflin	Liz.Wechter@gmsd.org
Sarah Fulmer	Teacher	Brecknock	Sarah.Fulmer@gmsd.org

Vision for Learning

Vision for Learning

The Governor Mifflin School District is a committee of dedicated individuals committed to empowering, inspiring, and supporting Every Student Every Day. Brecknock Elementary School cultivates a supportive learning community where all students are encouraged to find their passion, purpose, and path.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The All Student Group Data, according to the Future Ready Index, is a challenge for the 24-25 school year, because we are below the state-wide average.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	Students in our White subgroup are currently achieving 46.7% proficiency. This is our subgroup which reached the highest level of proficiency.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Students in our Economically Disadvantaged subgroup are currently achieving 29.7% proficiency. This is a decrease in performance from the previous year.
Students with Disabilities	Students in our Students with Disabilities subgroup are currently achieving 18.2% proficiency. This is a decrease in performance from the previous year.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The All Student Group Data, according to the Future Ready Index, is a strength for the 24-25 school year, because we are above the state-wide average.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	Students in our White subgroup are currently achieving 51.8% proficiency. This is above the state-wide average.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Students in our Economically Disadvantaged subgroup are currently achieving 25% proficiency. This is a decrease in performance from the previous year.
Students with Disabilities	Students in our Students with Disabilities subgroup are currently achieving 21.2% proficiency. This is a decrease in performance from the previous year.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year. 74% of our Combined Ethnicity subgroup met or exceeded the same performance as the previous year. This was trending upward. There was insufficient data for our subgroup of Students with Disabilities.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year.
Combined Ethnicity	74% of our Combined Ethnicity subgroup met or exceeded the same performance as the previous year. This was trending upward.

Challenges

ESSA Student Subgroups	Indicator
White	Our White subgroup did not meet the interim target and they are decreasing in performance from the previous year.

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

50% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year. 63% of our Combined Ethnicity subgroup met or exceeded the same performance as the previous year. This is a decrease in performance from the previous year. There was insufficient data for our Students with Disabilities subgroup.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Combined Ethnicity	Our Combined Ethnicity is the highest subgroup at 63%.

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	63% of our Combined Ethnicity subgroup met or exceeded the same performance as the previous year. This is a decrease in performance from the previous year.
Economically Disadvantaged	50% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year. This is a decrease in performance from the previous year.

English Language Growth and Attainment

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Brecknock Elementary is above the statewide average in attendance with 89.3% of students not chronically absent. However we have several subgroups that did not meet the statewide target increase in performance from the previous year.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	82.2 % of the Economically Disadvantaged subgroup were not chronically absent. This does meet the statewide goal and is an increase in performance from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	72.4 % of the Students with Disabilities subgroup were not chronically absent. However, this did not meet the statewide goal and is a decrease in performance from the previous year.

Career Standards Benchmark

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

The all student group data, according to the future ready index, is a challenge for the 24-25 school year, because we are below the state wide average.
70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year.
70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year.
70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year.
Brecknock Elementary is above the statewide average in attendance with 89.3% of students not chronically absent. However we have several subgroups that did not meet the statewide target increase in performance from the previous year.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

50% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year. 63% of our Combined Ethnicity subgroup met or exceeded the same performance as the previous year. This is a decrease in performance from the previous year. There was insufficient data for our subgroup of Students with Disabilities.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
iReady ELA 2025-2026	51% of our overall students are on grade level in iReady Reading according to the final assessment given in March for the 2025-2026 school year.
iReady ELA 2025-2026	51% of our students in our Special Education subgroup are on grade level in iReady Reading according to the final assessment given in March for the 2025-2026 school year.
iReady ELA 2025-2026	51% of our students in the Economically Disadvantaged subgroup are on grade level in iReady Reading according to the final assessment given in March for the 2025-2026 school year.
Acadience Benchmark Assessment	70% of students scored on/above grade level in Oral Reading Fluency in the Acadience Benchmark Assessment at the End of the Year.
Acadience Benchmark Assessment	50% of students scored on/above grade level for Correct Letter Sounds on Nonsense Word Fluency.

English Language Arts Summary

Strengths

Bi-weekly collaboration meetings with classroom teachers in grades K-4 using the iReady reports and UFLI progress monitoring logs to support instruction.
We received professional development in UFLI and adjusted instruction in the building. All classroom teachers now adhere to the timing guidelines.

Challenges

ELA's challenge is that we have a new curricular resource this year.

Mathematics

Data	Comments/Notable Observations
iReady Math 2025-2026	45% of our overall students are on grade level in iReady Math according to the final assessment given in March for the 2025-2026 school year.
iReady Math 2025-2026	54% of our sudents in the Economically Disadvantaged subgroup score at grade level in iReady Math according to the final assessment given in March for the 2025-2026 school year.
iReady Math 2025-2026	54% of our sudents in the Special Education subgroup score at grade level in iReady Math according to the final assessment given in March for the 2025-2026 school year.

Mathematics Summary

Strengths

Trimester diagnostic data available for staff to target small group instruction.
Our consistent focus on small group instruction.
Departmentalized biweekly IPM meetings focusing on Data in grades 3 and 4.

Challenges

We were unable to hold departmentalized biweekly IPM meetings in grades K-2. Teachers teach all skills in these grade levels.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Local Assessments/Curriculum-Based	Progress monitoring was conducted at the classroom level. This was not analyzed at the building level.

Science, Technology, and Engineering Education Summary

Strengths

Staff and students will continue to embrace community and various school partnerships to extend learning beyond the four walls of our classroom.
Our district continues to implement a Science Curriculum that aligns with the PA Standards. And we will be making tweaks in what we do to better align with the Steel Standards.
Continue using our library to support TExpL and innovative learning for all students.
Students will continue to be exposed to inquiry-based learning and PA Steel standards through innovation classes.

Challenges

Science lessons are packed. The pacing of the lessons is a challenge.
The district continues to write the curriculum and pacing of our Science Curriculum to better align with PA Steel Standards.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Chapter 339	Our school counselor works in accordance with state guidelines to provide a 35-lesson curriculum for all K-4 students on career and future readiness. For the 25-26 school year 100% of students submitted required artifacts.

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

Summary

Strengths

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

All school counselors attend regular 339 training to update their curricula in career and future readiness. All students receive instruction in this area throughout the year.
The district focuses on making real-world connections in all areas to support students through and beyond career explorations and aspirations.
Brecknock has a strong PTO that supports students, the community, and our school.
Responsive Classroom is used in all classrooms to help meet our student's social/emotional needs.

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.

Our guidance program is working to align with our Portrait of a Graduate expectations.
Increase Brecknock trained staff in TExpl from ten to twelve.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
We do not have this subgroup in our building.	

Students with Disabilities

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

Data	Comments/Notable Observations
2024-2025 PSSA ELA Assessment	18.2% of our third-grade students with disabilities scored proficient on the ELA PSSAs, which is below the school average of 37.8%.
2024-2025 PSSA Math Assessment	36.4%of our third-grade students with disabilities scored proficient on the Math PSSAs, which is below the school average of 46.3%.
2024-2025 PSSA ELA Assessment	18.2% of our fourth-grade students with disabilities scored proficient on the ELA PSSAs, which is below the school average of 42.7%.
2024-2025 PSSA Math Assessment	13.6% of our fourth-grade students with disabilities scored proficient on the ELA PSSAs, which is below the school average of 41.8%.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
2024-2025 PSSA ELA Assessment	30.8% of our third-grade students in the Economically Disadvantaged subgroup scored proficient on the ELA PSSAs, which is below the school average of 37.8%.
2024-2025 PSSA Math Assessment	23.1% of our third-grade students in the Economically Disadvantaged subgroup scored proficient on the Math PSSAs, which is below the school average of 46.3%.
2024-2025 PSSA ELA Assessment	28.9% of our fourth-grade students in the Economically Disadvantaged subgroup scored proficient on the ELA PSSAs, which is below the school average of 42.7%.
2024-2025 PSSA Math Assessment	26.3% of our fourth-grade students in the Economically Disadvantaged subgroup scored proficient on the Math PSSAs, which is below the school average of 41.8%.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	17.6% of our 4th-grade Hispanic Student subgroup scored proficient on the ELA PSSAs. 17.6% of the same subgroup scored proficient on the Math PSSAs.
Hispanic	12.5% of our 3rd-grade Hispanic Student subgroup scored proficient on the ELA PSSAs. 6.2% of the same subgroup scored proficient on the Math PSSAs.

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.

A school-wide commitment to grade-level IPMs promotes the use of data to identify needs and support the learning of all students, especially those in tiers 2 and 3.
Reading Specialists use research-based materials and progress monitor students needing tier 3 instruction.
Special Education teachers use research-based materials and progress monitor students needing instruction.
Special Education teachers met monthly for collaborative prep meetings to focus on their 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 are performing below their peers in ELA and Math.
Special Education Students are performing below their peers in ELA and Math.
Hispanic students are performing below their peers in ELA and Math.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Exemplary
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

>

Use multiple professional learning designs to support the learning needs of staff
Continuously monitor implementation of the school improvement plan and adjust as needed

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

>

Implement a multi-tiered system of supports for academics and behavior
Align curricular materials and lesson plans to the PA Standards

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
The all student group data, according to the future ready index, is a challenge for the 24-25 school year, because we are below the state wide average.	False
70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year.	True
70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year.	False
70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year.	False
Brecknock Elementary is above the statewide average in attendance with 89.3% of students not chronically absent. However we have several subgroups that did not meet the statewide target increase in performance from the previous year.	True
Bi-weekly collaboration meetings with classroom teachers in grades K-4 using the iReady reports and UFLI progress monitoring logs to support instruction.	True
We received professional development in UFLI and adjusted instruction in the building. All classroom teachers now adhere to the timing guidelines.	False
Trimester diagnostic data available for staff to target small group instruction.	False
Our consistent focus on small group instruction.	False
Departmentalized biweekly IPM meetings focusing on Data in grades 3 and 4.	False
Staff and students will continue to embrace community and various school partnerships to extend learning beyond the four walls of our classroom.	False
Our district continues to implement a Science Curriculum that aligns with the PA Standards. And we will be making tweaks in what we do to better align with the Steel Standards.	False
Continue using our library to support TExpL and innovative learning for all students.	False
Students will continue to be exposed to inquiry-based learning and PA Steel standards through innovation classes.	False
All school counselors attend regular 339 training to update their curricula in career and future readiness. All students receive instruction in this area throughout the year.	True
The district focuses on making real-world connections in all areas to support students through and beyond career explorations and aspirations.	False
Brecknock has a strong PTO that supports students, the community, and our school.	False
Responsive Classroom is used in all classrooms to help meet our student's social/emotional needs.	False
A school-wide commitment to grade-level IPMs promotes the use of data to identify needs and support the learning of all students, especially those in tiers 2 and 3.	True
Reading Specialists use research-based materials and progress monitor students needing tier 3 instruction.	False

Special Education teachers use research-based materials and progress monitor students needing instruction.	True
Special Education teachers met monthly for collaborative prep meetings to focus on their students.	True
Use multiple professional learning designs to support the learning needs of staff	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School 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
50% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year. 63% of our Combined Ethnicity subgroup met or exceeded the same performance as the previous year. This is a decrease in performance from the previous year. There was insufficient data for our subgroup of Students with Disabilities.	True
ELA's challenge is that we have a new curricular resource this year.	False
We were unable to hold departmentalized biweekly IPM meetings in grades K-2. Teachers teach all skills in these grade levels.	False
Science lessons are packed. The pacing of the lessons is a challenge.	False
The district continues to write the curriculum and pacing of our Science Curriculum to better align with PA Steel Standards.	False
Our guidance program is working to align with our Portrait of a Graduate expectations.	False
Increase Brecknock trained staff in TExpl from ten to twelve.	False
Economically disadvantaged students are performing below their peers in ELA and Math.	True
Special Education Students are performing below their peers in ELA and Math.	True
Hispanic students are performing below their peers in ELA and Math.	False
Implement a multi-tiered system of supports for academics and behavior	True
Align curricular materials and lesson plans to the PA Standards	True

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
50% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year. 63% of our Combined Ethnicity subgroup met or exceeded the same performance as the previous year. This is a decrease in performance from the previous year. There was insufficient data for our subgroup of Students with Disabilities.		False
Economically disadvantaged students are performing below their peers in ELA and Math.		False
Special Education Students are performing below their peers in ELA and Math.	Students are often given grade-level assessments without having received consistent, systematically differentiated instruction or the foundational prerequisite skills they need. A disconnect between the accommodations written into a student's IEP (Individualized Education Program) and the actual, daily execution of those accommodations in the general education classroom. A lack of co-planning time between general education teachers (content experts) and special education teachers (intervention experts), leading to fragmented instruction.	True
Implement a multi-tiered system of supports for academics and behavior	During the root cause analysis meeting, the team concluded that the primary barrier to a successful MTSS implementation is a fragmented framework that treats academic and behavioral supports as separate silos rather than an integrated, whole-child system. Members noted that Tier 2 and Tier 3 interventions are currently overwhelmed because the Tier 1 foundation consisting of core classroom instruction and universal behavior management is not robust enough to support students' needs, resulting in an artificial flood of intervention referrals. Furthermore, while the school is rich in screening data, it lacks the streamlined logistics, dedicated co-planning time, and objective	True

	decision-making thresholds required to convert that data into timely, targeted action. To address these systemic gaps, the team agreed to shift focus from merely identifying student deficits to actively restructuring adult workflows, ultimately selecting Strengthening the Base: Optimizing Tier 1 Frameworks to Support School-Wide Academic and Behavioral Success as the strategic title for the upcoming action plan.	
Align curricular materials and lesson plans to the PA Standards		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year.	Our small group instruction efforts are effective in some areas, specifically with our Economically Disadvantaged populations. We will continue to focus on this to support achievement in all learners.
Brecknock Elementary is above the statewide average in attendance with 89.3% of students not chronically absent. However we have several subgroups that did not meet the statewide target increase in performance from the previous year.	We have a robust attendance-monitoring system that is reviewed daily. The school principal and counselor held regular meetings with families to review attendance.
Bi-weekly collaboration meetings with classroom teachers in grades K-4 using the iReady reports and UFLI progress monitoring logs to support instruction.	We have a shared system to collect and monitor data trends. Our scope and sequence keep us on pace and allow for collaborative conversations during team meetings.
All school counselors attend regular 339 training to update their curricula in career and future readiness. All students receive instruction in this area throughout the year.	We have a system for collecting artifacts to support our 339 plan and the GMSD Portrait of a Graduate.
A school-wide commitment to grade-level IPMs promotes the use of data to identify needs and support the learning of all students, especially those in tiers 2 and 3.	We hold grade level Instructional Planning Meetings every other cycle. The meetings have a data focus, and teachers come prepared to review progress and identify tier 2 needs.
Special Education teachers use research-based materials and progress monitor students needing instruction.	We spent some time this year aligning resources as a special education department. Each teacher has a menu of resources they can pull from to support students.
Special Education teachers met monthly for collaborative prep meetings to focus on their students.	This was a new addition to our collaboration efforts. Once a month, we met as a special education team to review department initiatives, upcoming dates and deadlines, professional learning, and support.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We need to establish a coordinated, data-driven system that explicitly pairs grade-level ELA and math content with targeted, evidence-based prerequisite skill instruction, ensuring that special education educators have the resources and diagnostic tools to effectively bridge foundational gaps.
	We need to establish a unified, whole-child MTSS infrastructure by merging our academic and behavioral teams into a single, cohesive structure, while simultaneously equipping educators with embedded professional development and coaching to deliver a robust, integrated Tier 1 foundation of rigorous core instruction and universal classroom behavior management.

Goal Setting

Priority: We need to establish a coordinated, data-driven system that explicitly pairs grade-level ELA and math content with targeted, evidence-based prerequisite skill instruction, ensuring that special education educators have the resources and diagnostic tools to effectively bridge foundational gaps.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 4th Quarter, 100% of special education students performing below grade level will receive targeted prerequisite skill scaffolding paired with grade-level content, resulting in a minimum 15% increase in students meeting or exceeding their individual growth targets on our Benchmark Assessment tool growth assessment in ELA			
Measurable Goal Nickname (35 Character Max)			
SpEd Core Prerequisite Scaffolding			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
100% of special education and core content teachers are trained on the newly adopted diagnostic tools, and baseline diagnostic assessments are completed to identify specific prerequisite skill gaps.	A coordinated curriculum map is developed that pairs every major grade-level ELA unit with its prerequisite foundational skills, and evidence-based intervention resources are fully distributed. We will use the vertical viewer tool in SAS as well.	100% of special education educators are actively implementing the paired instructional model during designated intervention/core blocks, as verified by monthly instructional walkthroughs and lesson plan audits.	100% of targeted students complete spring benchmark testing, showing a minimum 15% increase in the number of Special Education students meeting their individualized annual academic growth targets.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 4th Quarter, 100% of special education students performing below grade level will receive targeted prerequisite skill scaffolding paired with grade-level content, resulting in a minimum 15% increase in students meeting or exceeding their individual growth targets on our Benchmark Assessment tool in Math			
Measurable Goal Nickname (35 Character Max)			
SpEd Core Prerequisite Scaffolding			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
100% of special education and core content teachers are trained on the newly adopted diagnostic tools, and baseline diagnostic assessments are completed to identify	A coordinated curriculum map is developed that pairs every major grade-level Math unit with its prerequisite foundational skills, and evidence-based intervention resources are fully distributed. We will use	100% of special education educators are actively implementing the paired instructional model during designated intervention/core blocks, as verified by monthly instructional walkthroughs and lesson plan audits.	100% of targeted students complete spring benchmark testing, showing a minimum 15% increase in the number of Special Education students meeting their individualized annual

specific prerequisite skill gaps.	the vertical viewer tool in SAS as well.		academic growth targets.

Priority: We need to establish a unified, whole-child MTSS infrastructure by merging our academic and behavioral teams into a single, cohesive structure, while simultaneously equipping educators with embedded professional development and coaching to deliver a robust, integrated Tier 1 foundation of rigorous core instruction and universal classroom behavior management.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of the 4th Quarter, Brecknock Elementary School will achieve implementation of an integrated academic and behavioral MTSS framework as measured by scoring at least a "3" (Operational) across all subscales on the Tier 1 MTSS Fidelity Assessment, resulting in a 20% reduction in total student Tier 2/3 intervention referrals compared to the previous year's baseline.			
Measurable Goal Nickname (35 Character Max)			
Integrated MTSS Framework			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
100% of academic and behavior leadership teams are merged into a unified MTSS committee with a single, synchronized bi- weekly meeting schedule and shared data-tracking dashboard.	100% of instructional staff complete the initial professional development on integrated Tier 1 strategies, and core classroom observation protocols related to academic expectations and behavioral protocols.	Baseline classroom coaching cycles are completed for 100% of teaching staff, focusing on universal behavior management and differentiated core instruction conducted by the Reading Specialists and Instructional Coaches	Achieve a score of "3" (Operational) on the Tier 1 MTSS Fidelity Assessment, with data showing a minimum 20% year-over-year decrease in unnecessary Tier 2/3 referral volume.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 30, 2029, the Governor Mifflin School District will develop and implement a continuum of opportunities and supports that increase student achievement in each focus area of Oral Reading Fluency (ORF) and Reading Comprehension (RCOMP) by at least 15% as measured through benchmark and summative testing to promote future readiness and academic proficiency.			
Measurable Goal Nickname (35 Character Max)			
District Goal: Acadience Reading Assessment Growth			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
30% of students on track to meet growth goals Actions: Administer Fall Acadience diagnostic to establish baseline growth targets. Use data to group students for targeted	55% of students on track to meet growth goals Actions: (Actions are layered in addition to previous quarter.) Administer Winter Acadience diagnostic to	70% of students on track to meet growth goals Actions: (Actions are layered in addition to previous quarter.) Use ongoing formative assessments (running	85% of students meet or exceed one year's growth on Spring Acadience Reading Actions: (Actions are layered in addition to previous quarter.)

small group instruction. Begin implementing reading instruction that includes: Direct instruction of foundational and comprehension skills Small groups to address decoding, comprehension, or fluency	measure midyear growth. Re-group students based on new data and adjust instructional focus. Continue differentiated instruction using: Small groups to address decoding, comprehension, or fluency Literacy stations targeting high-frequency words, phonics, and context clues Increase intervention intensity for Tier 2/3 students based on progress monitoring. Conduct walkthroughs to monitor implementation fidelity and instructional quality.	records, comprehension checks) to fine-tune instruction. Prioritize essential standards and fill persistent skill gaps through: Scaffolded small group lessons Focused independent reading tasks Enhance intervention supports for students not showing adequate growth. Provide opportunities for extended reading time and family literacy engagement.	Administer Spring Acadience and compare results to baseline targets. Recognize and celebrate student and teacher growth milestones. Analyze instructional impact and share successful strategies school-wide. Document lessons learned to guide planning for the upcoming school year.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 30, 2029, the Governor Mifflin School District will develop and implement a continuum of opportunities and supports that increase student achievement in Math (Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry) by at least 15% as measured through benchmark and summative testing to promote future readiness and academic proficiency.			
Measurable Goal Nickname (35 Character Max)			
District Goal: Math Assessment Growth			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
30% of students on track to meet growth goals Actions: Administer Fall Diagnostic and Benchmarks to establish baseline growth targets. Use data to group students for targeted small group instruction. Begin implementing math instruction that includes: Direct instruction of foundational skills Small	55% of students on track to meet growth goals Actions: (Actions are layered in addition to previous quarter.) Administer Winter Diagnostic and Benchmarks to measure midyear growth. Re-group students based on new data and adjust instructional focus. Continue differentiated instruction using: Small groups to address	70% of students on track to meet growth goals Actions: (Actions are layered in addition to previous quarter.) Use ongoing formative assessments iReady Math Pathways Prioritize essential standards and fill persistent skill gaps through: Scaffolded small group lessons Small groups to address Numbers and Operations, Algebra and Algebraic	85% of students meet or exceed one year's growth on Spring iReady Math Actions: (Actions are layered in addition to previous quarter.) Administer Spring Diagnostic and Benchmarks and compare results to baseline targets. Recognize and celebrate student and teacher growth milestones. Analyze

groups to address foundational skills	Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry) Math stations targeting high-frequency words, phonics, and context clues Increase intervention intensity for Tier 2/3 students based on progress monitoring. Conduct walkthroughs to monitor implementation fidelity and instructional quality.	Thinking, Measurement and Data, Geometry) Enhance intervention supports for students not showing adequate growth. Increase intervention intensity for Tier 2/3 students based on progress monitoring. Conduct walkthroughs to monitor implementation fidelity and instructional quality.	instructional impact and share successful strategies school-wide. Document lessons learned to guide planning for the upcoming school year.

Action Plan

Measurable Goals

SpEd Core Prerequisite Scaffolding	SpEd Core Prerequisite Scaffolding
Integrated MTSS Framework	District Goal: Acadience Reading Assessment Growth
District Goal: Math Assessment Growth	

Action Plan For: Learning Acceleration via Just-in-Time Scaffolding

Measurable Goals:
• By the end of the 4th Quarter, 100% of special education students performing below grade level will receive targeted prerequisite skill scaffolding paired with grade-level content, resulting in a minimum 15% increase in students meeting or exceeding their individual growth targets on our Benchmark Assessment tool growth assessment in ELA • By the end of the 4th Quarter, 100% of special education students performing below grade level will receive targeted prerequisite skill scaffolding paired with grade-level content, resulting in a minimum 15% increase in students meeting or exceeding their individual growth targets on our Benchmark Assessment tool in Math

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Identify the most critical prerequisite skill required for each upcoming grade-level math unit and embed them into instruction. This is measured by benchmark assessments.		2026-08-24	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
General Education and Special Education teachers	Ela and Math Curriculum documents and scope and sequence documents to understand the standards being taught. Dedicated collaboration time once per cycle.	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Students make their growth targets using benchmark assessments. They have a clear, proactive map of the exact prerequisite skills needed before instruction, making co-planning fast and hyper-focused.	People: Principal, Reading Specialists, and Instructional Coach, Special Education Supervisor Frequency: Bi-weekly (via PLC logs) and Quarterly (via Benchmark data). Method: Monitoring implementation through lesson plans and classroom walkthroughs; evaluating impact through student growth trackers and Benchmark assessment reports.

Action Plan For: Equitable Access and Support for Academic Success

Measurable Goals:
• By the end of the 4th Quarter, Brecknock Elementary School will achieve implementation of an integrated academic and behavioral MTSS framework as measured by scoring at least a "3" (Operational) across all subscales on the Tier 1 MTSS Fidelity Assessment, resulting in a 20% reduction in total student Tier 2/3 intervention referrals compared to the previous year's baseline. • By June 30, 2029, the Governor Mifflin School District will develop and implement a continuum of opportunities and supports that increase student achievement in each focus area of Oral Reading Fluency (ORF) and Reading Comprehension (RCOMP) by at least 15% as measured through benchmark and summative testing to promote future readiness and academic proficiency. • By June 30, 2029, the Governor Mifflin School District will develop and implement a continuum of opportunities and supports that increase student achievement in Math (Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry) by at least 15% as measured through benchmark and summative testing to promote future readiness and academic proficiency.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement iReady Math program utilizing iReady pathways. Instructional practices should include small group focused on numbers and operations, algebra and algebraic thinking, measurement and data, and geometry. Increase in student performance across Firefly Benchmarks.		2026-08-24	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Cyndi Stevens Grade Level Teachers Special Education Teachers	iReady Math Curriculum iReady Diagnostic Math Firefly Benchmark	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement a structured literacy program, HMH, Heggerty, UFLI program tailored specifically for students, combined ethnicity subgroup, and economically disadvantaged subgroup. Instructional practices should include small-group instruction focused on foundational literacy skills such as phonics, fluency, vocabulary, and comprehension. Provide additional resources such as leveled reading materials, literacy software, and guided reading sessions to support skill development. Regularly monitor student progress through formative assessments and adjust instruction accordingly to ensure targeted support through MtSS.		2026-08-24	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Patricia Nierle Allison Wright Grade Level Teachers Special Education Teachers	mplement a structured literacy program HMH, Heggerty, UFLI program tailored specifically for students combined ethnicity subgroup and economically disadvantage subgroup. Instructional	No	

	practices should include small-group instruction focused on foundational literacy skills such as phonics, fluency, vocabulary, and comprehension. Provide additional resources such as leveled reading materials, literacy software, and guided reading sessions to support skill development. Regularly monitor student progress through formative assessments and adjust instruction accordingly to ensure targeted support.		

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Monitor attendance of Students with disabilities and all students, daily, to ensure that their attendance is meeting the expectations of the state, and utilize attendance supports if necessary. This will be conducted through a building spreadsheet, attendance communication letters to families, Student Attendance Improvement Conversations, and county Attendance Improvement resources.		2026-08-24	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal School Counselor Social Worker Classroom Teachers Attendance Secretary	Spreadsheet, guidelines for truancy from the state, attendance letters.	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increased growth in iReady Math scores: Numbers & Operations Increased growth in iReady Math scores: Algebra & Algebraic Thinking Increased growth in iReady Math scores: Measurement and Data Increased growth in iReady Math scores: Geometry Increase in student performance across Firefly Benchmarks. Increased growth in Acadience Benchmarks: Phonological Awareness: FSF, PSF Phonics: NWF-CLS, NWF-WWR Phonics/Fluency: ORF-WC, ORF-Accuracy	iReady Math Diagnostic: Instructional Coach, Grade Level Teachers, Special Education Teachers) Grades K-4: iReady Math Diagnostic Session 1: Fall Session 2: Winter Session 3: Spring Grades 3-4 Firefly Benchmark Session 1: Fall Session 2: Winter Session 3: Spring Acadience Reading Diagnostics: (Reading Specialists, Instructional Coach, Grade Level Teachers, Special Education Teachers) Grades K-4: Acadience Reading Benchmark Session 1: Fall Session 2: Winter Session 3: Spring Grades 3-4 Firefly Benchmark Session 1: Fall Session 2: Winter Session 3: Spring

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	• Learning Acceleration via Just-in-Time Scaffolding	Staffing	$129,749	
Total Expenditures				0

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Learning Acceleration via Just-in-Time Scaffolding	Identify the most critical prerequisite skill required for each upcoming grade-level math unit and embed them into instruction. This is measured by benchmark assessments.

Benchmark Assessment Training

Action Step		
• Identify the most critical prerequisite skill required for each upcoming grade-level math unit and embed them into instruction. This is measured by benchmark assessments.		
Audience		
Special Education and Regular Education Teachers		
Topics to be Included		
Firefly Training and a review of Acadience/AIMSWeb Data tools		
Evidence of Learning		
Appropriate student grouping to differentiate instruction based on standard strengths and growth opportunities. Ability to use the reports to determine prerequisite skills needed for grade-level instruction.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal, District Administration, Reading Specialists, Instructional Coaches	2026-08-24	2027-05-21

Learning Format

Type of Activities	Frequency
Workshop(s)	Instructional Planning Meetings (IPMs) Staff Development Days
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 1f: Designing Student Assessments • 3e: Demonstrating Flexibility and Responsiveness • 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Nicole Pagan	2026-06-15
School Improvement Facilitator Signature	**Date**

8.2. **Middle School 2026-2027 TSI Plan**

Description: Requesting Approval for the Middle School TSI (Targeted Support Improvement) Plan for 2026-2027, as presented

8.3. **High School 2026-2027 ATSI Plan**

Description: Requesting Approval for the High School's ATSI (Additional Targeted Support Improvement) Plan for 2026-2027, as presented

Governor Mifflin SHS

ATSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Governor Mifflin SHS		114063003
Address 1		
101 S Waverly St		
Address 2		
City	**State**	**Zip Code**
Shillington	PA	19607
Chief School Administrator		**Chief School Administrator Email**
Dr Lisa T Hess		lisa.hess@gmsd.org
Principal Name		
Thomas John Miller		
Principal Email		
thomas.miller@gmsd.org		
Principal Phone Number		**Principal Extension**
610-775-5089		1010
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Kelly Trupe	Teacher	Governor Mifflin High School	kelly.trupe@gmsd.org
Christopher Forry	Teacher	Governor Mifflin High School	christopher.forry@gmsd.org
Alexis Bialek	Teacher	Governor Mifflin High School	alexis.bialek@gmsd.org
Abigail Collette	Teacher	Governor Mifflin High School	abigail.collette@gmsd.org
Rick Lapi	Teacher	Governor Mifflin High School	rick.lapi@gmsd.org
Jason Seidel	Teacher	Governor Mifflin High School	jason.seidel@gmsd.org
Nicole Halberg	Teacher	Governor Mifflin High School	nicole.halberg@gmsd.org
Theresa Weber	Teacher	Governor Mifflin High School	theresa.weber@gmsd.org
Cory Heller	Teacher	Governor Mifflin High School	cory.heller@gmsd.org
Trevor Woolwine	Teacher	Governor Mifflin High School	trevor.woolwine@gmsd.org
Hannah Leaman	Teacher	Governor Mifflin High School	hannah.leaman@gmsd.org
Katie Meluskey	Teacher	Governor Mifflin High School	kathryn.meluskey@gmsd.org
Jill Lynch	Teacher	Governor Mifflin High School	jillian.lynch@gmsd.org
Trey Shive	Teacher	Governor Mifflin High School	thomas.shive@gmsd.org
Emma Tragis	Teacher	Governor Mifflin High School	emma.blair@gmsd.org
Scott Oplinger	Teacher	Governor Mifflin High School	scott.oplinger@gmsd.org
Tory Bilger	Other	Governor Mifflin High School	tory.bilger@gmsd.org
Heather Sparmblack	Other	Governor Mifflin High School	heather.sparmblack@gmsd.org
Rowan Caspecha	Student	Governor Mifflin High School	rowan.caspecha@gmsd.org
Beth Stanislawczyk	Community Member	Governor Mifflin High School	beth.stanislawczyk@gmsd.org
Lindsey Miller	Parent	Governor Mifflin High School	lnmiller621@yahoo.com
Tanya Caspecha	Parent	Governor Mifflin High School	tcaspescha@customersbank.com
Kendall Bryan	Student	Governor Mifflin High School	kendall.bryan@gmsd.org
Dr. Lisa Hess	Chief School Administrator	Governor Mifflin HIgh School	lisa.hess@gmsd.org
Tory Bilger	Principal	Governor MIfflin High School	tory.bilger@gmsd.org
T.J. Miller	Principal	Governor Mifflin High School	thomas.miller@gmsd.org
Dr. Heather Sparmblack	Principal	Governor MIfflin High School	heather.sparmblack@gmsd.org
Dr. Erin Anderson	District Level Leaders	Governor Mifflin High School	erin.anderson@gmsd.org
Dr. Lisa Peterson	Board Member	Governor Mifflin High School	lisa.peterson@gmsd.org

Vision for Learning

Vision for Learning

Governor Mifflin High School will be the standard of high schools in Berks County and Pennsylvania, where every student is known, valued, and prepared. Through innovative career pathways, high-quality instruction, and strong, positive relationships, students will be empowered to pursue their passion, discover their purpose, and define their path, graduating ready to meet any challenge beyond high school. As a school community, we are committed to ensuring equitable outcomes for all learners, with a particular focus on improving achievement in English Language Arts and Mathematics for our Hispanic students and students receiving special education services. Through targeted academic support, inclusive practices, meaningful family partnerships, and a culture of high expectations, we will ensure that every student has access to the opportunities, resources, and support necessary to achieve academic success and realize their full potential.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

58.9% of students proficient or advanced

True Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	26.7% proficient or advanced - this is tracking upward

Challenges

ESSA Student Subgroups	Indicator
English Learners	18.2% proficient or advanded - this is tracking doward

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

28.4% proficient or advancded - this is below state average

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	18.4% proficient or advancded - this is tracking upward
Economically Disadvantaged	20.4% proficient or advanced - this is tracking upward

Challenges

ESSA Student Subgroups	Indicator
English Learners	9.1% proficient or advanced - this is tracking downward

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

100 Growth Score in this category

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	87 score but tracking doward

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	69 score and only catergory ion red

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

75 score and met growth score for the year

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	78 score and met goal and tracking upward

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	63 score and only catergory in red but trackin upward

English Language Growth and Attainment

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

16.7% well below state average

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	15.8%

Challenges

ESSA Student Subgroups	Indicator
English Learners	16.7%

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

72.3% - below the state average

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
English Learners	84% and tracking upward

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	61.6% and tracking downward

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

99.4%

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	100%

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	96.9% but tracking donward

High School Graduation Rate Four-Year Cohort

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

90.2%

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	85.3% but tracking downward

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	67.1% and tracking downward

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

58.9% of students proficient or advanced
28.4% proficient or advancded - this is below state average
100 Growth Score in this category
75 score and met growth score for the year

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

58.9% of students proficient or advanced
28.4% proficient or advancded - this is below state average
16.7% well below state average
72.3% - below the state average

Local Assessment

English Language Arts

Data	Comments/Notable Observations
CDT	64% of students projected to be proficient or advanced on Keystone
Constructed Response	Although students are completing the constructed response assessments, there is still a need to instruction for the students in order to provide their best possible response Previous data has shown inconsistent effort of students on these questions during the Keystone exam per the amount of zeros we see each year. All students are attempting to complete the constructed response questions with a baseline of at least three sentences Two ELA teachers are showing 75% increase in growth from the baseline constructed response given at the beginning of the school year Students are being provided multiple opportunities to complete the constructed response questions

English Language Arts Summary

Strengths

Proficiency for students with disabilities increased from 14.7% in 23-24 to 26.7% in 24-25 - tracking data for students through CDT's and unit assessments
ELA growth for all student group remained at 100% for the second year in a row.

Challenges

Students with disabilities group was the only group to decrease in overall growth from 23-24 to 24-25
The percentage for the EL group showed a downward trend in proficiency and advanced achievement.

Mathematics

Data	Comments/Notable Observations
Constructed Response - Students showing growth in reading and problem comprehension	Small populations still struggling to identify relevant Algebra skills to solve a problem.
Constructed Response - Questions with multi-steps embedded in a single questions are more challenging than problems that break up a multi-step question in seperate parts	The students need additional practice with multi-step questions
Constructed response -Almost all my students improved from the first CR to the second or the third attempt	Students went from "shutting down" when given any word problem, to at least underlining, circling, and trying to answer a given word problem.

Mathematics Summary

Strengths

For the first time since 20-21, the overall growth score increased from a 50% to 75% in 24-25
Although on a 1% increase, the achievement score for all groups did not decrease
Bi-weekly Keystone teacher meetings to review data and collaborate with teachers

Challenges

Proficiency for students with diabilities increased from 8% to 14.8% in one year

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT	24% of students projected to be proficient or advanced on Keystones

Science, Technology, and Engineering Education Summary

Strengths

No Data for 25-26

Challenges

No Data for 25-26

Related Academics

Career Readiness

Data	Comments/Notable Observations
PA 339/Naviance	Career and Ready Counselor getting into grade level subject areas to have students complete Naviance assessments and other career ready. Grade level classroom instructions are beneficial to all students. During the Winter Keystone Exams in January of 2026, GMHS was audited by PDE.
Internship/School to Work Numbers	Students have opportunities to participate in internship and work readiness opportunities during the school day. An increase in numbers for the 26-27 school year are evident based on course request numbers.

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

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.

Students have opportunities to participate in internship and work readiness opportunities during the school day. An increase in numbers for the 26-27 school year are evident based on course request numbers.

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.

We need to work to involve more of our targeted subgroups into internship and career opportunities.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
18.2% proficient/advanced 24-25 - ELA	First year with sufficient data and cannot compare previous results.
9.1% proficient/advanced 24-25 - ALGEBRA	First year with sufficient data and cannot compare previous results.
Waiver Participation 24-25 Biology	Waiver participation

Students with Disabilities

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

Data	Comments/Notable Observations
Keystone Literature	26.7% proficient/advanced - 12.0% increase from 23-24
Keystone Algebra	14.8% proficient/advanced - 6.8% increase from 23-24
Keystone Biology	Waiver - No participation
4 Year Cohort Graduation Rate	78.5% of students with IEP's graduated in 23-24 compared to 67.1% in 24-25. Decrease of 11.4%
Attendance	Drop from 69.4% in 23-24 to 61.6% in 24-25

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
ELA Keystone	Economically disadvantaged student proficiency increased from 31.5% in 23-24 to 54.8% in 24-25, 94% growth in 23-24 dropped to 87.0% in 24-25
Alg Keystone	Proficiency score increased from 14.5% in 23-24 to 20.5% in 24-25, Growth increased from 50% in 23-24 to 63% in 24-25
Attendance	Economically disadvantaged student attendance dropped from 71.2% in 23-24 to 65.5% in 24-25

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.

All groups increased significantly in Alg
All groups increased in ELA

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.

Proficiency numbers for all groups remain below state level for Algebra
While demonstrating growth, the Hispanic and Combined ethnicity students need to increase proficiency in ELA

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

>

We have created partnerships with local businesses and stakeholders to provide our students opportunities.
Keystone area teachers analyze are variety of assessments to gain a full picture of student learning.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

>

We need to create better teacher leadership to help better serve students and the community.
We are building our collective vision for the high school based on the vision of the district.

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
58.9% of students proficient or advanced	False
28.4% proficient or advancded - this is below state average	False
100 Growth Score in this category	False
Proficiency for students with disabilities increased from 14.7% in 23-24 to 26.7% in 24-25 - tracking data for students through CDT's and unit assessments	True
ELA growth for all student group remained at 100% for the second year in a row.	True
For the first time since 20-21, the overall growth score increased from a 50% to 75% in 24-25	True
Although on a 1% increase, the achievement score for all groups did not decrease	False
Bi-weekly Keystone teacher meetings to review data and collaborate with teachers	False
No Data for 25-26	False
Students have opportunities to participate in internship and work readiness opportunities during the school day. An increase in numbers for the 26-27 school year are evident based on course request numbers.	False
All groups increased significantly in Alg	False
All groups increased in ELA	False
We have created partnerships with local businesses and stakeholders to provide our students opportunities.	False
Keystone area teachers analyze are variety of assessments to gain a full picture of student learning.	False
75 score and met growth score for the year	False
99.4%	False
90.2%	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School 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
58.9% of students proficient or advanced	False
28.4% proficient or advancded - this is below state average	False
16.7% well below state average	False
Students with disabilities group was the only group to decrease in overall growth from 23-24 to 24-25	True

The percentage for the EL group showed a downward trend in proficiency and advanced achievement.	False
Proficiency for students with diabilities increased from 8% to 14.8% in one year	False
No Data for 25-26	False
We need to work to involve more of our targeted subgroups into internship and career opportunities.	False
Proficiency numbers for all groups remain below state level for Algebra	True
While demonstrating growth, the Hispanic and Combined ethnicity students need to increase proficiency in ELA	True
We need to create better teacher leadership to help better serve students and the community.	False
We are building our collective vision for the high school based on the vision of the district.	True
72.3% - below the state average	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Students with disabilities group was the only group to decrease in overall growth from 23-24 to 24-25	General and special education teachers do not consistently collaborate to analyze student performance data and implement standards-aligned, differentiated instruction and interventions. As a result, instructional adjustments and targeted supports for students with disabilities are not consistently provided across classrooms, limiting academic growth.	True
Proficiency numbers for all groups remain below state level for Algebra	Algebra instruction and intervention practices are not yet consistently aligned across classrooms to ensure all students receive targeted, standards-based support. Teachers need a more consistent system for analyzing student performance data, identifying prerequisite skill gaps, adjusting instruction, and providing timely interventions to address individual student needs.	True
While demonstrating growth, the Hispanic and Combined ethnicity students need to increase proficiency in ELA	ELA instruction and intervention systems are not consistently leveraging assessment data to provide targeted, standards-aligned literacy instruction and supports that accelerate students from demonstrating growth to achieving proficiency. Additionally, opportunities for differentiated instruction, academic language development, and writing across the curriculum are not consistently implemented to meet the needs of Hispanic students and the Combined Ethnicity student group.	True
We are building our collective vision for the high school based on the vision of the district.	We are building a shared vision for Governor Mifflin High School that aligns with and advances the Governor Mifflin School District's vision. Through collaboration with students, staff, families, and the community, we are establishing a common direction that reflects our commitment to ensuring every student is known, valued, and prepared for success beyond high school. This collective vision will guide our decisions, strengthen our culture, and focus our efforts on continuous improvement for all learners.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Proficiency for students with disabilities increased from 14.7% in 23-24 to 26.7% in 24-25 - tracking data for students through CDT's and unit assessments	Common assessments and data analysis will help with these groups.
ELA growth for all student group remained at 100% for the second year in a row.	This has been a strength and would need to further use data and assessments to help with achievement.

For the first time since 20-21, the overall growth score increased from a 50% to 75% in 24-25	This is evidence that our math strategies are working

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Strengthen the school's instructional and intervention systems by establishing consistent collaboration between general and special education teachers, using common assessment data to drive instructional decisions, and implementing targeted, evidence-based supports that accelerate academic growth for students with disabilities.
	Strengthen Algebra instructional and intervention systems by implementing consistent standards-aligned instruction, utilizing common assessment data to guide instructional decisions, and providing targeted supports through a data-driven MTSS framework to increase Algebra proficiency for all student groups.
	Strengthen Tier 1 English Language Arts instruction by implementing a consistent system of data-driven instructional planning, targeted literacy interventions, and culturally responsive instructional practices to increase proficiency for Hispanic students and the Combined Ethnicity student group.

Goal Setting

Priority: Strengthen the school's instructional and intervention systems by establishing consistent collaboration between general and special education teachers, using common assessment data to drive instructional decisions, and implementing targeted, evidence-based supports that accelerate academic growth for students with disabilities.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 2027, Governor Mifflin High School will strengthen instructional and intervention systems for students with disabilities by implementing common quarterly assessments, increasing collaboration between general and special education teachers, and using assessment data to identify instructional needs and provide targeted, evidence-based supports. As a result, students with disabilities will demonstrate improved academic growth as measured by classroom performance data, common assessment results, progress monitoring data, and state assessment growth indicators.			
Measurable Goal Nickname (35 Character Max)			
Common Assessment Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
100% of academic departments will develop and administer a common quarterly assessment aligned to essential standards, including a constructed response/writing component and identified accommodations for students with disabilities. General and special education teachers will collaborate to review assessment expectations and supports	100% of academic departments will analyze common assessment data to identify trends, determine instructional gaps, and develop targeted reteaching/intervention plans for students with disabilities.	General and special education teachers will implement targeted instructional adjustments and evidence-based interventions based on common assessment data, with progress monitoring occurring for identified students with disabilities.	100% of departments will complete an end-of-year review of common assessment data and intervention effectiveness to determine instructional improvements and next steps for supporting students with disabilities.

Priority: Strengthen Tier 1 English Language Arts instruction by implementing a consistent system of data-driven instructional planning, targeted literacy interventions, and culturally responsive instructional practices to increase proficiency for Hispanic students and the Combined Ethnicity student group.

Outcome Category
English Language Arts
Measurable Goal Statement (Smart Goal)
By spring 2027, students with disabilities at Governor Mifflin High School will increase Literature proficiency from 26.7% to 38% or higher.
Measurable Goal Nickname (35 Character Max)

Lit Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2026, teachers of English 10 Keystone courses will administer a common Kestone passage with multiple choice questions (from previous test samplers) and a constructed response prompt to establish a baseline to develop a plan for growth.	By December 31st 2026, 90% of students enrolled in the English 10 Keystone courses will demonstrate growth compared to baseline scores (multiple choice questions and constructed response question) compared to their baseline score using a graphic organizer.	By March 31 2027, 95% of students enrolled in the English 10 Keystone courses will demonstrate growth compared to baseline scores (multiple choice questions and constructed response question) compared to their baseline score using a graphic organizer.	By May 2027, 100% of students enrolled in the English 10 Keystone courses will demonstrate growth compared to their baseline score without the graphic organizer.

Priority: Strengthen Algebra instructional and intervention systems by implementing consistent standards-aligned instruction, utilizing common assessment data to guide instructional decisions, and providing targeted supports through a data-driven MTSS framework to increase Algebra proficiency for all student groups.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By spring 2027, students with disabilities at Governor Mifflin High School will increase Algebra proficiency from 14.8% to 28% or higher.			
Measurable Goal Nickname (35 Character Max)			
Alg Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30 2026, all students enrolled in the Algebra Keystone tested classes will complete (pre test) the CDT baseline and constructed response baseline for Linear Equations and Inequalities. These results will be compared to the (post test) CDT and constructed response questions for Linear Equations and Inequalities.	By December 31 2026, all students enrolled in the Algebra Keystone tested classes will complete (pre test) the CDT baseline and constructed response baseline for Function and Coordinate Geometry. These results will be compared to the (post test) CDT and constructed response questions for Function and Coordinate Geometry.	By March 31 2027, all students enrolled in the Algebra Keystone tested classes will complete (pre test) the CDT baseline and constructed response baseline for Data Analysis. These results will be compared to the (post test) CDT and constructed response questions for Data Analysis.	By May 10 2027, all students enrolled in the Algebra Keystone tested classes will complete (pre test) the CDT baseline and constructed response baseline for Operations with Real Numbers and Expressions. These results will be compared to the (post test) CDT and constructed response questions for Operations with Real Numbers and Expressions.

Action Plan

Measurable Goals

Common Assessment Goal	Lit Goal
Alg Goal	

Action Plan For: Data Review

Measurable Goals:
• By spring 2027, students with disabilities at Governor Mifflin High School will increase Literature proficiency from 26.7% to 38% or higher.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Writing constructed responses throughout units in addition to persuasive essays, also requiring text evidence - SPM goal for each Literature Keystone Teacher - Score and reteach constructed response tasks regularly		2026-08-24	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom Teacher	CDT Data, Classroom Data, Common Assessment Data	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Analyzing themes, this skill is practiced regularly within the Gatsby Unit, Lord of the Flies Unit, Research Unit, Last Lecture Unit, and Poetry Unit		2026-08-24	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom Teacher	CDT Data, Classroom Data, Common Assessment Data	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Research Unit where they will select a theme from the previous unit, structure it into a developed theme statement, and conduct a research study on how that theme appears within the real world		2026-08-24	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom teacher	CDT Data, Classroom Data, Common Assessment Data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Using vocabulary in context is something that we have been working on improving every year, and this year we have an excellent set up, routine, and flow with our vocabulary.		2026-08-25	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom teacher	CDT Data, Classroom Data, Common Assessment Data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Model sentence frames and paragraph structure.		2026-08-25	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom Teacher	CDT Data, Classroom Data, Common Assessment Data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide small-group intervention for students below benchmark during lessons		2026-08-25	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom teacher	CDT Data, Classroom Data, Common Assessment Data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students with disabilities enrolled in Literature Keystone courses will demonstrate improved literacy skills through increased proficiency in close reading, textual analysis, constructed response writing, vocabulary application, and evidence-based reasoning. Student growth will be monitored through CDT data, common Keystone-aligned assessments, constructed response performance, and classroom progress monitoring.	English 10 Keystone teachers, Special education teachers assigned to English 10 Keystone courses, English Department Chair/Department Leadership, Building administration - English 10 Keystone teachers and special education teachers will analyze CDT data, common assessment results, constructed response performance, and student work samples to identify trends, adjust instruction, and provide targeted interventions. - Administer and analyze common Keystone-aligned assessments that include multiple-choice questions and constructed response prompts. Use CDT data to identify individual student skill gaps and monitor progress toward proficiency. Utilize common constructed response rubrics to assess student ability to analyze texts, develop claims, and support responses with textual evidence. Review

	student work samples, including annotations, written responses, research projects, and analytical writing tasks, to measure growth in literacy skills. Conduct collaborative data meetings between general education and special education teachers to determine instructional adjustments, intervention needs, and next steps. Track students receiving small-group interventions and monitor progress through classroom assessments and progress-monitoring data.

Action Plan For: MTSS

Measurable Goals:
• By spring 2027, students with disabilities at Governor Mifflin High School will increase Algebra proficiency from 14.8% to 28% or higher.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Use explicit teacher modeling for multi-step problem solving.		2026-08-25	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom Teacher	CDT, Common Assessment, and classroom data	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Break complex problems into smaller chunks.		2026-08-25	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom Teacher	CDT, Common Assessment, and classroom data	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Preteach math vocabulary and key terms.		2026-08-25	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom Teacher	CDT, Common Assessment, and classroom data	No	

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
Provide frequent checks for understanding and reteaching.	2026-08-21	2027-05-21

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teacher	CDT, Common Assessment, and classroom data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review data biweekly team meetings - discuss common assessments, prepare quarterly exams		2026-08-21	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom Teacher	Review data biweekly team meetings - discuss common assessments, prepare quarterly exams	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide small-group intervention for students below benchmark during lessons		2026-08-24	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom teacher	Provide small-group intervention for students below benchmark during lessons	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will demonstrate increased Algebra achievement through consistent instructional practices, targeted intervention, and data-driven decision-making. Teachers will use common assessment data, CDT results, and formative assessment information to identify student needs, adjust instruction, and provide evidence-based supports that improve proficiency for all student groups.	Algebra teachers, Special education teachers supporting Algebra courses, Building administration - Weekly: Teachers will monitor student understanding through formative assessments, checks for understanding, exit tickets, and classroom performance data to provide timely reteaching and intervention. Quarterly: Algebra teachers will analyze common quarterly assessment data, CDT data, and student progress data to evaluate instructional effectiveness and determine next steps for student support. End of Year: The Mathematics Department and administration will review Algebra proficiency data, CDT growth, and common assessment trends to evaluate progress toward increasing proficiency for all student groups. - Utilize CDT data, common quarterly assessments, classroom assessments, and formative assessment results to identify student strengths, skill gaps, and areas requiring additional support. Conduct biweekly Algebra team meetings to analyze data, align instructional practices, develop

	common assessments, and plan targeted interventions. Monitor the effectiveness of explicit modeling, scaffolded problem-solving strategies, vocabulary instruction, and small-group interventions through student performance data. Review student work samples and assessment responses to determine growth in conceptual understanding, mathematical reasoning, and problem-solving skills. Track students receiving targeted interventions and monitor progress through classroom assessments, CDT growth data, and common assessment results. Collaborate between general education and special education teachers to ensure instructional supports and accommodations are effectively implemented.

Action Plan For: Coom Assessment Data Review

Measurable Goals:
• By June 2027, Governor Mifflin High School will strengthen instructional and intervention systems for students with disabilities by implementing common quarterly assessments, increasing collaboration between general and special education teachers, and using assessment data to identify instructional needs and provide targeted, evidence-based supports. As a result, students with disabilities will demonstrate improved academic growth as measured by classroom performance data, common assessment results, progress monitoring data, and state assessment growth indicators.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Departments will collaboratively develop common quarterly assessments aligned to essential standards, course expectations, and state assessment expectations. Assessments will include a variety of question types, including selected response, constructed response, and opportunities for students to demonstrate higher-level thinking and application of skills.		2026-08-24	2026-10-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
All classroom teachers and special ed teachers	PA Standards	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Teachers will administer common quarterly assessments and collaboratively analyze student performance data to identify trends, strengths, skill gaps, and students requiring additional support.		2026-08-24	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
All classroom teachers and special ed teachers	PA Standards	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will use common assessment results, CDT data, classroom assessments, and other progress-monitoring data to adjust instruction, provide targeted reteaching, and implement evidence-based interventions for students who have not yet demonstrated proficiency.		2026-08-24	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
All classroom teachers and special ed teachers	PA Standards	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teacher teams will review assessment results, instructional practices, and intervention effectiveness to refine common assessments and improve teaching and learning practices.		2026-08-24	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
All classroom teachers and special ed teachers	PA Standards	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A consistent school-wide common assessment system will be established across academic departments that promotes collaboration, data-driven decision-making, and continuous improvement of instructional practices. Teachers will use common assessment data, benchmark assessments, and student work analysis to identify learning gaps, adjust instruction, and provide targeted supports for all students. Students will benefit from aligned expectations, timely interventions, and instructional practices designed to increase academic growth, proficiency, and readiness for future learning.	Classroom teachers, Special education teachers, building administration - Quarterly: Departments will analyze common assessment data, evaluate student performance trends, and adjust instructional practices based on results. End of Year: Administration and department teams will review assessment data, student growth trends, and implementation effectiveness to determine next steps. - Review common quarterly assessment results and student performance data. Analyze CDT data and other benchmark assessments to identify skill gaps and monitor growth. Review student work samples, constructed responses, and assessment trends. Document instructional adjustments, reteaching strategies, and intervention supports. Use department meeting agendas, data protocols, and assessment reflections as evidence of implementation. Monitor progress of student groups, including students with disabilities and historically underperforming groups, to evaluate the impact of common assessment practices.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Coom Assessment Data Review	Departments will collaboratively develop common quarterly assessments aligned to essential standards, course expectations, and state assessment expectations. Assessments will include a variety of question types, including selected response, constructed response, and opportunities for students to demonstrate higher-level thinking and application of skills.

Building Lead Common Assessment by School Admin

Action Step		
• Departments will collaboratively develop common quarterly assessments aligned to essential standards, course expectations, and state assessment expectations. Assessments will include a variety of question types, including selected response, constructed response, and opportunities for students to demonstrate higher-level thinking and application of skills.		
Audience		
All GMHS teachers		
Topics to be Included		
PA Standards, instructional practices, writing development, curriculum review		
Evidence of Learning		
Teachers will develop and submit quarterly assessments to building admin		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Buidling Admin	2026-06-01	2027-05-21

Learning Format

Type of Activities	**Frequency**
Inservice day	Four Inservice Days at end of 25-26 school eyar
Observation and Practice Framework Met in this Plan	
• 1f: Designing Student Assessments • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 3d: Using Assessment in Instruction • 4a: Reflecting on Teaching • 1c: Setting Instructional Outcomes	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
School Improvement Facilitator Signature	**Date**

8.4. **Title I Schoolwide Plans 2026-2027**

Description: Requesting Approval for the 2026-2027 Title I Schoolwide Plans for Brecknock, Cumru, Mifflin Park and GMIS (required by Title I Federal Programs), as presented

Cumru El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Cumru El Sch		114063003
Address 1		
10 S Waverly St		
Address 2		
City	**State**	**Zip Code**
Shillington	PA	19607
Chief School Administrator		**Chief School Administrator Email**
Dr Lisa T Hess		lisa.hess@gmsd.org
Principal Name		
Brian Cote		
Principal Email		
brian.cote@gmsd.org		
Principal Phone Number		**Principal Extension**
6107755081		5010
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Dr. Erin Anderson		erin.anderson@gmsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Lisa Hess	Chief School Administrator	Governor Mifflin School District	lisa.hess@gmsd.org
Brian Cote	Principal	Cumru Elementary	brian.cote@gmsd.org
Cynthia Stevens	Education Specialist	Cumru Elementary	cynthia.stevens@gmsd.org
Susan Wentling	Education Specialist	Cumru Elementary	susan.wentling@gmsd.org
Kirstin Shockey	Education Specialist	Cumru Elementary	kirstin.shockey@gmsd.org
Lisa Smith	Teacher	Curmru Elementary	lisa.smith@gmsd.org
Tara Turtell	Teacher	Cumru Elementary	tara.turtell@gmsd.org
Dan Shuman	Teacher	Cumru Elementary	dan.shuman@gmsd.org
Melanie Maldonado	Paraprofessional	Cumru Elementary	melanie.maldonado@gmsd.org
Jessica Lodek	Community Member	PTO	jswayne987@yahoo.com
Lindsay Mohring Thomson	Parent	PTO	lindsayot09@yahoo.com
Ralph Kabakoff	Board Member	Governor Mifflin School District	ralph.kabakoff@gmsd.org
Dr. Erin Anderson	District Level Leaders	Governor Mifflin School District	erin.anderson@gmsd.org

Vision for Learning

Vision for Learning

The Governor Mifflin School District is a community of dedicated individuals working together to Educate, Inspire, and Empower Every Student, Every Day. Where every student is empowered to pursue their passion, purpose, and path. GMSD Shared Values: WORLD CLASS… In our belief that every student has the ability to learn. Embracing this potential will lead students to lifelong success. In our belief that parental support and engagement are crucial to nurturing student achievement. In our belief that students are more likely to flourish when teachers and students establish a mutually respectful relationship. In our belief that students learn best when they are prepared for the economic and social challenges of a global society. In our commitment that teachers and administrators will acknowledge and embrace the increasing global impact of technology. INTENTIONAL… In hiring competent, caring and driven staff as they are critical to nurturing student achievement. In ensuring that students are learning in an environment where they are not afraid of failing and they are encouraged to take risks. In providing students with the opportunities to develop, express and demonstrate talents extending beyond the classroom. In establishing a team to provide an appropriate education for all: Students, parents, teachers, counselors, administrators, coaches, and supportive staff. In developing within all students a clear understanding of the world beyond their immediate community. SUPPORTIVE… In teaching our students to display honesty, integrity and respectful behavior through leadership and positive interactions with others. In providing a safe, engaging, and empowering learning environment that honors different learning and teaching styles and reflects full inclusion. In developing interpersonal skills and relationships that are critical to the learning process. In attaining a clear acceptance for all, but not limited to ethnic, racial, gender and sexual orientation. ENGAGED… In a rigorous curriculum for all students. In developing the competencies of problem solving, social/communication skills, technology and teamwork. In developing opportunities for all students to develop, express and demonstrate talents extending beyond the classroom.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

2024-2025: 99.4% participation rate in the ELA/Math PSSA Assessments

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Combined Ethnicity	In 24-25 ELA PSSA the school's Combined Ethnicity subgroup declined from the previous year of 30.7% to 27.6% of students achieving proficiency. Although this is a deficit, it is the smallest margin of a decrease of all subgroups.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	In 24-25 ELA PSSA the school's Hispanic subgroup declined from the previous year of 36.5% to 31.7% of students achieving proficiency.
Students with Disabilities	In 24-25 ELA PSSA the school's Students with Disabilities subgroup declined from the previous year of 11.6% to 6.3% of students achieving proficiency.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

2024-2025: 99.4% participation rate in the Math/ELA PSSA Assessments 2024-2025: (PSSA MATH) The percentage of students at or above proficient levels increased to 40.7% from 34.6% from the previous year.

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	In 24-25 ELA PSSA the school's Students with Disabilities subgroup increased from the previous year of 11.6% to 14.6% of students achieving proficiency.
Economically Disadvantaged	In 24-25 ELA PSSA the school's Economically Disadvantaged subgroup increased from the previous year of 31.0% to 35.4% of students achieving proficiency.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	In 24-25 Math PSSA the school's Hispanic subgroup declined from the previous year of 32.7% to 31.7% of students achieving proficiency.
Combined Ethnicity	In 24-25 Math PSSA the school's Combined Ethnicity subgroup declined from the previous year of 30.7% to 28.7% of students achieving proficiency.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

2024-2025: ELA: All Student Group Meets the Standard Demonstrating Growth

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	ELA: 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Hispanic subgroup: Met or exceeded Statewide goal and increased in performance from the previous year. There was an increase from the previous year. 81.0 to 82.0
Students with Disabilities	ELA: 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Students with Disabilities subgroup: Met or exceeded Statewide goal and increased in performance from the previous year. There was an increase from the previous year of 2019/2020 62.0 to 65.0

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	ELA : 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Economically Disadvantaged subgroup: Although this group met the standard growth measure, there was a decrease from the previous year. 91.0 to 75.0
Combined Ethnicity	ELA : 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Combined Ethnicity subgroup: Although this group met the standard growth measure, there was a decrease from the previous year. 79.0 to 75.0

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

2024-2025: Math: All Student Group Meets the Standard Demonstrating Growth. Although all reported groups met the standard growth measure, there was a decrease from the previous year.

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Math: 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Students with Disabilities subgroup: Growth Measure Score 74.0. This exceeded the overall state average of 70.0
White	Math: 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): White subgroup: Growth Measure Score 78.0. This exceeded the overall state average of 70.0

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Math: 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Hispanic subgroup: Although this group met the standard growth measure, there was a decrease from the previous year. 100.0 to 74.0
Economically Disadvantaged	Math: 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Economically Disadvantaged subgroup: Although this group met the standard growth measure, there was a decrease from the previous year. 100.0 to 70.0

English Language Growth and Attainment

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The school attendance rate remains consistent at 90%

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	The attendance rate for the African-American/Black Subgroup increased from the previous year. The reported attendance rate was 92%
Multi-Racial (not Hispanic)	The attendance rate for the Two or More Races Subgroup increased from the previous year from 86.5% to 95.5%

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Although the Hispanic Subgroup 84.3% is still above the state average of 79.6%. This percentage dropped slightly from the previous year.
Students with Disabilities	Although the Hispanic Subgroup 82.2% is still above the state average of 79.6%. This percentage dropped slightly from the previous year.

Career Standards Benchmark

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

2024-2025: (PSSA MATH) The percentage of students at or above proficient levels increased to 40.7% from 34.6% from the previous year.
In 24-25 ELA PSSA the school's Students with Disabilities subgroup increased from the previous year of 11.6% to 14.6% of students achieving proficiency.
In 24-25 ELA PSSA the school's Economically Disadvantaged subgroup increased from the previous year of 31.0% to 35.4% of students achieving proficiency.
ELA: 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Hispanic subgroup: Met or exceeded Statewide goal and increased in performance from the previous year. There was an increase from the previous year. 81.0 to 82.0
Math: 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Students with Disabilities subgroup: Growth Measure Score 74.0. This exceeded the overall state average of 70.0

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

In 24-25 ELA PSSA the school's Students with Disabilities subgroup declined from the previous year of 11.6% to 6.3% of students achieving proficiency.
In 24-25 Math PSSA the school's Hispanic subgroup declined from the previous year of 32.7% to 31.7% of students achieving proficiency.
In 24-25 Math PSSA the school's Combined Ethnicity subgroup declined from the previous year of 30.7% to 28.7% of students achieving proficiency.
ELA : 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Economically Disadvantaged subgroup: Although this group met the standard growth measure, there was a decrease from the previous year. 91.0 to 75.0

Local Assessment

English Language Arts

Data	Comments/Notable Observations
iReady (2025-2026 Reading Data)	Kindergarten: On or above Grade Level: 73% Phonological Awareness: 75% Phonics: 82% High-Frequency Words: 58% Vocabulary: 63% Comprehension: Literature: 70% Comprehension: Informational Text: 74% 1st Grade: On or above Grade Level: 44% Phonological Awareness: 53% Phonics: 52% High-Frequency Words: 58% Vocabulary: 36% Comprehension: Literature: 38% Comprehension: Informational Text: 41% 2nd Grade: On or above Grade Level: 41% Phonological Awareness: 86% Phonics: 48% High-Frequency Words: 69% Vocabulary: 33% Comprehension: Literature: 35% Comprehension: Informational Text: 24% 3rd Grade: On or above Grade Level: 60% Phonological Awareness: 100% Phonics: 70% High-Frequency Words: 94% Vocabulary: 49% Comprehension: Literature: 56% Comprehension: Informational Text: 49% 4th Grade: On or above Grade Level: 36% Phonological Awareness: 100% Phonics: 85% High-Frequency Words: 99% Vocabulary: 45% Comprehension: Literature: 41% Comprehension: Informational Text: 35%
iReady (2025-2026 Reading Data) Students with Disabilities	iReady (2025-2026 Reading Data) Students with Disabilities: Grade 3- 33% of Students with Disabilities performed at or above grade level on their spring diagnostic. Grade 4- 7% of Students with Disabilities performed at or above grade level on their spring diagnostic.
iReady (2025-2026 Reading Data) Economically Disadvantaged Students	iReady (2025-2026 Reading Data) Economically Disadvantaged Students: Grade 2- 17% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic. Grade 3- 61% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic. Grade 4- 31% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic.
2025-2026 Acadience Reading Benchmark	Acadience EOY Benchmark Assessment : At or Above Benchmark Data: Kindergarten (NWF-CLS): 67% Grade 1: (ORF-WC): 47% Grade 2: (ORF-WC): 55% Grade 3: (ORF-WC): 65% Grade 4: (ORF-WC): 68% Grade 1: (ORF-ACCURACY): 44% Grade 2: (ORF-ACCURACY): 53% Grade 3: (ORF-ACCURACY): 79% Grade 4: (ORF-ACCURACY): 87%

English Language Arts Summary

Strengths

EOY Phonological Awareness is above 86% in the grade level bands of 2-4
iReady Reading Spring Diagnostics Grade 3 - 61% of students performed at or above grade level.
Acadience ORF-WC and ORF-Accuracy percentages have improved from one grade level to the next for grades 1-4.

Challenges

EOY Phonological Awareness is lower than 75% in Grades K-1.
Grade 3- 33% of Students with Disabilities performed at or above grade level on their spring diagnostic. Grade 4- 7% of Students with Disabilities performed at or above grade level on their spring diagnostic.
iReady (2025-2026 Reading Data) Economically Disadvantaged Students: Grade 2- 17% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic. Grade 4- 31% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic.

Mathematics

Data	Comments/Notable Observations
iReady (2025-2026 Math Data)	iReady (2024-2025 Math Data): Kindergarten: On or Above Grade Level: 55% Number and Operations: 44% Algebra and Algebraic Thinking: 38% Measurement and Data: 48% Geometry: 59% 1st Grade: On or Above Grade Level: 31% Number and Operations: 43%

	Algebra and Algebraic Thinking: 47% Measurement and Data: 27% Geometry: 36% 2nd Grade: On or Above Grade Level: 23% Number and Operations: 42% Algebra and Algebraic Thinking: 31% Measurement and Data: 24% Geometry: 26% 3rd Grade: On or Above Grade Level: 31% Number and Operations: 41% Algebra and Algebraic Thinking: 40% Measurement and Data: 43% Geometry: 20% 4th Grade: On or Above Grade Level: 39% Number and Operations: 66% Algebra and Algebraic Thinking: 48% Measurement and Data: 46% Geometry: 25%
iReady (2025-2026 Math Data) Students with Disabilities	iReady (2025-2026 Math Data) Students with Disabilities: Grade 3- 33% of Students with Disabilities performed at or above grade level on their spring diagnostic. Grade 4- 7% of Students with Disabilities performed at or above grade level on their spring diagnostic.
iReady (2025-2026 Math Data) Economically Disadvantaged Students	iReady (2025-2026 Math Data) Economically Disadvantaged Students: Grade 2- 50% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic. Grade 3- 37% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic. Grade 4- 36% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic.

Mathematics Summary

Strengths

iReady Spring Diagnostics grade 4 had 66% of students at or above grade level in numbers and operations.
iReady (2025-2026 Math Data) Economically Disadvantaged Students: Grade 2- 50% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic.

Challenges

iReady Spring Diagnostics Grades 1-4: 1st Grade: On or Above Grade Level: 31% 2nd Grade: On or Above Grade Level: 23% 3rd Grade: On or Above Grade Level: 31% 4th Grade: On or Above Grade Level: 39%
iReady (2025-2026 Math Data) Students with Disabilities: Grade 3- 33% of Students with Disabilities performed at or above grade level on their spring diagnostic. Grade 4- 7% of Students with Disabilities performed at or above grade level on their spring diagnostic.
iReady (2025-2026 Math Data) Economically Disadvantaged Students: Grade 3- 37% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic. Grade 4- 36% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Google 2 Level Certifications	All Teachers completed their Google 2 Level Certifications to help support instructional technology
K-4 Amplify Science Curriculum	Students engage in our Amplify Science Curriculum to build foundational science skills.

Science, Technology, and Engineering Education Summary

Strengths

Innovation classes will now be scheduled into the students weekly special rotation.
Teachers have been introduced to Conditions of Success and embed and consider these practices within their instruction.

Challenges

Continuing and adjusting to meet the needs of students within our Amplify curriculum.
Continuing to provide students with more hands on learning opportunities, PBL, and Innovative practices within their regular classrooms while adding the Conditions of Success.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Chapter 339 Plan: All students in grades 1-4 portfolios are in compliance with required artifacts.	K-4 students require 2 artifacts during this grade level band of learning. Students in all grades require 2 artifacts throughout the year. Our counselors work in accordance with state guidelines to provide a 35 lesson curriculum for all K-4 students on career and future readiness.

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

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 counselor works in accordance with state guidelines to provide a 35 lesson curriculum for all K-4 students on career and future readiness.
Innovation teacher and additional staff within Cumru Elementary have received or (will receive) training from the TExpL through Alvernia University for 24-25 school year. This work embeds the 4 C's (Communication, Collaboration, Critical Thinking & Creativity). It also embeds strategies that support our students in building a growth mindset around their own learning.
All staff members will continue to embed Conditions of Success within their classroom and understand the importance of these skills for student learning development.
Cumru has a PTO that is supportive of students, families, and our school goals/initiatives. PTO puts a focus on building community with families even with restrictions, Cumru's PTO held Bingo Night, Skate Night, Fall Fest, and ran a very successful fundraisers to help support a new outdoor learning space. Governor Mifflin Education Foundation provided a grant to help support Cumru's new outdoor learning space.

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.

Many students enter school with various needs. We continuously work to add new small groups to meet the needs of our students. Our students get pulled from academic work throughout the day to meet with school-based therapist in order to meet their mental health needs.
Many individual groups are established to meet the needs of our students. Due to higher numbers of individual needs, timeframes are often reduced so that our school counselor is able to connect with all students in need.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Reading Acadience Benchmark Data (2025-2026)	All Students Grades 1-4 English Language Students ORF WC - 42% on or above Grade Level ORF Accuracy - 50% on or above Grade Level

Students with Disabilities

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

Data	Comments/Notable Observations
(2025) ELA PSSA (IEP)	Grade 3: Based on state assessment (PSSA ELA) measures 8.7% of students with disabilities are demonstrating proficiency. This number is down from the 12.5% the previous year. Grade 4: Based on state assessment (PSSA ELA) measures 4.0% of students with disabilities are demonstrating proficiency. This number is down from the 10.5% the previous year.
(2025) Math PSSA (IEP)	Grade 3: Based on state assessment (PSSA MATH) measures 17.4% of students with disabilities are demonstrating proficiency. This number is up from the 8.3% the previous year. Grade 4: Based on state assessment (PSSA MATH) measures 12.0% of students with disabilities are demonstrating proficiency. This number is down from the 15.8% the previous year.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
(2025) ELA PSSA (ED)	Grade 3: 22.5% of economically disadvantage students were demonstrating proficiency on PSSA in the area of ELA which is a decrease from 31.8% of students from the previous year. Grade 4: 33.3% of economically disadvantage students were demonstrating proficiency on PSSA in the area of ELA which is an increase from 32.5% of students from the previous year.
(2025) Math PSSA (ED)	Grade 3: 32.5% of economically disadvantage students were demonstrating proficiency on the Math PSSA which is a increase from 27.3% of students the previous year. Grade 4: 38.5% of economically disadvantage students were demonstrating proficiency on the Math PSSA which is a increase from 35.0% of students the previous year.
Reading Acadience Benchmark Data (2025-2026)	All Students Grades 1-4 Economically Students ORF WC - 57% on or above Grade Level ORF Accuracy- 61% on or above Grade Level

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	Hispanic Subgroup PSSA 3rd Grade Students ELA - (24-25) - 21.2% - Decrease from 40.0% Math - (24-25) - 27.3% - Decrease from 28.0% Hispanic Subgroup PSSA 4th Grade Students ELA - (24-25) - 43.3% - Increase from 33.3% Math - (24-25) - 36.7% - Decrease from 37.0%
2 or More Races	2 or More Races Subgroup PSSA 3rd Grade Students ELA - (24-25) - 20.0% - Increase from 0% Math - (24-25) - 20.0% - Decrease from 28.6% 2 or More Races Subgroup PSSA 4th Grade Students ELA - (24-25) - 20.0% - Decrease from 28.6% Math - (24-25) - 10.0% - Decrease from 28.6%

Black	Black Subgroup PSSA 3rd Grade Students ELA - (24-25) - 20.0% - Decrease from 25.0% Math - (24-25) - 40.0% - Increase from 0% Black Subgroup PSSA 4th Grade Students ELA - (24-25) - 0% - Decrease from 20.0% Math - (24-25) - 25.0% - Decrease from 40.0%
White	White Subgroup 3rd Grade Students ELA - (24-25) - 41.9% - Decrease from 42.9% Math - (24-25) - 53.5% - Increase from 42.9% White Subgroup 4th Grade Students ELA - (24-25) - 37.5% - Decrease from 55.9% Math - (24-25) - 55.0% - Slight Decrease from 55.9%

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.

Hispanic Subgroup PSSA 4th Grade Students ELA - (24-25) - 43.3% - Increase from 33.3%
2 or More Races Subgroup PSSA 3rd Grade Students ELA - (24-25) - 20.0% - Increase from 0%
Black Subgroup PSSA 3rd Grade Students Math - (24-25) - 40.0% - Increase from 0%
Grade 3: Based on state assessment (PSSA MATH) measures 17.4% of students with disabilities are demonstrating proficiency. This number is up from the 8.3% the previous year.
Grade 4: 33.3% of economically disadvantage students were demonstrating proficiency on PSSA in the area of ELA which is an increase from 32.5% of students from the previous year. Grade 3: 32.5% of economically disadvantage students were demonstrating proficiency on the Math PSSA which is a increase from 27.3% of students the previous year. Grade 4: 38.5% of economically disadvantage students were demonstrating proficiency on the Math PSSA which is a increase from 35.0% of students the previous year.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Grade 3: Based on state assessment (PSSA ELA) measures 8.7% of students with disabilities are demonstrating proficiency. This number is down from the 12.5% the previous year. Grade 4: Based on state assessment (PSSA ELA) measures 4.0% of students with disabilities are demonstrating proficiency. This number is down from the 10.5% the previous year. Grade 4: Based on state assessment (PSSA MATH) measures 12.0% of students with disabilities are demonstrating proficiency. This number is down from the 15.8% the previous year. Grade 3: 22.5% of economically disadvantage students were demonstrating proficiency on PSSA in the area of ELA which is a decrease from 31.8% of students from the previous year.
Hispanic Subgroup PSSA 3rd Grade Students ELA - (24-25) - 21.2% - Decrease from 40.0% Math - (24-25) - 27.3% - Decrease from 28.0% Hispanic Subgroup PSSA 4th Grade Students Math - (24-25) - 36.7% - Decrease from 37.0%
2 or More Races Subgroup PSSA 3rd Grade Students Math - (24-25) - 20.0% - Decrease from 28.6% 2 or More Races Subgroup PSSA 4th Grade Students ELA - (24-25) - 20.0% - Decrease from 28.6% Math - (24-25) - 10.0% - Decrease from 28.6%
Black Subgroup PSSA 3rd Grade Students ELA - (24-25) - 20.0% - Decrease from 25.0% Black Subgroup PSSA 4th Grade Students ELA - (24-25) - 0% - Decrease from 20.0% Math - (24-25) - 25.0% - Decrease from 40.0%
White Subgroup 4th Grade Students ELA - (24-25) - 37.5% - Decrease from 55.9%

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

>

Training staff and implementing Firefly Benchmarking in the 2026-2027 school year.
Provide frequent, timely, and systematic feedback and support on instructional practices
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Implement an evidence-based system of schoolwide positive behavior interventions and supports

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

>

Continue aligning curricular materials and lesson plans to the PA Standards.
Continue the implementation of a multi-tiered system of supports for academics and behavior. (Year two of implementation.)
Use multiple professional learning designs to support the learning needs of staff .

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
2024-2025: (PSSA MATH) The percentage of students at or above proficient levels increased to 40.7% from 34.6% from the previous year.	True
2024-2025: (PSSA MATH) The percentage of students at or above proficient levels increased to 40.7% from 34.6% from the previous year.	True
In 24-25 ELA PSSA the school's Students with Disabilities subgroup increased from the previous year of 11.6% to 14.6% of students achieving proficiency.	True
In 24-25 ELA PSSA the school's Students with Disabilities subgroup increased from the previous year of 11.6% to 14.6% of students achieving proficiency.	True
In 24-25 ELA PSSA the school's Economically Disadvantaged subgroup increased from the previous year of 31.0% to 35.4% of students achieving proficiency.	True
In 24-25 ELA PSSA the school's Economically Disadvantaged subgroup increased from the previous year of 31.0% to 35.4% of students achieving proficiency.	True
ELA: 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Hispanic subgroup: Met or exceeded Statewide goal and increased in performance from the previous year. There was an increase from the previous year. 81.0 to 82.0	True
Acadience ORF-WC and ORF-Accuracy percentages have improved from one grade level to the next for grades 1-4.	False
Math: 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Students with Disabilities subgroup: Growth Measure Score 74.0. This exceeded the overall state average of 70.0	True
EOY Phonological Awareness is above 86% in the grade level bands of 2-4	False
iReady Reading Spring Diagnostics Grade 3 - 61% of students performed at or above grade level.	False
iReady Spring Diagnostics grade 4 had 66% of students at or above grade level in numbers and operations.	False
iReady (2025-2026 Math Data) Economically Disadvantaged Students: Grade 2- 50% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic.	False
Innovation classes will now be scheduled into the students weekly special rotation.	False
Teachers have been introduced to Conditions of Success and embed and consider these practices within their instruction.	False
Math: 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Students with Disabilities subgroup: Growth Measure Score 74.0. This exceeded the overall state average of 70.0	True
EOY Phonological Awareness is above 86% in the grade level bands of 2-4	False
iReady Reading Spring Diagnostics Grade 3 - 61% of students performed at or above grade level.	False
iReady Spring Diagnostics grade 4 had 66% of students at or above grade level in numbers and operations.	False
Innovation classes will now be scheduled into the students weekly special rotation.	False
Teachers have been introduced to Conditions of Success and embed and consider these practices within their instruction.	False

Our counselor works in accordance with state guidelines to provide a 35 lesson curriculum for all K-4 students on career and future readiness.	False
Innovation teacher and additional staff within Cumru Elementary have received or (will receive) training from the TExpL through Alvernia University for 24-25 school year. This work embeds the 4 C's (Communication, Collaboration, Critical Thinking & Creativity). It also embeds strategies that support our students in building a growth mindset around their own learning.	False
All staff members will continue to embed Conditions of Success within their classroom and understand the importance of these skills for student learning development.	False
Cumru has a PTO that is supportive of students, families, and our school goals/initiatives. PTO puts a focus on building community with families even with restrictions, Cumru's PTO held Bingo Night, Skate Night, Fall Fest, and ran a very successful fundraisers to help support a new outdoor learning space. Governor Mifflin Education Foundation provided a grant to help support Cumru's new outdoor learning space.	False
Hispanic Subgroup PSSA 4th Grade Students ELA - (24-25) - 43.3% - Increase from 33.3%	False
2 or More Races Subgroup PSSA 3rd Grade Students ELA - (24-25) - 20.0% - Increase from 0%	False
Black Subgroup PSSA 3rd Grade Students Math - (24-25) - 40.0% - Increase from 0%	False
Grade 3: Based on state assessment (PSSA MATH) measures 17.4% of students with disabilities are demonstrating proficiency. This number is up from the 8.3% the previous year.	False
Grade 4: 33.3% of economically disadvantage students were demonstrating proficiency on PSSA in the area of ELA which is an increase from 32.5% of students from the previous year. Grade 3: 32.5% of economically disadvantage students were demonstrating proficiency on the Math PSSA which is a increase from 27.3% of students the previous year. Grade 4: 38.5% of economically disadvantage students were demonstrating proficiency on the Math PSSA which is a increase from 35.0% of students the previous year.	False
Training staff and implementing Firefly Benchmarking in the 2026-2027 school year.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
iReady (2025-2026 Math Data) Economically Disadvantaged Students: Grade 2- 50% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic.	False
Our counselor works in accordance with state guidelines to provide a 35 lesson curriculum for all K-4 students on career and future readiness.	False
Innovation teacher and additional staff within Cumru Elementary have received or (will receive) training from the TExpL through Alvernia University for 24-25 school year. This work embeds the 4 C's (Communication, Collaboration, Critical Thinking & Creativity). It also embeds strategies that support our students in building a growth mindset around their own learning.	False
All staff members will continue to embed Conditions of Success within their classroom and understand the importance of these skills for student learning development.	False
Cumru has a PTO that is supportive of students, families, and our school goals/initiatives. PTO puts a focus on building community with families even with restrictions, Cumru's PTO held Bingo Night, Skate Night, Fall Fest, and ran a very successful fundraisers to help support a new outdoor learning space. Governor Mifflin Education Foundation provided a grant to help support Cumru's new outdoor learning space.	False
Hispanic Subgroup PSSA 4th Grade Students ELA - (24-25) - 43.3% - Increase from 33.3%	False
2 or More Races Subgroup PSSA 3rd Grade Students ELA - (24-25) - 20.0% - Increase from 0%	False
Black Subgroup PSSA 3rd Grade Students Math - (24-25) - 40.0% - Increase from 0%	False

Grade 3: Based on state assessment (PSSA MATH) measures 17.4% of students with disabilities are demonstrating proficiency. This number is up from the 8.3% the previous year.	False
Grade 4: 33.3% of economically disadvantage students were demonstrating proficiency on PSSA in the area of ELA which is an increase from 32.5% of students from the previous year. Grade 3: 32.5% of economically disadvantage students were demonstrating proficiency on the Math PSSA which is a increase from 27.3% of students the previous year. Grade 4: 38.5% of economically disadvantage students were demonstrating proficiency on the Math PSSA which is a increase from 35.0% of students the previous year.	False
Training staff and implementing Firefly Benchmarking in the 2026-2027 school year.	True
Provide frequent, timely, and systematic feedback and support on instructional practices	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School 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
In 24-25 Math PSSA the school's Hispanic subgroup declined from the previous year of 32.7% to 31.7% of students achieving proficiency.	True
In 24-25 Math PSSA the school's Combined Ethnicity subgroup declined from the previous year of 30.7% to 28.7% of students achieving proficiency.	True
ELA : 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Economically Disadvantaged subgroup: Although this group met the standard growth measure, there was a decrease from the previous year. 91.0 to 75.0	True
	False
	False
EOY Phonological Awareness is lower than 75% in Grades K-1.	False
EOY Phonological Awareness is lower than 75% in Grades K-1.	False
In 24-25 ELA PSSA the school's Students with Disabilities subgroup declined from the previous year of 11.6% to 6.3% of students achieving proficiency.	False
Grade 3- 33% of Students with Disabilities performed at or above grade level on their spring diagnostic. Grade 4- 7% of Students with Disabilities performed at or above grade level on their spring diagnostic.	False
iReady (2025-2026 Reading Data) Economically Disadvantaged Students: Grade 2- 17% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic. Grade 4- 31% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic.	False
iReady Spring Diagnostics Grades 1-4: 1st Grade: On or Above Grade Level: 31% 2nd Grade: On or Above Grade Level: 23% 3rd Grade: On or Above Grade Level: 31% 4th Grade: On or Above Grade Level: 39%	False
Continuing and adjusting to meet the needs of students within our Amplify curriculum.	False
Continuing to provide students with more hands on learning opportunities, PBL, and Innovative practices within their regular classrooms while adding the Conditions of Success.	False
iReady (2025-2026 Math Data) Students with Disabilities: Grade 3- 33% of Students with Disabilities performed at or above grade level on their spring diagnostic. Grade 4- 7% of Students with Disabilities performed at or above grade level on their spring diagnostic.	False

iReady (2025-2026 Math Data) Economically Disadvantaged Students: Grade 3- 37% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic. Grade 4- 36% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic.	False
Grade 3- 33% of Students with Disabilities performed at or above grade level on their spring diagnostic. Grade 4- 7% of Students with Disabilities performed at or above grade level on their spring diagnostic.	False
iReady (2025-2026 Reading Data) Economically Disadvantaged Students: Grade 2- 17% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic. Grade 4- 31% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic.	True
iReady Spring Diagnostics Grades 1-4: 1st Grade: On or Above Grade Level: 31% 2nd Grade: On or Above Grade Level: 23% 3rd Grade: On or Above Grade Level: 31% 4th Grade: On or Above Grade Level: 39%	False
Continuing and adjusting to meet the needs of students within our Amplify curriculum.	False
Continuing to provide students with more hands on learning opportunities, PBL, and Innovative practices within their regular classrooms while adding the Conditions of Success.	False
iReady (2025-2026 Math Data) Students with Disabilities: Grade 3- 33% of Students with Disabilities performed at or above grade level on their spring diagnostic. Grade 4- 7% of Students with Disabilities performed at or above grade level on their spring diagnostic.	False
Many students enter school with various needs. We continuously work to add new small groups to meet the needs of our students. Our students get pulled from academic work throughout the day to meet with school-based therapist in order to meet their mental health needs.	False
Many individual groups are established to meet the needs of our students. Due to higher numbers of individual needs, timeframes are often reduced so that our school counselor is able to connect with all students in need.	False
Grade 3: Based on state assessment (PSSA ELA) measures 8.7% of students with disabilities are demonstrating proficiency. This number is down from the 12.5% the previous year. Grade 4: Based on state assessment (PSSA ELA) measures 4.0% of students with disabilities are demonstrating proficiency. This number is down from the 10.5% the previous year. Grade 4: Based on state assessment (PSSA MATH) measures 12.0% of students with disabilities are demonstrating proficiency. This number is down from the 15.8% the previous year. Grade 3: 22.5% of economically disadvantage students were demonstrating proficiency on PSSA in the area of ELA which is a decrease from 31.8% of students from the previous year.	False
Hispanic Subgroup PSSA 3rd Grade Students ELA - (24-25) - 21.2% - Decrease from 40.0% Math - (24-25) - 27.3% - Decrease from 28.0% Hispanic Subgroup PSSA 4th Grade Students Math - (24-25) - 36.7% - Decrease from 37.0%	False
2 or More Races Subgroup PSSA 3rd Grade Students Math - (24-25) - 20.0% - Decrease from 28.6% 2 or More Races Subgroup PSSA 4th Grade Students ELA - (24-25) - 20.0% - Decrease from 28.6% Math - (24-25) - 10.0% - Decrease from 28.6%	False
Black Subgroup PSSA 3rd Grade Students ELA - (24-25) - 20.0% - Decrease from 25.0% Black Subgroup PSSA 4th Grade Students ELA - (24-25) - 0% - Decrease from 20.0% Math - (24-25) - 25.0% - Decrease from 40.0%	False
White Subgroup 4th Grade Students ELA - (24-25) - 37.5% - Decrease from 55.9%	False
Continue aligning curricular materials and lesson plans to the PA Standards.	False
Continue the implementation of a multi-tiered system of supports for academics and behavior. (Year two of implementation.)	False
Use multiple professional learning designs to support the learning needs of staff .	False
iReady (2025-2026 Math Data) Economically Disadvantaged Students: Grade 3- 37% of Economically Disadvantaged students performed at or above grade level on their spring	False

diagnostic. Grade 4- 36% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic.	
Many students enter school with various needs. We continuously work to add new small groups to meet the needs of our students. Our students get pulled from academic work throughout the day to meet with school-based therapist in order to meet their mental health needs.	False
Many individual groups are established to meet the needs of our students. Due to higher numbers of individual needs, timeframes are often reduced so that our school counselor is able to connect with all students in need.	False
Grade 3: Based on state assessment (PSSA ELA) measures 8.7% of students with disabilities are demonstrating proficiency. This number is down from the 12.5% the previous year. Grade 4: Based on state assessment (PSSA ELA) measures 4.0% of students with disabilities are demonstrating proficiency. This number is down from the 10.5% the previous year. Grade 4: Based on state assessment (PSSA MATH) measures 12.0% of students with disabilities are demonstrating proficiency. This number is down from the 15.8% the previous year. Grade 3: 22.5% of economically disadvantage students were demonstrating proficiency on PSSA in the area of ELA which is a decrease from 31.8% of students from the previous year.	False
Hispanic Subgroup PSSA 3rd Grade Students ELA - (24-25) - 21.2% - Decrease from 40.0% Math - (24-25) - 27.3% - Decrease from 28.0% Hispanic Subgroup PSSA 4th Grade Students Math - (24-25) - 36.7% - Decrease from 37.0%	False
2 or More Races Subgroup PSSA 3rd Grade Students Math - (24-25) - 20.0% - Decrease from 28.6% 2 or More Races Subgroup PSSA 4th Grade Students ELA - (24-25) - 20.0% - Decrease from 28.6% Math - (24-25) - 10.0% - Decrease from 28.6%	False
Black Subgroup PSSA 3rd Grade Students ELA - (24-25) - 20.0% - Decrease from 25.0% Black Subgroup PSSA 4th Grade Students ELA - (24-25) - 0% - Decrease from 20.0% Math - (24-25) - 25.0% - Decrease from 40.0%	False
White Subgroup 4th Grade Students ELA - (24-25) - 37.5% - Decrease from 55.9%	False
Continue aligning curricular materials and lesson plans to the PA Standards.	False
Continue the implementation of a multi-tiered system of supports for academics and behavior. (Year two of implementation.)	False
Use multiple professional learning designs to support the learning needs of staff .	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.

Students represented in the following subgroups continue to underperforming (PSSA): Students with Disabilities Economically Disadvantaged Students Students of 2 or More Races Hispanic Students Students represented in the following subgroups continue to demonstrate adequate growth (PVAAS): Students with Disabilities Economically Disadvantaged Students Hispanic Students

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
In 24-25 Math PSSA the school's Hispanic subgroup declined from the previous year of 32.7% to 31.7% of students achieving proficiency.	Continue to strengthen Tier 1 levels of instruction, while also providing more targeted Tier 2 and Tier 3 interventions in the classrooms. Focus on small group instruction and independent learning stations.	True
In 24-25 Math PSSA the school's Combined Ethnicity subgroup declined from the previous year of 30.7% to 28.7% of students achieving proficiency.	Continue to strengthen Tier 1 levels of instruction, while also providing more targeted Tier 2 and Tier 3 interventions in the classrooms. Focus on small group instruction and independent learning stations.	True
ELA : 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Economically Disadvantaged subgroup: Although this group met the standard growth measure, there was a decrease from the previous year. 91.0 to 75.0	Continue to strengthen Tier 1 levels of instruction, while also providing more targeted Tier 2 and Tier 3 interventions in the classrooms. Focus on small group instruction and independent learning stations.	True
iReady (2025-2026 Reading Data) Economically Disadvantaged Students: Grade 2- 17% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic. Grade 4- 31% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic.	Continue to strengthen Tier 1 levels of instruction, while also providing more targeted Tier 2 and Tier 3 interventions in the classrooms. Focus on small group instruction and independent learning stations.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
2024-2025: (PSSA MATH) The percentage of students at or above proficient levels increased to 40.7% from 34.6% from the previous year.	15 minutes per day of iReady pathway practice to focus on specific skill deficit activities. Development of tiered specific learning centers.
In 24-25 ELA PSSA the school's Students with Disabilities subgroup increased from the previous year of 11.6% to 14.6% of students achieving proficiency.	Continue with UFLI Instruction in Primary Grades Continued use of HMH curriculum in grades 1-4.
In 24-25 ELA PSSA the school's Economically Disadvantaged subgroup increased from the previous year of 31.0% to 35.4% of students achieving proficiency.	Continue with UFLI Instruction in Primary Grades Continued use of HMH curriculum in grades 1-4.
ELA: 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Hispanic subgroup: Met or exceeded Statewide goal and increased in performance from the previous year. There was an increase from the previous year. 81.0 to 82.0	Continue with UFLI Instruction in Primary Grades Continued use of HMH curriculum in grades 1-4.
Math: 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Students with Disabilities subgroup: Growth Measure Score 74.0. This exceeded the overall state average of 70.0	15 minutes per day of iReady pathway practice to focus on specific skill deficit activities. Development of tiered specific learning centers.

Training staff and implementing Firefly Benchmarking in the 2026-2027 school year.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we want to improve the ELA proficiency of our Students with Disabilities subgroup, then we need to strengthen Tier 1 instruction, and our use of progress monitoring within the MTSS framework to deliver timely, targeted interventions and differentiated instruction that address individual student needs and reverse the decline seen on the 2024-2025 ELA PSSA.
	If we want to improve the Math proficiency of our Hispanic student subgroup, then we need to strengthen Tier 1 instruction, and our use of progress monitoring within the MTSS framework to deliver timely, targeted interventions and differentiated instruction that address individual student needs and reverse the decline seen on the 2024-2025 Math PSSA.
	If we want to improve the Math proficiency of our 2 or More Races subgroup, then we need to strengthen Tier 1 instruction, and our use of progress monitoring within the MTSS framework to deliver timely, targeted interventions and differentiated instruction that address individual student needs and reverse the decline seen on the 2024-2025 Math PSSA.

Goal Setting

Priority: If we want to improve the ELA proficiency of our Students with Disabilities subgroup, then we need to strengthen Tier 1 instruction, and our use of progress monitoring within the MTSS framework to deliver timely, targeted interventions and differentiated instruction that address individual student needs and reverse the decline seen on the 2024-2025 ELA PSSA.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of the of the next academic school year, we will increase the percentage of Students with Disabilities achieving proficiency on the ELA PSSA from 6.3% to 20% by strengthening the use of progress monitoring within the MTSS framework to deliver timely, targeted interventions and differentiated instruction that meet individual student needs, as measured by progress monitoring data.			
Measurable Goal Nickname (35 Character Max)			
Student with Disabilities Achievement Improvements (ELA)			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Target: Increase projected proficiency to 10% based on baseline assessments and early progress monitoring. Actions: Conduct baseline assessments to establish current performance levels. Identify students below benchmark and initiate Tier 2/3 supports. Implement initial specialized instructional strategies and targeted interventions. Begin providing additional resources and support tailored to students' unique learning needs.	Target: Increase projected proficiency to 13%, informed by winter benchmark data and progress monitoring results. Actions: Continue implementing and refining specialized instructional strategies based on formative assessment data. Offer ongoing professional development for teachers on effective intervention techniques. Regularly monitor student progress and adjust interventions as needed.	Target: Increase projected proficiency to 18% based on updated formative assessments and monitoring. Actions: Intensify targeted interventions for students who are not meeting the expected progress. Engage parents and caregivers in supporting their children's learning at home. Conduct mid-year assessments to track progress and make necessary instructional adjustments.	Target: Achieve 20% proficiency on the ELA PSSA for Students with Disabilities. Actions: Provide additional support and resources to ensure students are prepared for end-of-year assessments. Continue monitoring and adjusting instructional strategies based on student performance data. Celebrate successes and plan for sustaining and building on progress in the following school year.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 30, 2029, the Governor Mifflin School District will develop and implement a continuum of opportunities and supports that increase student achievement in each focus area of Oral Reading Fluency (ORF) and Reading Comprehension (RCOMP) by at least 15% as measured through benchmark and summative testing to promote future readiness and academic proficiency.			
Measurable Goal Nickname (35 Character Max)			
District Goal: Acadience Reading Assessment Growth			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
30% of students on track to meet growth goals Actions: Administer Fall Acadience diagnostic to establish	55% of students on track to meet growth goals Actions: (Actions are layered in addition to previous	70% of students on track to meet growth goals Actions: (Actions are layered in addition to previous	85% of students meet or exceed one year's growth on Spring Acadience Reading

baseline growth targets. Use data to group students for targeted small group instruction. Begin implementing reading instruction that includes: Direct instruction of foundational and comprehension skills Small groups to address decoding, comprehension, or fluency	quarter.) Administer Winter Acadience diagnostic to measure midyear growth. Re-group students based on new data and adjust instructional focus. Continue differentiated instruction using: Small groups to address decoding, comprehension, or fluency Literacy stations targeting high-frequency words, phonics, and context clues Increase intervention intensity for Tier 2/3 students based on progress monitoring. Conduct walkthroughs to monitor implementation fidelity and instructional quality.	quarter.) Use ongoing formative assessments (running records, comprehension checks) to fine-tune instruction. Prioritize essential standards and fill persistent skill gaps through: Scaffolded small group lessons Focused independent reading tasks Enhance intervention supports for students not showing adequate growth. Provide opportunities for extended reading time and family literacy engagement.	Actions: (Actions are layered in addition to previous quarter.) Administer Spring Acadience and compare results to baseline targets. Recognize and celebrate student and teacher growth milestones. Analyze instructional impact and share successful strategies school-wide. Document lessons learned to guide planning for the upcoming school year.

Priority: If we want to improve the Math proficiency of our Hispanic student subgroup, then we need to strengthen Tier 1 instruction, and our use of progress monitoring within the MTSS framework to deliver timely, targeted interventions and differentiated instruction that address individual student needs and reverse the decline seen on the 2024-2025 Math PSSA.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of the next academic school year, we will increase the percentage of Hispanic student subgroup achieving proficiency on the Math PSSA from 31.7% to 50% by strengthening the use of progress monitoring within the MTSS framework and providing targeted, data-driven instruction and small group interventions to address learning gaps, as measured by progress monitoring data.			
Measurable Goal Nickname (35 Character Max)			
Hispanic Student Subgroup Improvements (Math)			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Target: Increase projected proficiency to 35% based on baseline assessments and early progress monitoring. Actions: Conduct baseline assessments to establish current performance levels. Identify students below benchmark and initiate Tier 2/3 supports. Implement initial specialized instructional strategies and targeted interventions. Begin providing additional	Target: Increase projected proficiency to 40% based on baseline assessments and early progress monitoring. Actions: Continue implementing and refining specialized instructional strategies based on formative assessment data. Offer ongoing professional development for teachers on effective intervention techniques. Regularly monitor student progress	Target: Increase projected proficiency to 45% based on baseline assessments and early progress monitoring. Actions: Intensify targeted interventions for students who are not meeting the expected progress. Engage parents and caregivers in supporting their children's learning at home. Conduct mid-year assessments to track progress and make	Target: Achieve 50% proficiency on the Math PSSA for students in the Economically Disadvantage Subgroup Actions: Provide additional support and resources to ensure students are prepared for end-of-year assessments. Continue monitoring and adjusting instructional strategies based on student performance data. Celebrate successes and plan for sustaining and

resources and support tailored to students' unique learning needs.	and adjust interventions as needed.	necessary instructional adjustments.	building on progress in the following school year.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 30, 2029, the Governor Mifflin School District will develop and implement a continuum of opportunities and supports that increase student achievement in Math (Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry) by at least 15% as measured through benchmark and summative testing to promote future readiness and academic proficiency.			
Measurable Goal Nickname (35 Character Max)			
District Goal: Math Assessment Growth			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
30% of students on track to meet growth goals Actions: Administer Fall Diagnostic and Benchmarks to establish baseline growth targets. Use data to group students for targeted small group instruction. Begin implementing reading instruction that includes: Direct instruction of foundational and comprehension skills Small groups to address decoding, comprehension, or fluency	55% of students on track to meet growth goals Actions: (Actions are layered in addition to previous quarter.) Administer Winter Diagnostic and Benchmarks to measure midyear growth. Re-group students based on new data and adjust instructional focus. Continue differentiated instruction using: Small groups to address Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry) Math stations targeting high-frequency words, phonics, and context clues Increase intervention intensity for Tier 2/3 students based on progress monitoring. Conduct walkthroughs to monitor implementation fidelity and instructional quality.	70% of students on track to meet growth goals Actions: (Actions are layered in addition to previous quarter.) Use ongoing formative assessments iReady Math Pathways Prioritize essential standards and fill persistent skill gaps through: Scaffolded small group lessons Small groups to address Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry) Enhance intervention supports for students not showing adequate growth. Increase intervention intensity for Tier 2/3 students based on progress monitoring. Conduct walkthroughs to monitor implementation fidelity and instructional quality.	85% of students meet or exceed one year's growth on Spring iReady Math Actions: (Actions are layered in addition to previous quarter.) Administer Spring Diagnostic and Benchmarks and compare results to baseline targets. Recognize and celebrate student and teacher growth milestones. Analyze instructional impact and share successful strategies school-wide. Document lessons learned to guide planning for the upcoming school year.

Priority: If we want to improve the Math proficiency of our 2 or More Races subgroup, then we need to strengthen Tier 1 instruction, and our use of progress monitoring within the MTSS framework to deliver timely, targeted interventions and differentiated instruction that address individual student needs and reverse the decline seen on the 2024-2025 Math PSSA.

Outcome Category
Essential Practices 3: Provide Student-Centered Support Systems
Measurable Goal Statement (Smart Goal)

By the end of the next academic school year, we will increase the percentage of Students of 2 or More Races achieving proficiency on the Math PSSA from 28.7% to 40% by strengthening the use of progress monitoring within the MTSS framework to deliver timely, targeted interventions and differentiated instruction that address individual student needs, as measured by progress monitoring data.			
Measurable Goal Nickname (35 Character Max)			
2 or More Races Subroup (Math)			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Target: Increase projected proficiency to 30% based on baseline assessments and early progress monitoring. Actions: Conduct baseline assessments to establish current performance levels. Identify students below benchmark and initiate Tier 2/3 supports. Implement initial specialized instructional strategies and targeted interventions. Begin providing additional resources and support tailored to students' unique learning needs.	Target: Increase projected proficiency to 33% based on baseline assessments and early progress monitoring. Actions: Continue implementing and refining specialized instructional strategies based on formative assessment data. Offer ongoing professional development for teachers on effective intervention techniques. Regularly monitor student progress and adjust interventions as needed.	Target: Increase projected proficiency to 38% based on baseline assessments and early progress monitoring. Actions: Intensify targeted interventions for students who are not meeting the expected progress. Engage parents and caregivers in supporting their children's learning at home. Conduct mid-year assessments to track progress and make necessary instructional adjustments.	Target: Achieve 40% proficiency on the Math PSSA for students in the 2 or More Races Subgroup Actions: Provide additional support and resources to ensure students are prepared for end-of-year assessments. Continue monitoring and adjusting instructional strategies based on student performance data. Celebrate successes and plan for sustaining and building on progress in the following school year.

Action Plan

Measurable Goals

Student with Disabilities Achievement Improvements (ELA)	District Goal: Acadience Reading Assessment Growth
Hispanic Student Subgroup Improvements (Math)	District Goal: Math Assessment Growth
2 or More Races Subroup (Math)	

Action Plan For: Differentiated Instruction for Inclusive Learning

Measurable Goals:
• By the end of the of the next academic school year, we will increase the percentage of Students with Disabilities achieving proficiency on the ELA PSSA from 6.3% to 20% by strengthening the use of progress monitoring within the MTSS framework to deliver timely, targeted interventions and differentiated instruction that meet individual student needs, as measured by progress monitoring data.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Develop Individualized Education Plans (IEPs) for each student with disabilities, tailored to their unique learning needs, strengths, and areas for growth. Collaborate with special education teachers, support staff, and families to ensure alignment between IEP goals and classroom instruction. Regularly assess student progress and adjust instructional strategies accordingly to maximize learning outcomes.		2026-08-24	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Sabrina Werley Marissa Cocca Grade Level Teachers	HMH Curriculum Heggerty UFLI iReady Math Curriculum iReady Reading Acadience Benchmark Fire Fly Benchmark IEP Schedule Tracker	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Firefly Benchmark Training		2026-05-29	2026-08-24
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Berks County Intermediate Unit	Firefly Benchmark Platform	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increased growth in Acadience Benchmarks: Phonological Awareness: FSF, PSF Phonics: NWF-CLS, NWF-WWR Phonics/Fluency: ORF-WC, ORF-Accuracy	Acadience Reading Diagnostics: (Reading Specialists, Instructional Coach, Grade Level Teachers, Special Education Teachers) Grades K-4: Acadience Reading Benchmark Session 1: Fall Session 2: Winter Session 3: Spring

	Grades 3-4 Firefly Benchmark Session 1: Fall Session 2: Winter Session 3: Spring

Action Plan For: Equitable Access and Support for Academic Success

Measurable Goals:
• By the end of the next academic school year, we will increase the percentage of Hispanic student subgroup achieving proficiency on the Math PSSA from 31.7% to 50% by strengthening the use of progress monitoring within the MTSS framework and providing targeted, data-driven instruction and small group interventions to address learning gaps, as measured by progress monitoring data. • By the end of the next academic school year, we will increase the percentage of Students of 2 or More Races achieving proficiency on the Math PSSA from 28.7% to 40% by strengthening the use of progress monitoring within the MTSS framework to deliver timely, targeted interventions and differentiated instruction that address individual student needs, as measured by progress monitoring data.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement iReady Math program utilizing iReady pathways. Instructional practices should include small group focused on numbers and operations, algebra and algebraic thinking, measurement and data, and geometry. Increase in student performance across Firefly Benchmarks.		2026-08-24	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Cynthia Stevens Grade Level Teachers Special Education Teachers	iReady Math Curriculum iReady Diagnostic Math Firefly Benchmark	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increased growth in iReady Math scores: Numbers & Operations Increased growth in iReady Math scores: Algebra & Algebraic Thinking Increased growth in iReady Math scores: Measurement and Data Increased growth in iReady Math scores: Geometry Increase in student performance across Firefly Benchmarks.	iReady Math Diagnostic: Instructional Coach, Grade Level Teachers, Special Education Teachers) Grades K-4: iReady Math Diagnostic Session 1: Fall Session 2: Winter Session 3: Spring Grades 3-4 Firefly Benchmark Session 1: Fall Session 2: Winter Session 3: Spring

Action Plan For: Equity-Centered Instructional Practices for Academic Excellence

Measurable Goals:

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
Implement a structured literacy program HMH, Heggerty, UFLI program tailored specifically for students combined ethnicity subgroup and economically disadvantage subgroup. Instructional practices should include small-group instruction focused on foundational literacy skills such as phonics, fluency, vocabulary, and comprehension. Provide additional resources such as leveled reading materials, literacy software, and guided reading sessions to support skill development. Regularly monitor student	2026-08-24	2027-05-28

progress through formative assessments and adjust instruction accordingly to ensure targeted support.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Kirstin Shockey Susan Wentling Emily Gicking Cynthia Stevens Grade Level Teachers Special Education Teachers	HMH Curriculum Heggerty UFLI Acadience Benchmark Firefly Benchmark iReady Math Curriculum iReady Reading IEP Schedule Tracker	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increased growth in Acadience Benchmarks: Phonological Awareness: FSF, PSF Phonics: NWF-CLS, NWF-WWR Phonics/Fluency: ORF-WC, ORF-Accuracy	Acadience Reading Diagnostics: (Reading Specialists, Instructional Coach, Grade Level Teachers, Special Education Teachers) Grades K-4: Acadience Reading Benchmark Session 1: Fall Session 2: Winter Session 3: Spring Grades 3-4 Firefly Benchmark Session 1: Fall Session 2: Winter Session 3: Spring

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	• Differentiated Instruction for Inclusive Learning • Equitable Access and Support for Academic Success • Equity-Centered Instructional Practices for Academic Excellence	Staffing	230496	
Total Expenditures				230496

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Differentiated Instruction for Inclusive Learning	Develop Individualized Education Plans (IEPs) for each student with disabilities, tailored to their unique learning needs, strengths, and areas for growth. Collaborate with special education teachers, support staff, and families to ensure alignment between IEP goals and classroom instruction. Regularly assess student progress and adjust instructional strategies accordingly to maximize learning outcomes.
Differentiated Instruction for Inclusive Learning	Firefly Benchmark Training

School Coaching and Collaborative PLC Data Teams

Action Step		
• Firefly Benchmark Training		
Audience		
Grade 3-4 Teachers, Princpals		
Topics to be Included		
Firefly Benchmark Assessment Administration Report Interpretations Student Grouping Standards Alignment		
Evidence of Learning		
Appropriate student grouping to differentiate instruction based on standard strengths and growth opportunities		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal, District Administration, Reading Specialists, Instructional Coaches	2026-05-29	2026-08-24

Learning Format

Type of Activities	Frequency
Workshop(s)	Instructional Planning Meetings (IPMs) Staff Development Days
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Brian Cote	2026-06-30
School Improvement Facilitator Signature	**Date**

Mifflin Park El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Mifflin Park El Sch		114063003
Address 1		
598 Governor Dr		
Address 2		
City	**State**	**Zip Code**
Shillington	PA	19607
Chief School Administrator		**Chief School Administrator Email**
Dr Lisa T Hess		lisa.hess@gmsd.org
Principal Name		
Melissa Paparella		
Principal Email		
Melissa.paparella@gmsd.org		
Principal Phone Number		**Principal Extension**
610-288-0570		4010
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Dr. Erin Anderson		Erin.anderson@gmsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Melissa Paparella	Principal	Mifflin Park Elementary	melissa.paparella@gmsd.org
Erin Anderson	District Level Leaders	Governor Mifflin School District	Erin.anderson@gmsd.org
Lisa Hess	Chief School Administrator	Governor Mifflin School District	Lisa.hess@gmsd.org
Kayci Doleniak	Community Member	Mifflin Park Elementary	kayci.doleniak@gmail.com
Jessica Bezler	Community Member	Mifflin Park Elementary	jessicabezler@yahoo.com
Marci Nelson	Paraprofessional	Mifflin Park Elementary	Marci.nelson@gmsd.org
Michelle Heim	Board Member	Governor Mifflin School District	Michelle.heim@gmsd.org
Ann Moyer	Teacher	Mifflin Park Elementary	Ann.moyer@gmsd.org
Jessica Weisman	Teacher	Mifflin Park Elementary	Jessica.weisman@gmsd.org
Ryan Katzenmoyer	Teacher	Mifflin Park Elementary	Ryan.katzenmoyer@gmsd.org

Vision for Learning

Vision for Learning

The Governor Mifflin School District is a community of dedicated individuals working together to achieve the mission of, Educating, Inspiring, and Empowering Every Student Every Day. OUR MISSION: The Governor Mifflin School District: Educating, Inspiring, and Empowering Every Student, Every Day. All Mifflin Park students feel accepted and loved in our school community. As a result, they grow as inquisitive, creative, caring, growth-focused, real world problem solvers.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

We have mixed results. Our ELA Academic Growth score was 90 (dark blue), but our students did not meet the interim goal or improvement target for ELA.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	Scored 51% P/A.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities scored significantly below peers at 20.8%.
English Learners	Scored below peers at 27.3%. However, this number did almost double from 15% last year.
Hispanic	Scored below peers at 27.8%.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Since 2019, our Math scores have fallen into a range of 35-45%, and these numbers have been up and down, not consistently decreasing or increasing.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
English Learners	EL students increased their overall Math P/A to nearly matching their grade level peers at 36.4%.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities are performing far below their peers at 17.4%.
Hispanic	Hispanic students are performing below their peers at 23.6%.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The all students group scored a 90, above the state average for growth.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	98 growth score
Economically Disadvantaged	82 growth score

Challenges

ESSA Student Subgroups	Indicator
Hispanic	75 growth score (but still above the state average)

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All students' group shows a decrease in their overall growth performance, also scoring below the PA average at 57.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Similar performance to peers- 63 growth score

Challenges

ESSA Student Subgroups	Indicator
Hispanic	51 growth score

English Language Growth and Attainment

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

44.6% met EL growth and attainment. While above the state average, we did not meet our growth goal.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
English Learners	EL students scored at the 44% mark.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Scored 36%, or 8% below the average.

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

89.6% not chronically absent, ahead of the state average and all student groups showed an increase in attendance.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Asian (not Hispanic)	96% Attendance, exceeding the goal.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	ED are our lowest attendance with 85% although it is increasing.

Career Standards Benchmark

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

ELA PVAAS: The all students group scored a 90, above the state average for growth.
Math PVAAS Economically Disadvantaged: Similar performance to peers- 63 growth score
Math Performance: EL students increased their overall Math P/A to nearly matching their grade level peers at 36.4%.
Attendance: 89.6% not chronically absent, ahead of the state average and all student groups showed an increase in attendance.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

We have mixed results. Our ELA Academic Growth score was 90 (dark blue), but our students did not meet the interim goal or improvement target for ELA or math.
ELA Students with Disabilities Performance: Students with disabilities scored significantly below peers at 20.8%.
Math Performance: 37% P/A "all students".
Math Students with Disabilities Performance: 17% (half of their regular Ed peers at 37%)
Math PVAAS Growth "All Students": 57 (statewide average 74.9)

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadiance Reading	This was our first year using this benchmarking tool. We saw 50-60% proficiency in grade 3 in accuracy and words correct.
iReady Reading Diagnostic	42% of students ended March in Tier 1 . This is used as a diagnostic tool.
HMH Unit Assessments	This summative tool is used at the end of each unit assessment to measure student progress towards standard mastery. These assessments spiral throughout the year, so standards are hit multiple times.

English Language Arts Summary

Strengths

Using Acadiance as a benchmarking tool has been a very helpful tool for us to measure the progress of all of our students along grade level norms. This also allows us to have consistent progress monitoring tools and has allowed us to have consistent tiered interventions for students based on their progress/lack of progress.
Clear, standards aligned programming using Heggerty, UFLI, and HMH this year has led to stronger programming focused on the Foundational Skills of reading and writing.
Our 3rd and 4th grade teachers are showing "blue" on PVAAS showing that they are making growth with our students.

Challenges

While we are showing "blue" for PVAAS growth, our students are still not meeting the state average or the 2030 goal. This shows that there are Foundational Skills that we are missing developmentally, so that when students get to 3rd/4th grade, they're having a harder time getting to the necessary achievement level.
One specific area to target is our student with disabilities, who are scoring nearly half of their peers on the ELA PSSA. As a result, our most struggling learners are falling further behind their peers.

Mathematics

Data	Comments/Notable Observations
iReady Math Diagnostic	We use this as our diagnostic tool. In Math grade 3, we scored 30% in Tier 1, or scoring on or above grade level in March.
Ready Math Unit Assessments	These are used at the end of each unit to assess students' proficiency in the taught math skills. These assessments do not spiral the skills assessed.

Mathematics Summary

Strengths

Teachers use the Diagnostic data to have pre-data chats with students to help prepare students and set goals. After the assessment, they review the data in their teams and analyze standards that need additional work as well as students who need additional support. Students also analyze their own data after a diagnostic and set goals of what they want to focus on moving forward.

Challenges

Our overall math progress is still below the state average, with our subgroups decreasing or not showing improvement. In order to achieve this, we need a stronger Tiered Intervention program and more opportunities for spiraling of programming to ensure students growth through progress monitoring and specific interventions
Students with disabilities are scoring nearly half of their age-like peers on the PSSA.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations

Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
339 plan	Our 339 plan is worked on throughout the year as a Counseling Department. Our counseling team across the district focuses on frequent and meaningful connections to future careers.
Experiential Learning	All grade levels have summer professional learning and prepare lessons and units aligned to experiential learning that aligns to future professionals, alignment to real world problems, and thinking involving collaboration.

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

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.

Improved K-12 alignment with career readiness.
Experiential Learning exposes students to real world critical thinking problems and future careers.

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.

Continued alignment of real world application to K-12 PA ELA and Math standards.
Continuing to provide opportunities for students to gain exposure to different careers.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
27% P/A on ELA PSSA.	14% below peers.
36% P/A on Math PSSA.	2% below peers.
17% of students at Mifflin Park are English Learners.	This number has risen every year since 2020.

Students with Disabilities

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

Data	Comments/Notable Observations
17% P/A on Math PSSA.	21% below peers.
21% P/A on ELA PSSA.	17% below peers.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
29% P/A on the PSSA Math.	9% below peers.
35% P/A on the PSSA ELA.	6% below peers.
51% of students are considered Economically Disadvantaged at Mifflin Park.	This number has increased by 4%.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	28% P/A on the ELA PSSA (13% below peers). 24% on the Math PSSA (14% below peers).

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.

English Learners scored just 2% below their peers: 36% P/A on Math PSSA. This is almost double last year's performance.
Economically Disadvantaged: 29% P/A on the PSSA Math (9% below peers). 35% P/A on the PSSA ELA (6% below peers). ED students are scoring closer to grade level peers than they did 5 years ago.

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.

Students with Disabilities: 17% P/A on Math PSSA. 21% below peers.
Students with Disabilities: 21% P/A on ELA PSSA. 17% below peers.

English Learners: 27% P/A on ELA PSSA. (14% below peers). Our population is 17% ELL, and increasing each year.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

>

Professional learning opportunities and times are built into the year low calendar. Our calendar is designed to support time for our teachers to grow.
Positive School Environment: One of our strong points is a very positive School culture with little turnover for staff, including paraprofessionals.
Alignment of PA standards to our programming. We have been working through each of our curricular programs to ensure alignment to the PA standards.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

>

Implement a multi-tiered system of supports for academics and behavior: Last year, we drilled down in Reading. We now need to work on Math, Behavior, and Attendance.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based : While we have bi-cycle IPM meetings, we need to find more frequent and intentional times for common planning both horizontally and vertically.
Monitor and evaluate the impact of professional learning on staff practices and student learning: Improving upon clear expectations for staff following PD with support from instructional coaches.

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
ELA PVAAS: The all students group scored a 90, above the state average for growth.	True
Math PVAAS Economically Disadvantaged: Similar performance to peers- 63 growth score	False
Math Performance: EL students increased their overall Math P/A to nearly matching their grade level peers at 36.4%.	True
Attendance: 89.6% not chronically absent, ahead of the state average and all student groups showed an increase in attendance.	True
Using Acadiance as a benchmarking tool has been a very helpful tool for us to measure the progress of all of our students along grade level norms. This also allows us to have consistent progress monitoring tools and has allowed us to have consistent tiered interventions for students based on their progress/lack of progress.	True
Clear, standards aligned programming using Heggerty, UFLI, and HMH this year has led to stronger programming focused on the Foundational Skills of reading and writing.	True
Our 3rd and 4th grade teachers are showing "blue" on PVAAS showing that they are making growth with our students.	False
Teachers use the Diagnostic data to have pre-data chats with students to help prepare students and set goals. After the assessment, they review the data in their teams and analyze standards that need additional work as well as students who need additional support. Students also analyze their own data after a diagnostic and set goals of what they want to focus on moving forward.	False
Improved K-12 alignment with career readiness.	False
Experiential Learning exposes students to real world critical thinking problems and future careers.	False
English Learners scored just 2% below their peers: 36% P/A on Math PSSA. This is almost double last year's performance.	False
Economically Disadvantaged: 29% P/A on the PSSA Math (9% below peers). 35% P/A on the PSSA ELA (6% below peers). ED students are scoring closer to grade level peers than they did 5 years ago.	False
Professional learning opportunities and times are built into the year low calendar. Our calendar is designed to support time for our teachers to grow.	False
Positive School Environment: One of our strong points is a very positive School culture with little turnover for staff, including paraprofessionals.	True
Alignment of PA standards to our programming. We have been working through each of our curricular programs to ensure alignment to the PA standards.	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School 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
We have mixed results. Our ELA Academic Growth score was 90 (dark blue), but our students did not meet the interim goal or improvement target for ELA or math.	True

ELA Students with Disabilities Performance: Students with disabilities scored significantly below peers at 20.8%.	False
Math Students with Disabilities Performance: 17% (half of their regular Ed peers at 37%)	False
Math Performance: 37% P/A "all students".	True
Math PVAAS Growth "All Students": 57 (statewide average 74.9)	False
While we are showing "blue" for PVAAS growth, our students are still not meeting the state average or the 2030 goal. This shows that there are Foundational Skills that we are missing developmentally, so that when students get to 3rd/4th grade, they're having a harder time getting to the necessary achievement level.	False
One specific area to target is our student with disabilities, who are scoring nearly half of their peers on the ELA PSSA. As a result, our most struggling learners are falling further behind their peers.	False
Our overall math progress is still below the state average, with our subgroups decreasing or not showing improvement. In order to achieve this, we need a stronger Tiered Intervention program and more opportunities for spiraling of programming to ensure students growth through progress monitoring and specific interventions	False
Students with disabilities are scoring nearly half of their age-like peers on the PSSA.	False
Continued alignment of real world application to K-12 PA ELA and Math standards.	False
Continuing to provide opportunities for students to gain exposure to different careers.	False
Students with Disabilities: 17% P/A on Math PSSA. 21% below peers.	True
Students with Disabilities: 21% P/A on ELA PSSA. 17% below peers.	True
English Learners: 27% P/A on ELA PSSA. (14% below peers). Our population is 17% ELL, and increasing each year.	False
Implement a multi-tiered system of supports for academics and behavior: Last year, we drilled down in Reading. We now need to work on Math, Behavior, and Attendance.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based : While we have bi-cycle IPM meetings, we need to find more frequent and intentional times for common planning both horizontally and vertically.	True
Monitor and evaluate the impact of professional learning on staff practices and student learning: Improving upon clear expectations for staff following PD with support from instructional coaches.	True

Most Notable Observations/Patterns

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

In order to create meaningful results, we need to continue to a) plan strong lessons that don't just cover the programs, but that cover the curriculum, b) have intentional time built in to support teachers cohesively planning said strong lessons, 3) aligning gaps to professional learning opportunities, and lastly, 4) measuring in classrooms the implementation of our work. This includes 3 specific areas: Taking inventory of when and how our special education students are pulled from general education instruction and ensuring strong implementation of our Foundational programs as well as strengthening our tiered system of supports.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
We have mixed results. Our ELA Academic Growth score was 90 (dark blue), but our students did not meet the interim goal or improvement target for ELA or math.	Our ELA teachers in 4th grade have strong results. However, their growth is not enough to bring up our overall performance considerable. We are moving into our 4th year with UFLI in K-2 and our second year using Heggerty for K-2 and HMH for grades 1-4. This strong, data-proven set of resources will hopefully start to show progress in our overall achievement data as well.	True
Math Performance: 37% P/A "all students".	Our overall math Performance is below the state average and far below the 2030 goal. We have focused heavily on the fidelity of our program. We have missed the fidelity of the standards. After more closely examining the Ready Math program and its a) alignment to state standards and b) its overall functionality, we have seen clear gaps that we will be addressing this year.	True
Students with Disabilities: 17% P/A on Math PSSA. 21% below peers.		False
Students with Disabilities: 21% P/A on ELA PSSA. 17% below peers.		False
Implement a multi-tiered system of supports for academics and behavior: Last year, we drilled down in Reading. We now need to work on Math, Behavior, and Attendance.	This has been lacking for a long time! This past year we drilled down on tiered Intervention and progress monitoring for Reading. I am looking forward to seeing that start to play out in our data. We are also adapting additional tiered interventions for math, behavior, and attendance in the coming year which will further strengthen our tier 1 instruction and interventions for those not meeting the bar.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based : While we have bi-cycle IPM meetings, we need to find more frequent and intentional times for common planning both horizontally and vertically.	While we meet every 12 days as common planning teams, our focus has been on Acadiance progress monitoring and reading. This time frame is not sufficient to make meaningful change: planning together, discussing standards and eligible content, and strengthening our lesson planning.	True
Monitor and evaluate the impact of professional learning on staff practices and student learning: Improving upon clear expectations for staff following PD with support from instructional coaches.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
ELA PVAAS: The all students group scored a 90, above the state average for growth.	We have strong teachers in ELA for 4th grade who are seeing overall growth.
Math Performance: EL students increased their overall Math P/A to nearly matching their grade level peers at 36.4%.	We are starting to provide EL support in math classrooms. This also helps co-planning

	in math between the general Ed teacher and the EL teacher.
Attendance: 89.6% not chronically absent, ahead of the state average and all student groups showed an increase in attendance.	We have overall strong attendance which also shows our positive School culture.
Using Acadiance as a benchmarking tool has been a very helpful tool for us to measure the progress of all of our students along grade level norms. This also allows us to have consistent progress monitoring tools and has allowed us to have consistent tiered interventions for students based on their progress/lack of progress.	Now we need a stronger benchmarking tool for math. Acadiance Reading has helped us identify root causes of Reading gaps and to identify interventions for reading to create meaningful progress.
Clear, standards aligned programming using Heggerty, UFLI, and HMH this year has led to stronger programming focused on the Foundational Skills of reading and writing.	Through focusing on the core programming for Foundational reading, we are starting with stronger, research based programming.
Positive School Environment: One of our strong points is a very positive School culture with little turnover for staff, including paraprofessionals.	Our attendance is aligned to our positive School culture. Attendance improved the last 2 years.
Alignment of PA standards to our programming. We have been working through each of our curricular programs to ensure alignment to the PA standards.	We are seeing gaps in standards that are missing or not covered as well as well as identifying gaps in a lack of spiraling of skills.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We will prioritize implementing strong Foundational program implementation, interventions, and instruction to create strong readers and writers in the younger grades.
	We will prioritize a clear benchmarking system for math as well as tiered interventions and planning opportunities for all grade levels.
	We will prioritize further refining our Reading tiered interventions, strengthen the implementation of those interventions, and create interventions for math and behavior this year.
	We will prioritize data driven planning meetings, leverage professional learning days to review recent summative data and planning together to improve instruction and its implementation.

Goal Setting

Priority: We will prioritize implementing strong Foundational program implementation, interventions, and instruction to create strong readers and writers in the younger grades.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
GMSD and MP will develop and implement a continuum of opportunities and supports that increase student achievement in each focus area of Oral Reading Fluency (ORF) and Reading Comprehension (RCOMP) by at least 5% as measured through benchmark and summative testing to promote future readiness and academic proficiency.			
Measurable Goal Nickname (35 Character Max)			
Early Literacy Achievement			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
All students complete BOY benchmarking 6-8 weeks in Q1 to recoup learning from summer slide.	End of Q2: 2.5% increase in student achievement related to ORF and RCOMP.	Tier 2 and Tier 3 intervention continues based on MOY results.	5% increase in student achievement related to ORF and RCOMP.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
100% of K-4 classroom teachers will participate in monthly Instructional Planning Meetings with progress monitoring data updated to measure tiered Intervention progress.			
Measurable Goal Nickname (35 Character Max)			
IPMs - Early Literacy			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
100% of K-4 classroom teachers will participate in monthly Instructional Planning Meetings with progress monitoring data updated to measure tiered Intervention progress.	100% of K-4 classroom teachers will participate in monthly Instructional Planning Meetings with progress monitoring data updated to measure tiered Intervention progress.	100% of K-4 classroom teachers will participate in monthly Instructional Planning Meetings with progress monitoring data updated to measure tiered Intervention progress.	100% of K-4 classroom teachers will participate in monthly Instructional Planning Meetings with progress monitoring data updated to measure tiered Intervention progress.

Priority: We will prioritize a clear benchmarking system for math as well as tiered interventions and planning opportunities for all grade levels.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
GMSD and MP will develop and implement a continuum of opportunities and supports that will increase student achievement in math by at least 5% in each area of Number and Operations (NO), Algebra and Algebraic Thinking (ALG), Measurement and Data (MS), and Geometry (GEO) across grades 3 through 4 as measured through benchmark and summative testing to promote future readiness and academic proficiency.			
Measurable Goal Nickname (35 Character Max)			
Math Achievement			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
All students complete BOY benchmarking 6-8 weeks in Q1 to	End of Q2: 2.5% increase in student achievement related to the 4 domains.	Tier 2 and Tier 3 intervention continues based on MOY results.	5% increase in student achievement related to the 4 domains.

recoup learning from summer slide.			

Priority: We will prioritize further refining our Reading tiered interventions, strengthen the implementation of those interventions, and create interventions for math and behavior this year.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, we will have established benchmarking tools and tiered interventions for Reading, Math, and Behavior.			
Measurable Goal Nickname (35 Character Max)			
MTSS system			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Establish benchmarking tool for math and behavior.	Utilize benchmarking tool for Reading, Math, and Behavior to establish students in need of individual supports.	Generate tiered supports aligned to the benchmarking tools for tiers 2 and 3 in math and Behavior. Continue implementing our tiered interventions in reading from the 2025-2026 SY.	Benchmarking tools and tiered interventions for Reading, Math, and Behavior will be established and reading for full implementation in the 2027-2028 SY.

Priority: We will prioritize data driven planning meetings, leverage professional learning days to review recent summative data and planning together to improve instruction and its implementation.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
All teachers will participate in meaningful professional learning to a) plan strong instruction, b) analyze formative data, c) analyze summative data, and d) identify points of strengths and growth along with a plan to support their students at least 3 times this school year.			
Measurable Goal Nickname (35 Character Max)			
Instruction aligned time			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Professional learning time is intentionally scheduled with alignment to the assessment calendar.	Teachers participate in their first round of data analysis following a summative assessment and benchmarking opportunity.	Teachers participate in their second round of data analysis following a summative assessment and benchmarking opportunity.	Teachers participate in their third round of data analysis following a summative assessment and benchmarking opportunity.

Action Plan

Measurable Goals

Early Literacy Achievement	IPMs - Early Literacy
Math Achievement	MTSS system
Instruction aligned time	

Action Plan For: MTSS Interventions

Measurable Goals:
• By the end of the 2026-2027 school year, we will have established benchmarking tools and tiered interventions for Reading, Math, and Behavior.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Clear intervention strategies for Reading, Math, and Behavior		2026-07-01	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Melissa Paparella	instructional coaches, Director of Teaching and Learning, Director of Elementary Special Education, benchmarking tool for Math and SEL	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
We will have clear intervention strategies for Reading, Math, and Behavior by EOY 26-27 SY.	Principal, May 2027, evaluation of intervention system and program

Action Plan For: Teacher Clarity - Pleanning

Measurable Goals:
• GMSD and MP will develop and implement a continuum of opportunities and supports that increase student achievement in each focus area of Oral Reading Fluency (ORF) and Reading Comprehension (RCOMP) by at least 5% as measured through benchmark and summative testing to promote future readiness and academic proficiency. • 100% of K-4 classroom teachers will participate in monthly Instructional Planning Meetings with progress monitoring data updated to measure tiered Intervention progress. • GMSD and MP will develop and implement a continuum of opportunities and supports that will increase student achievement in math by at least 5% in each area of Number and Operations (NO), Algebra and Algebraic Thinking (ALG), Measurement and Data (MS), and Geometry (GEO) across grades 3 through 4 as measured through benchmark and summative testing to promote future readiness and academic proficiency. • By the end of the 2026-2027 school year, we will have established benchmarking tools and tiered interventions for Reading, Math, and Behavior. • All teachers will participate in meaningful professional learning to a) plan strong instruction, b) analyze formative data, c) analyze summative data, and d) identify points of strengths and growth along with a plan to support their students at least 3 times this school year.

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will have have intentional planning time to discuss the components that lead to teacher clarity in planning and awareness of state standards. This will include clear tools for interventions		2026-07-01	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Reading Specialists, Instructional Coaches	planning time, research around teacher clarity, planning tools	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All teachers will participating in monthly or more planning opportunities.	Principal, Monthly, Qualitative measurement and EOY survey/data analysis.

Action Plan For: Rigorous, Standard Aligned Student Activities

Measurable Goals:

- GMSD and MP will develop and implement a continuum of opportunities and supports that increase student achievement in each focus area of Oral Reading Fluency (ORF) and Reading Comprehension (RCOMP) by at least 5% as measured through benchmark and summative testing to promote future readiness and academic proficiency.
- GMSD and MP will develop and implement a continuum of opportunities and supports that will increase student achievement in math by at least 5% in each area of Number and Operations (NO), Algebra and Algebraic Thinking (ALG), Measurement and Data (MS), and Geometry (GEO) across grades 3 through 4 as measured through benchmark and summative testing to promote future readiness and academic proficiency.
- All teachers will participate in meaningful professional learning to a) plan strong instruction, b) analyze formative data, c) analyze summative data, and d) identify points of strengths and growth along with a plan to support their students at least 3 times this school year.

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will align activities and each lesson to state standards.		2026-07-01	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom teachers	planning template individually designed by each teacher in a meaningful way for them.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will align activities and each lesson to state standards.	Principal will monitor during walk throughs and observations throughout the year and provide meaningful feedback aligned to the standards and Danielson framework.

Action Plan For: Summative Local Assessment

Measurable Goals:

- GMSD and MP will develop and implement a continuum of opportunities and supports that increase student achievement in each focus area of Oral Reading Fluency (ORF) and Reading Comprehension (RCOMP) by at least 5% as measured through benchmark and summative testing to promote future readiness and academic proficiency.
- GMSD and MP will develop and implement a continuum of opportunities and supports that will increase student achievement in math by at least 5% in each area of Number and Operations (NO), Algebra and

Algebraic Thinking (ALG), Measurement and Data (MS), and Geometry (GEO) across grades 3 through 4 as measured through benchmark and summative testing to promote future readiness and academic proficiency.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
We will use Firefly to measure progress towards grade level standards in grades 3-4.		2026-07-01	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director of Teaching and Learning	Firefly access	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
We will use Firefly 2-3x/year to measure progress towards grade level standards in grades 3-4.	3x/year given throughout the building in grades 3-4 digitally

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Reading Specialist Salary	• MTSS Interventions	Salary	1	109,557.50
Reading Specialist Benefits	• MTSS Interventions	Benefits	1	50,500.00
Literacy Night Supplies	• Rigorous, Standard Aligned Student Activities	Supplies & Property	1	2500.00
Parent and Family Engagement Supplies	• MTSS Interventions • Rigorous, Standard Aligned Student Activities	Supplies & Property	1	2500.00
Total Expenditures				5159

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	• MTSS Interventions • Teacher Clarity - Pleanning • Rigorous, Standard Aligned Student Activities • Summative Local Assessment	MTSS, tier 1	182,413	
Total Expenditures				182

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS Interventions	Clear intervention strategies for Reading, Math, and Behavior
Teacher Clarity - Pleanning	Teachers will have have intentional planning time to discuss the components that lead to teacher clarity in planning and awareness of state standards. This will include clear tools for interventions
Rigorous, Standard Aligned Student Activities	Teachers will align activities and each lesson to state standards.
Summative Local Assessment	We will use Firefly to measure progress towards grade level standards in grades 3-4.

Faculty Meetings

Action Step		
• Clear intervention strategies for Reading, Math, and Behavior • Teachers will align activities and each lesson to state standards.		
Audience		
All staff.		
Topics to be Included		
Micro-PD around activities aligned to state standards, HMH and Ready Math spiral planning, intervention tools.		
Evidence of Learning		
classroom implementation in practice		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
instructional coaches, principal	2026-08-01	2027-06-01

Learning Format

Type of Activities	Frequency
Workshop(s)	monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Instructional Planning Meetings

Action Step		
• Clear intervention strategies for Reading, Math, and Behavior • Teachers will have have intentional planning time to discuss the components that lead to teacher clarity in planning and awareness of state standards. This will include clear tools for interventions		
Audience		
K-4 classroom teachers		
Topics to be Included		
interventions, state standards, assessment data, progress monitoring data		
Evidence of Learning		
individual student intervention plans		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal, instructional coaches, reading specialists	2026-08-01	2027-06-01

Learning Format

Type of Activities	Frequency

Professional Learning Community (PLC)	monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Data Analysis Meetings

Action Step		
• We will use Firefly to measure progress towards grade level standards in grades 3-4.		
Audience		
grade 3-4 teachers		
Topics to be Included		
ELA and Math		
Evidence of Learning		
action plan for targeting specific students and instructional outcomes		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Teaching and Learning/Principal	2026-06-01	2027-06-01

Learning Format

Type of Activities	**Frequency**
Inservice day	3x throughout the school year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Melissa Paparella	2026-06-09
School Improvement Facilitator Signature	**Date**

Brecknock El Sch

TSI Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Brecknock El Sch		114063003
Address 1		
10 S Waverly St		
Address 2		
City	**State**	**Zip Code**
Shillington	PA	19607
Chief School Administrator		**Chief School Administrator Email**
Dr Lisa T Hess		lisa.hess@gmsd.org
Principal Name		
Dr. Nicole Pagan		
Principal Email		
Nicole.pagan@gmsd.org		
Principal Phone Number		**Principal Extension**
6107751465		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Patricia Nierle		Patricia.nierle@gmsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Nicole Pagan	Principal	Governor Mifflin	nicole.pagan@gmsd.org
Patricia Nierle	Education Specialist	Governor Mifflin	Patricia.Nierle@gmsd.org
Vanessa Ciplla	Parent	Brecknock	Vanessa.Cipolla@gmail.com
Erin Anderson	Chief School Administrator	Governor Mifflin	Erin.Anderson@gmsd.org
Ashley Russell	Teacher	Brecknock	Ashley.Russell@gmsd.org
Pastor Zach	Community Member	Brecknock Township	Pastorzach@alec.org
Heather Bouchard	Board Member	Governor Mifflin	Heather.bouchard@gmsd.org
Jessica Slovich	Paraprofessional	Brecknock	Jessica Slovich@gmsd.org
Liz Wechter	District Level Leaders	Governor Mifflin	Liz.Wechter@gmsd.org
Sarah Fulmer	Teacher	Brecknock	Sarah.Fulmer@gmsd.org

Vision for Learning

Vision for Learning

The Governor Mifflin School District is a committee of dedicated individuals committed to empowering, inspiring, and supporting Every Student Every Day. Brecknock Elementary School cultivates a supportive learning community where all students are encouraged to find their passion, purpose, and path.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The All Student Group Data, according to the Future Ready Index, is a challenge for the 24-25 school year, because we are below the state-wide average.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	Students in our White subgroup are currently achieving 46.7% proficiency. This is our subgroup which reached the highest level of proficiency.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Students in our Economically Disadvantaged subgroup are currently achieving 29.7% proficiency. This is a decrease in performance from the previous year.
Students with Disabilities	Students in our Students with Disabilities subgroup are currently achieving 18.2% proficiency. This is a decrease in performance from the previous year.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The All Student Group Data, according to the Future Ready Index, is a strength for the 24-25 school year, because we are above the state-wide average.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	Students in our White subgroup are currently achieving 51.8% proficiency. This is above the state-wide average.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Students in our Economically Disadvantaged subgroup are currently achieving 25% proficiency. This is a decrease in performance from the previous year.
Students with Disabilities	Students in our Students with Disabilities subgroup are currently achieving 21.2% proficiency. This is a decrease in performance from the previous year.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year. 74% of our Combined Ethnicity subgroup met or exceeded the same performance as the previous year. This was trending upward. There was insufficient data for our subgroup of Students with Disabilities.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year.
Combined Ethnicity	74% of our Combined Ethnicity subgroup met or exceeded the same performance as the previous year. This was trending upward.

Challenges

ESSA Student Subgroups	Indicator
White	Our White subgroup did not meet the interim target and they are decreasing in performance from the previous year.

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

50% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year. 63% of our Combined Ethnicity subgroup met or exceeded the same performance as the previous year. This is a decrease in performance from the previous year. There was insufficient data for our Students with Disabilities subgroup.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Combined Ethnicity	Our Combined Ethnicity is the highest subgroup at 63%.

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	63% of our Combined Ethnicity subgroup met or exceeded the same performance as the previous year. This is a decrease in performance from the previous year.
Economically Disadvantaged	50% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year. This is a decrease in performance from the previous year.

English Language Growth and Attainment

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Brecknock Elementary is above the statewide average in attendance with 89.3% of students not chronically absent. However we have several subgroups that did not meet the statewide target increase in performance from the previous year.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	82.2 % of the Economically Disadvantaged subgroup were not chronically absent. This does meet the statewide goal and is an increase in performance from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	72.4 % of the Students with Disabilities subgroup were not chronically absent. However, this did not meet the statewide goal and is a decrease in performance from the previous year.

Career Standards Benchmark

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

The all student group data, according to the future ready index, is a challenge for the 24-25 school year, because we are below the state wide average.
70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year.
70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year.
70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year.
Brecknock Elementary is above the statewide average in attendance with 89.3% of students not chronically absent. However we have several subgroups that did not meet the statewide target increase in performance from the previous year.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

50% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year. 63% of our Combined Ethnicity subgroup met or exceeded the same performance as the previous year. This is a decrease in performance from the previous year. There was insufficient data for our subgroup of Students with Disabilities.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
iReady ELA 2025-2026	51% of our overall students are on grade level in iReady Reading according to the final assessment given in March for the 2025-2026 school year.
iReady ELA 2025-2026	51% of our students in our Special Education subgroup are on grade level in iReady Reading according to the final assessment given in March for the 2025-2026 school year.
iReady ELA 2025-2026	51% of our students in the Economically Disadvantaged subgroup are on grade level in iReady Reading according to the final assessment given in March for the 2025-2026 school year.
Acadience Benchmark Assessment	70% of students scored on/above grade level in Oral Reading Fluency in the Acadience Benchmark Assessment at the End of the Year.
Acadience Benchmark Assessment	50% of students scored on/above grade level for Correct Letter Sounds on Nonsense Word Fluency.

English Language Arts Summary

Strengths

Bi-weekly collaboration meetings with classroom teachers in grades K-4 using the iReady reports and UFLI progress monitoring logs to support instruction.
We received professional development in UFLI and adjusted instruction in the building. All classroom teachers now adhere to the timing guidelines.

Challenges

ELA's challenge is that we have a new curricular resource this year.

Mathematics

Data	Comments/Notable Observations
iReady Math 2025-2026	45% of our overall students are on grade level in iReady Math according to the final assessment given in March for the 2025-2026 school year.
iReady Math 2025-2026	54% of our sudents in the Economically Disadvantaged subgroup score at grade level in iReady Math according to the final assessment given in March for the 2025-2026 school year.
iReady Math 2025-2026	54% of our sudents in the Special Education subgroup score at grade level in iReady Math according to the final assessment given in March for the 2025-2026 school year.

Mathematics Summary

Strengths

Trimester diagnostic data available for staff to target small group instruction.
Our consistent focus on small group instruction.
Departmentalized biweekly IPM meetings focusing on Data in grades 3 and 4.

Challenges

We were unable to hold departmentalized biweekly IPM meetings in grades K-2. Teachers teach all skills in these grade levels.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Local Assessments/Curriculum-Based	Progress monitoring was conducted at the classroom level. This was not analyzed at the building level.

Science, Technology, and Engineering Education Summary

Strengths

Staff and students will continue to embrace community and various school partnerships to extend learning beyond the four walls of our classroom.
Our district continues to implement a Science Curriculum that aligns with the PA Standards. And we will be making tweaks in what we do to better align with the Steel Standards.
Continue using our library to support TExpL and innovative learning for all students.
Students will continue to be exposed to inquiry-based learning and PA Steel standards through innovation classes.

Challenges

Science lessons are packed. The pacing of the lessons is a challenge.
The district continues to write the curriculum and pacing of our Science Curriculum to better align with PA Steel Standards.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Chapter 339	Our school counselor works in accordance with state guidelines to provide a 35-lesson curriculum for all K-4 students on career and future readiness. For the 25-26 school year 100% of students submitted required artifacts.

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

Summary

Strengths

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

All school counselors attend regular 339 training to update their curricula in career and future readiness. All students receive instruction in this area throughout the year.
The district focuses on making real-world connections in all areas to support students through and beyond career explorations and aspirations.
Brecknock has a strong PTO that supports students, the community, and our school.
Responsive Classroom is used in all classrooms to help meet our student's social/emotional needs.

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.

Our guidance program is working to align with our Portrait of a Graduate expectations.
Increase Brecknock trained staff in TExpl from ten to twelve.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
We do not have this subgroup in our building.	

Students with Disabilities

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

Data	Comments/Notable Observations
2024-2025 PSSA ELA Assessment	18.2% of our third-grade students with disabilities scored proficient on the ELA PSSAs, which is below the school average of 37.8%.
2024-2025 PSSA Math Assessment	36.4%of our third-grade students with disabilities scored proficient on the Math PSSAs, which is below the school average of 46.3%.
2024-2025 PSSA ELA Assessment	18.2% of our fourth-grade students with disabilities scored proficient on the ELA PSSAs, which is below the school average of 42.7%.
2024-2025 PSSA Math Assessment	13.6% of our fourth-grade students with disabilities scored proficient on the ELA PSSAs, which is below the school average of 41.8%.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
2024-2025 PSSA ELA Assessment	30.8% of our third-grade students in the Economically Disadvantaged subgroup scored proficient on the ELA PSSAs, which is below the school average of 37.8%.
2024-2025 PSSA Math Assessment	23.1% of our third-grade students in the Economically Disadvantaged subgroup scored proficient on the Math PSSAs, which is below the school average of 46.3%.
2024-2025 PSSA ELA Assessment	28.9% of our fourth-grade students in the Economically Disadvantaged subgroup scored proficient on the ELA PSSAs, which is below the school average of 42.7%.
2024-2025 PSSA Math Assessment	26.3% of our fourth-grade students in the Economically Disadvantaged subgroup scored proficient on the Math PSSAs, which is below the school average of 41.8%.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	17.6% of our 4th-grade Hispanic Student subgroup scored proficient on the ELA PSSAs. 17.6% of the same subgroup scored proficient on the Math PSSAs.
Hispanic	12.5% of our 3rd-grade Hispanic Student subgroup scored proficient on the ELA PSSAs. 6.2% of the same subgroup scored proficient on the Math PSSAs.

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.

A school-wide commitment to grade-level IPMs promotes the use of data to identify needs and support the learning of all students, especially those in tiers 2 and 3.
Reading Specialists use research-based materials and progress monitor students needing tier 3 instruction.
Special Education teachers use research-based materials and progress monitor students needing instruction.
Special Education teachers met monthly for collaborative prep meetings to focus on their 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 are performing below their peers in ELA and Math.
Special Education Students are performing below their peers in ELA and Math.
Hispanic students are performing below their peers in ELA and Math.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Exemplary
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

>

Use multiple professional learning designs to support the learning needs of staff
Continuously monitor implementation of the school improvement plan and adjust as needed

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

>

Implement a multi-tiered system of supports for academics and behavior
Align curricular materials and lesson plans to the PA Standards

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
The all student group data, according to the future ready index, is a challenge for the 24-25 school year, because we are below the state wide average.	False
70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year.	True
70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year.	False
70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year.	False
Brecknock Elementary is above the statewide average in attendance with 89.3% of students not chronically absent. However we have several subgroups that did not meet the statewide target increase in performance from the previous year.	True
Bi-weekly collaboration meetings with classroom teachers in grades K-4 using the iReady reports and UFLI progress monitoring logs to support instruction.	True
We received professional development in UFLI and adjusted instruction in the building. All classroom teachers now adhere to the timing guidelines.	False
Trimester diagnostic data available for staff to target small group instruction.	False
Our consistent focus on small group instruction.	False
Departmentalized biweekly IPM meetings focusing on Data in grades 3 and 4.	False
Staff and students will continue to embrace community and various school partnerships to extend learning beyond the four walls of our classroom.	False
Our district continues to implement a Science Curriculum that aligns with the PA Standards. And we will be making tweaks in what we do to better align with the Steel Standards.	False
Continue using our library to support TExpL and innovative learning for all students.	False
Students will continue to be exposed to inquiry-based learning and PA Steel standards through innovation classes.	False
All school counselors attend regular 339 training to update their curricula in career and future readiness. All students receive instruction in this area throughout the year.	True
The district focuses on making real-world connections in all areas to support students through and beyond career explorations and aspirations.	False
Brecknock has a strong PTO that supports students, the community, and our school.	False
Responsive Classroom is used in all classrooms to help meet our student's social/emotional needs.	False
A school-wide commitment to grade-level IPMs promotes the use of data to identify needs and support the learning of all students, especially those in tiers 2 and 3.	True
Reading Specialists use research-based materials and progress monitor students needing tier 3 instruction.	False

Special Education teachers use research-based materials and progress monitor students needing instruction.	True
Special Education teachers met monthly for collaborative prep meetings to focus on their students.	True
Use multiple professional learning designs to support the learning needs of staff	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School 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
50% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year. 63% of our Combined Ethnicity subgroup met or exceeded the same performance as the previous year. This is a decrease in performance from the previous year. There was insufficient data for our subgroup of Students with Disabilities.	True
ELA's challenge is that we have a new curricular resource this year.	False
We were unable to hold departmentalized biweekly IPM meetings in grades K-2. Teachers teach all skills in these grade levels.	False
Science lessons are packed. The pacing of the lessons is a challenge.	False
The district continues to write the curriculum and pacing of our Science Curriculum to better align with PA Steel Standards.	False
Our guidance program is working to align with our Portrait of a Graduate expectations.	False
Increase Brecknock trained staff in TExpl from ten to twelve.	False
Economically disadvantaged students are performing below their peers in ELA and Math.	True
Special Education Students are performing below their peers in ELA and Math.	True
Hispanic students are performing below their peers in ELA and Math.	False
Implement a multi-tiered system of supports for academics and behavior	True
Align curricular materials and lesson plans to the PA Standards	True

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
50% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year. 63% of our Combined Ethnicity subgroup met or exceeded the same performance as the previous year. This is a decrease in performance from the previous year. There was insufficient data for our subgroup of Students with Disabilities.		False
Economically disadvantaged students are performing below their peers in ELA and Math.		False
Special Education Students are performing below their peers in ELA and Math.	Students are often given grade-level assessments without having received consistent, systematically differentiated instruction or the foundational prerequisite skills they need. A disconnect between the accommodations written into a student's IEP (Individualized Education Program) and the actual, daily execution of those accommodations in the general education classroom. A lack of co-planning time between general education teachers (content experts) and special education teachers (intervention experts), leading to fragmented instruction.	True
Implement a multi-tiered system of supports for academics and behavior	During the root cause analysis meeting, the team concluded that the primary barrier to a successful MTSS implementation is a fragmented framework that treats academic and behavioral supports as separate silos rather than an integrated, whole-child system. Members noted that Tier 2 and Tier 3 interventions are currently overwhelmed because the Tier 1 foundation consisting of core classroom instruction and universal behavior management is not robust enough to support students' needs, resulting in an artificial flood of intervention referrals. Furthermore, while the school is rich in screening data, it lacks the streamlined logistics, dedicated co-planning time, and objective	True

	decision-making thresholds required to convert that data into timely, targeted action. To address these systemic gaps, the team agreed to shift focus from merely identifying student deficits to actively restructuring adult workflows, ultimately selecting Strengthening the Base: Optimizing Tier 1 Frameworks to Support School-Wide Academic and Behavioral Success as the strategic title for the upcoming action plan.	
Align curricular materials and lesson plans to the PA Standards		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year.	Our small group instruction efforts are effective in some areas, specifically with our Economically Disadvantaged populations. We will continue to focus on this to support achievement in all learners.
Brecknock Elementary is above the statewide average in attendance with 89.3% of students not chronically absent. However we have several subgroups that did not meet the statewide target increase in performance from the previous year.	We have a robust attendance-monitoring system that is reviewed daily. The school principal and counselor held regular meetings with families to review attendance.
Bi-weekly collaboration meetings with classroom teachers in grades K-4 using the iReady reports and UFLI progress monitoring logs to support instruction.	We have a shared system to collect and monitor data trends. Our scope and sequence keep us on pace and allow for collaborative conversations during team meetings.
All school counselors attend regular 339 training to update their curricula in career and future readiness. All students receive instruction in this area throughout the year.	We have a system for collecting artifacts to support our 339 plan and the GMSD Portrait of a Graduate.
A school-wide commitment to grade-level IPMs promotes the use of data to identify needs and support the learning of all students, especially those in tiers 2 and 3.	We hold grade level Instructional Planning Meetings every other cycle. The meetings have a data focus, and teachers come prepared to review progress and identify tier 2 needs.
Special Education teachers use research-based materials and progress monitor students needing instruction.	We spent some time this year aligning resources as a special education department. Each teacher has a menu of resources they can pull from to support students.
Special Education teachers met monthly for collaborative prep meetings to focus on their students.	This was a new addition to our collaboration efforts. Once a month, we met as a special education team to review department initiatives, upcoming dates and deadlines, professional learning, and support.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We need to establish a coordinated, data-driven system that explicitly pairs grade-level ELA and math content with targeted, evidence-based prerequisite skill instruction, ensuring that special education educators have the resources and diagnostic tools to effectively bridge foundational gaps.
	We need to establish a unified, whole-child MTSS infrastructure by merging our academic and behavioral teams into a single, cohesive structure, while simultaneously equipping educators with embedded professional development and coaching to deliver a robust, integrated Tier 1 foundation of rigorous core instruction and universal classroom behavior management.

Goal Setting

Priority: We need to establish a coordinated, data-driven system that explicitly pairs grade-level ELA and math content with targeted, evidence-based prerequisite skill instruction, ensuring that special education educators have the resources and diagnostic tools to effectively bridge foundational gaps.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 4th Quarter, 100% of special education students performing below grade level will receive targeted prerequisite skill scaffolding paired with grade-level content, resulting in a minimum 15% increase in students meeting or exceeding their individual growth targets on our Benchmark Assessment tool growth assessment in ELA			
Measurable Goal Nickname (35 Character Max)			
SpEd Core Prerequisite Scaffolding			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
100% of special education and core content teachers are trained on the newly adopted diagnostic tools, and baseline diagnostic assessments are completed to identify specific prerequisite skill gaps.	A coordinated curriculum map is developed that pairs every major grade-level ELA unit with its prerequisite foundational skills, and evidence-based intervention resources are fully distributed. We will use the vertical viewer tool in SAS as well.	100% of special education educators are actively implementing the paired instructional model during designated intervention/core blocks, as verified by monthly instructional walkthroughs and lesson plan audits.	100% of targeted students complete spring benchmark testing, showing a minimum 15% increase in the number of Special Education students meeting their individualized annual academic growth targets.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 4th Quarter, 100% of special education students performing below grade level will receive targeted prerequisite skill scaffolding paired with grade-level content, resulting in a minimum 15% increase in students meeting or exceeding their individual growth targets on our Benchmark Assessment tool in Math			
Measurable Goal Nickname (35 Character Max)			
SpEd Core Prerequisite Scaffolding			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
100% of special education and core content teachers are trained on the newly adopted diagnostic tools, and baseline diagnostic assessments are completed to identify	A coordinated curriculum map is developed that pairs every major grade-level Math unit with its prerequisite foundational skills, and evidence-based intervention resources are fully distributed. We will use	100% of special education educators are actively implementing the paired instructional model during designated intervention/core blocks, as verified by monthly instructional walkthroughs and lesson plan audits.	100% of targeted students complete spring benchmark testing, showing a minimum 15% increase in the number of Special Education students meeting their individualized annual

specific prerequisite skill gaps.	the vertical viewer tool in SAS as well.		academic growth targets.

Priority: We need to establish a unified, whole-child MTSS infrastructure by merging our academic and behavioral teams into a single, cohesive structure, while simultaneously equipping educators with embedded professional development and coaching to deliver a robust, integrated Tier 1 foundation of rigorous core instruction and universal classroom behavior management.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of the 4th Quarter, Brecknock Elementary School will achieve implementation of an integrated academic and behavioral MTSS framework as measured by scoring at least a "3" (Operational) across all subscales on the Tier 1 MTSS Fidelity Assessment, resulting in a 20% reduction in total student Tier 2/3 intervention referrals compared to the previous year's baseline.			
Measurable Goal Nickname (35 Character Max)			
Integrated MTSS Framework			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
100% of academic and behavior leadership teams are merged into a unified MTSS committee with a single, synchronized bi- weekly meeting schedule and shared data-tracking dashboard.	100% of instructional staff complete the initial professional development on integrated Tier 1 strategies, and core classroom observation protocols related to academic expectations and behavioral protocols.	Baseline classroom coaching cycles are completed for 100% of teaching staff, focusing on universal behavior management and differentiated core instruction conducted by the Reading Specialists and Instructional Coaches	Achieve a score of "3" (Operational) on the Tier 1 MTSS Fidelity Assessment, with data showing a minimum 20% year-over-year decrease in unnecessary Tier 2/3 referral volume.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 30, 2029, the Governor Mifflin School District will develop and implement a continuum of opportunities and supports that increase student achievement in each focus area of Oral Reading Fluency (ORF) and Reading Comprehension (RCOMP) by at least 15% as measured through benchmark and summative testing to promote future readiness and academic proficiency.			
Measurable Goal Nickname (35 Character Max)			
District Goal: Acadience Reading Assessment Growth			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
30% of students on track to meet growth goals Actions: Administer Fall Acadience diagnostic to establish baseline growth targets. Use data to group students for targeted	55% of students on track to meet growth goals Actions: (Actions are layered in addition to previous quarter.) Administer Winter Acadience diagnostic to	70% of students on track to meet growth goals Actions: (Actions are layered in addition to previous quarter.) Use ongoing formative assessments (running	85% of students meet or exceed one year's growth on Spring Acadience Reading Actions: (Actions are layered in addition to previous quarter.)

small group instruction. Begin implementing reading instruction that includes: Direct instruction of foundational and comprehension skills Small groups to address decoding, comprehension, or fluency	measure midyear growth. Re-group students based on new data and adjust instructional focus. Continue differentiated instruction using: Small groups to address decoding, comprehension, or fluency Literacy stations targeting high-frequency words, phonics, and context clues Increase intervention intensity for Tier 2/3 students based on progress monitoring. Conduct walkthroughs to monitor implementation fidelity and instructional quality.	records, comprehension checks) to fine-tune instruction. Prioritize essential standards and fill persistent skill gaps through: Scaffolded small group lessons Focused independent reading tasks Enhance intervention supports for students not showing adequate growth. Provide opportunities for extended reading time and family literacy engagement.	Administer Spring Acadience and compare results to baseline targets. Recognize and celebrate student and teacher growth milestones. Analyze instructional impact and share successful strategies school-wide. Document lessons learned to guide planning for the upcoming school year.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 30, 2029, the Governor Mifflin School District will develop and implement a continuum of opportunities and supports that increase student achievement in Math (Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry) by at least 15% as measured through benchmark and summative testing to promote future readiness and academic proficiency.			
Measurable Goal Nickname (35 Character Max)			
District Goal: Math Assessment Growth			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
30% of students on track to meet growth goals Actions: Administer Fall Diagnostic and Benchmarks to establish baseline growth targets. Use data to group students for targeted small group instruction. Begin implementing math instruction that includes: Direct instruction of foundational skills Small	55% of students on track to meet growth goals Actions: (Actions are layered in addition to previous quarter.) Administer Winter Diagnostic and Benchmarks to measure midyear growth. Re-group students based on new data and adjust instructional focus. Continue differentiated instruction using: Small groups to address	70% of students on track to meet growth goals Actions: (Actions are layered in addition to previous quarter.) Use ongoing formative assessments iReady Math Pathways Prioritize essential standards and fill persistent skill gaps through: Scaffolded small group lessons Small groups to address Numbers and Operations, Algebra and Algebraic	85% of students meet or exceed one year's growth on Spring iReady Math Actions: (Actions are layered in addition to previous quarter.) Administer Spring Diagnostic and Benchmarks and compare results to baseline targets. Recognize and celebrate student and teacher growth milestones. Analyze

groups to address foundational skills	Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry) Math stations targeting high-frequency words, phonics, and context clues Increase intervention intensity for Tier 2/3 students based on progress monitoring. Conduct walkthroughs to monitor implementation fidelity and instructional quality.	Thinking, Measurement and Data, Geometry) Enhance intervention supports for students not showing adequate growth. Increase intervention intensity for Tier 2/3 students based on progress monitoring. Conduct walkthroughs to monitor implementation fidelity and instructional quality.	instructional impact and share successful strategies school-wide. Document lessons learned to guide planning for the upcoming school year.

Action Plan

Measurable Goals

SpEd Core Prerequisite Scaffolding	SpEd Core Prerequisite Scaffolding
Integrated MTSS Framework	District Goal: Acadience Reading Assessment Growth
District Goal: Math Assessment Growth	

Action Plan For: Learning Acceleration via Just-in-Time Scaffolding

Measurable Goals:
• By the end of the 4th Quarter, 100% of special education students performing below grade level will receive targeted prerequisite skill scaffolding paired with grade-level content, resulting in a minimum 15% increase in students meeting or exceeding their individual growth targets on our Benchmark Assessment tool growth assessment in ELA • By the end of the 4th Quarter, 100% of special education students performing below grade level will receive targeted prerequisite skill scaffolding paired with grade-level content, resulting in a minimum 15% increase in students meeting or exceeding their individual growth targets on our Benchmark Assessment tool in Math

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Identify the most critical prerequisite skill required for each upcoming grade-level math unit and embed them into instruction. This is measured by benchmark assessments.		2026-08-24	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
General Education and Special Education teachers	Ela and Math Curriculum documents and scope and sequence documents to understand the standards being taught. Dedicated collaboration time once per cycle.	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Students make their growth targets using benchmark assessments. They have a clear, proactive map of the exact prerequisite skills needed before instruction, making co-planning fast and hyper-focused.	People: Principal, Reading Specialists, and Instructional Coach, Special Education Supervisor Frequency: Bi-weekly (via PLC logs) and Quarterly (via Benchmark data). Method: Monitoring implementation through lesson plans and classroom walkthroughs; evaluating impact through student growth trackers and Benchmark assessment reports.

Action Plan For: Equitable Access and Support for Academic Success

Measurable Goals:
• By the end of the 4th Quarter, Brecknock Elementary School will achieve implementation of an integrated academic and behavioral MTSS framework as measured by scoring at least a "3" (Operational) across all subscales on the Tier 1 MTSS Fidelity Assessment, resulting in a 20% reduction in total student Tier 2/3 intervention referrals compared to the previous year's baseline. • By June 30, 2029, the Governor Mifflin School District will develop and implement a continuum of opportunities and supports that increase student achievement in each focus area of Oral Reading Fluency (ORF) and Reading Comprehension (RCOMP) by at least 15% as measured through benchmark and summative testing to promote future readiness and academic proficiency. • By June 30, 2029, the Governor Mifflin School District will develop and implement a continuum of opportunities and supports that increase student achievement in Math (Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry) by at least 15% as measured through benchmark and summative testing to promote future readiness and academic proficiency.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement iReady Math program utilizing iReady pathways. Instructional practices should include small group focused on numbers and operations, algebra and algebraic thinking, measurement and data, and geometry. Increase in student performance across Firefly Benchmarks.		2026-08-24	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Cyndi Stevens Grade Level Teachers Special Education Teachers	iReady Math Curriculum iReady Diagnostic Math Firefly Benchmark	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement a structured literacy program, HMH, Heggerty, UFLI program tailored specifically for students, combined ethnicity subgroup, and economically disadvantaged subgroup. Instructional practices should include small-group instruction focused on foundational literacy skills such as phonics, fluency, vocabulary, and comprehension. Provide additional resources such as leveled reading materials, literacy software, and guided reading sessions to support skill development. Regularly monitor student progress through formative assessments and adjust instruction accordingly to ensure targeted support through MtSS.		2026-08-24	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Patricia Nierle Allison Wright Grade Level Teachers Special Education Teachers	mplement a structured literacy program HMH, Heggerty, UFLI program tailored specifically for students combined ethnicity subgroup and economically disadvantage subgroup. Instructional	No	

	practices should include small-group instruction focused on foundational literacy skills such as phonics, fluency, vocabulary, and comprehension. Provide additional resources such as leveled reading materials, literacy software, and guided reading sessions to support skill development. Regularly monitor student progress through formative assessments and adjust instruction accordingly to ensure targeted support.		

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Monitor attendance of Students with disabilities and all students, daily, to ensure that their attendance is meeting the expectations of the state, and utilize attendance supports if necessary. This will be conducted through a building spreadsheet, attendance communication letters to families, Student Attendance Improvement Conversations, and county Attendance Improvement resources.		2026-08-24	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal School Counselor Social Worker Classroom Teachers Attendance Secretary	Spreadsheet, guidelines for truancy from the state, attendance letters.	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increased growth in iReady Math scores: Numbers & Operations Increased growth in iReady Math scores: Algebra & Algebraic Thinking Increased growth in iReady Math scores: Measurement and Data Increased growth in iReady Math scores: Geometry Increase in student performance across Firefly Benchmarks. Increased growth in Acadience Benchmarks: Phonological Awareness: FSF, PSF Phonics: NWF-CLS, NWF-WWR Phonics/Fluency: ORF-WC, ORF-Accuracy	iReady Math Diagnostic: Instructional Coach, Grade Level Teachers, Special Education Teachers) Grades K-4: iReady Math Diagnostic Session 1: Fall Session 2: Winter Session 3: Spring Grades 3-4 Firefly Benchmark Session 1: Fall Session 2: Winter Session 3: Spring Acadience Reading Diagnostics: (Reading Specialists, Instructional Coach, Grade Level Teachers, Special Education Teachers) Grades K-4: Acadience Reading Benchmark Session 1: Fall Session 2: Winter Session 3: Spring Grades 3-4 Firefly Benchmark Session 1: Fall Session 2: Winter Session 3: Spring

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	• Learning Acceleration via Just-in-Time Scaffolding	Staffing	$129,749	
Total Expenditures				0

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Learning Acceleration via Just-in-Time Scaffolding	Identify the most critical prerequisite skill required for each upcoming grade-level math unit and embed them into instruction. This is measured by benchmark assessments.

Benchmark Assessment Training

Action Step		
• Identify the most critical prerequisite skill required for each upcoming grade-level math unit and embed them into instruction. This is measured by benchmark assessments.		
Audience		
Special Education and Regular Education Teachers		
Topics to be Included		
Firefly Training and a review of Acadience/AIMSWeb Data tools		
Evidence of Learning		
Appropriate student grouping to differentiate instruction based on standard strengths and growth opportunities. Ability to use the reports to determine prerequisite skills needed for grade-level instruction.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal, District Administration, Reading Specialists, Instructional Coaches	2026-08-24	2027-05-21

Learning Format

Type of Activities	Frequency
Workshop(s)	Instructional Planning Meetings (IPMs) Staff Development Days
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 1f: Designing Student Assessments • 3e: Demonstrating Flexibility and Responsiveness • 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Nicole Pagan	2026-06-15
School Improvement Facilitator Signature	**Date**

Intermediate Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Intermediate Sch		114063003
Address 1		
600 Governor Dr		
Address 2		
City	**State**	**Zip Code**
Shillington	PA	19607
Chief School Administrator		**Chief School Administrator Email**
Dr Lisa T Hess		lisa.hess@gmsd.org
Principal Name		
Cory Crider		
Principal Email		
cory.crider@gmsd.org		
Principal Phone Number		**Principal Extension**
6107755083		3010
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Dr. Lisa Hess		lisa.hess@gmsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Cory Crider	Principal	GMIS	cory.crider@gmsd.org
Brian Bell	Other	GMIS	brian.bell@gmsd.org
Amanda Phillips	Education Specialist	GMIS	amanda.phillips@gmsd.org
Jen Manning	Parent	GMIS	jlmanning09@gmail.com
Melissa Mellinger	Education Specialist	GMIS	Melissa.Mellinger@gmsd.org
Johanna Reber	Teacher	GMIS	johanna.reber@gmsd.org
Janemarie McKay	Board Member	GMIS	janemarie.mckay@gmsd.org
Lisa Hess	Chief School Administrator	Superintendent	lisa.hess@gmsd.org
Erin Anderson	Chief School Administrator	Assistant Superintendent	erin.anderson@gmsd.org

Vision for Learning

Vision for Learning

District Mission The Governor Mifflin School District: Educating, Inspiring, and Empowering Every Student, Every Day. District Vision The Governor Mifflin School District is a community of dedicated individuals working together to achieve the mission of, Educating, Inspiring, and Empowering Every Student Every Day. We wish to provide all our students with: * Quality instruction. * Individualization of academic, social & behavioral needs. * A supportive school-home partnership. * A commitment to professional learning around literacy & child development.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student Group 46.7% Drop Black 22.7% Drop Hispanic 34.6% Increase White 58.3% Drop 2 or More Races 38.9% Drop Economically Disadvantaged 39.9% Insignificant Drop English Learner 27.6% Drop Student with Disabilities 17.9% Drop Combined Ethnicity 34.2% Insignificant Drop

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Slight increase in performance.
Economically Disadvantaged	Maintained from the previous year

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Roughly 8% decrease
English Learners	Roughly 9% decrease

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student Group 33.8% Slight Increase Black 18.2% Same Hispanic 21.1% Increase White 44.9% increase 2 or More Races 25.0% Same Economically Disadvantaged 23.0% Increase English Learner 13.8% Decrease Student with Disabilities 10.0% Slight Increase Combined Ethnicity 21.4% Increase

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	5% increase from 16.6 to 21.1
Economically Disadvantaged	3% increase 20.1 to 23

Challenges

ESSA Student Subgroups	Indicator
English Learners	3% decrease from 16.7 to 13.8
African-American/Black	0% change at 18.2

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student Group 78.0 Increase Hispanic 70.0 Decrease White 79.0 Increase 2 or More Races 78.0 Economically Disadvantaged 75.0 Increase English Learner 76.0 Increase Student with Disabilities 55.0 Decrease Combined Ethnicity 73.0 Same

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
White	Increase from 76 to 79%
Economically Disadvantaged	Increase from 73 to 75%

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Decrease from 68 to 55%

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student Group 51.0 Decrease Hispanic 61.0 Increase White 57.0 Decrease 2 or More Races 75.0 Economically Disadvantaged 54.0 Decrease English Learner 70.0 Increase Student with Disabilities 64.0 Decrease Combined Ethnicity 61.0 Increase

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
English Learners	10% Increase

Challenges

ESSA Student Subgroups	Indicator
White	30% Decrease
Students with Disabilities	20% decrease

English Language Growth and Attainment

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student Group 90.3% Increase Black 80.8% Decrease Hispanic 87.4% Increase White 93.2% Increase 2 or More Races 92.6% Increase Economically Disadvantaged 84.5% Increase English Learner 86.4% Increase Student with Disabilities 85.2% Increase Combined Ethnicity 87.3% Increase

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
English Learners	Increase from 80% to 86.4%

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Decrease from 93/1 to 80.8%

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student Group 99.7% Hispanic 99.2% White 100.0% 2 or More Races 100.0% Economically Disadvantaged 100.0% Student with Disabilities 100.0% Combined Ethnicity 99.4%

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	Increase 99.4 to 100%

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Decrease from 100% to 99.2%

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

5% increase from 16.6 to 21.1
Increase from 73 to 75%
All Student Group 90.3% Increase Black 80.8% Decrease Hispanic 87.4% Increase White 93.2% Increase 2 or More Races 92.6% Increase Economically Disadvantaged 84.5% Increase English Learner 86.4% Increase Student with Disabilities 85.2% Increase Combined Ethnicity 87.3% Increase
All Student Group 99.7% Hispanic 99.2% White 100.0% 2 or More Races 100.0% Economically Disadvantaged 100.0% Student with Disabilities 100.0% Combined Ethnicity 99.4%

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Roughly 9% decrease
Decrease from 68 to 55%
30% Decrease
20% decrease

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Ready ELA: Typical Growth	56% of our 5th-grade students met their Typical Growth Goal. 10% increase from last year. 58% of our 6th-grade students met their Typical Growth Goal. 1% increase from last year.
Spring ELA Diagnostic	5th grade- 42% placed Early, Mid, or Above Grade level on the final diagnostic. 6th grade- 45% placed Early, Mid, or Above Grade level on the final diagnostic. 3% decrease from last year.

English Language Arts Summary

Strengths

Growth in Reading through Ready Reading resources implemented during targeted intervention time.
This occurs once every other cycle during grade-level collaboration: staff uses common planning time to analyze diagnostic results, identify trends, and determine targeted areas of need.
Instructional grouping reports provide resources for teachers to implement as they address the deficits in student outcomes.

Challenges

This was the first full-year implementation across the building with a new resource that includes grammar, punctuation, and some phonics instruction.
Teachers working to align the diagnostic tool we use to the ELA program to better support our students' needs.
There is a loose alignment to state standards in our current ELA program.

Mathematics

Data	Comments/Notable Observations
Ready Math: Typical Growth	39% of our 5th-grade students met their Typical Growth Goal. Same as the previous year. 54% of our 6th-grade students met their Typical Growth Goal. 6% decrease from last year.
Spring Math Diagnostic	5th grade- 43% placed Early, Mid, or Above Grade level on the final diagnostic. 1% decrease from last year. 6th grade- 48% placed Early, Mid, or Above Grade level on the final diagnostic. 2% increase from last year.

Mathematics Summary

Strengths

i-Ready Personalized Instruction Pathways contributed to the overall consistency of students to meet grade level expectations.
Small group work during intervention time from instructional grouping reports contributed to the overall growth of students to meet grade-level expectations.
Continued consistent coaching during instructional planning meetings.
Common planning time for core content teachers.

Challenges

Stronger grade-level standard alignment in our intensive math classes.

Creating a responsive professional development scope and sequence to account for the changes in staffing throughout the school year. Implications include depth of knowledge of content and programming.
Supporting students to show their thinking and accurately transfer their thinking on digital exams.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
100% of students are enrolled in Innovation Classes	Emphasis on PBL/Experiential Learning
100% of Science Classes are enrolled in the Amplify Science program.	Teachers have balanced an emphasis on Total Experience Learning and Tier 1 pedagogy.

Science, Technology, and Engineering Education Summary

Strengths

Students engage in the design process in Innovation class.
Personalized innovative experienced-based learning in Science class.
Steel Standards Aligned Programming

Challenges

Transfer and application of skills to other areas.
Not all teachers have training in Total Experience Learning
A relatively new program for our classroom teachers, with limited professional development.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Student Portfolios	Evidence of engagement is filed in cumulative folder and moves with students.

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

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.

School counselors are invested in 339 plan and providing pathways for students.
Alignment work across the district is a priority. Directly connected to our portrait of a graduate.

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.

Providing students with age-appropriate resources.
Relevant scope and sequence in an ever-changing global workplace.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments: ELA	27.6% ELA P/A (46.7% building) Access to vocabulary and connections is imperative for EL students.
Proficient or Advanced on Pennsylvania State Assessments: Math	13.8% Math P/A (33.8% building) Access to vocabulary and connections is imperative for EL students.

Students with Disabilities

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

Data	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments: ELA	17.9% ELA PSSA P/A vs. 46.7% All Student Group
Proficient or Advanced on Pennsylvania State Assessments: Math	10% Math PSSA P/A vs. 33.8% All Student Group

Students Considered Economically Disadvantaged

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

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.

Our Ready Math curriculum has individualized pathways for students, supporting all types of learners. This includes resources for Spanish-speaking students.
Consistent supportive professional development for Mathematics.
Reading Specialists, classroom teachers, and special education teachers are growing our students as readers (EL and SE 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.

EL and Special Education students scored below their peers in ELA and Math. Professional development was not responsive to the shift in staffing needs.
Overall ELA performance still falls below the state average. This year was the first full year of implementation of the new ELA program.
Consistent, supportive professional development for teachers supporting ELs.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

>

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

>

Implement a multi-tiered system of support for academics and behavior
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Continuously monitor the implementation of the school improvement plan and adjust as needed

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
5% increase from 16.6 to 21.1	False
Increase from 73 to 75%	False
All Student Group 90.3% Increase Black 80.8% Decrease Hispanic 87.4% Increase White 93.2% Increase 2 or More Races 92.6% Increase Economically Disadvantaged 84.5% Increase English Learner 86.4% Increase Student with Disabilities 85.2% Increase Combined Ethnicity 87.3% Increase	False
All Student Group 99.7% Hispanic 99.2% White 100.0% 2 or More Races 100.0% Economically Disadvantaged 100.0% Student with Disabilities 100.0% Combined Ethnicity 99.4%	False
Growth in Reading through Ready Reading resources implemented during targeted intervention time.	False
This occurs once every other cycle during grade-level collaboration: staff uses common planning time to analyze diagnostic results, identify trends, and determine targeted areas of need.	True
Instructional grouping reports provide resources for teachers to implement as they address the deficits in student outcomes.	False
i-Ready Personalized Instruction Pathways contributed to the overall consistency of students to meet grade level expectations.	False
Small group work during intervention time from instructional grouping reports contributed to the overall growth of students to meet grade-level expectations.	True
Continued consistent coaching during instructional planning meetings.	False
Common planning time for core content teachers.	True
Students engage in the design process in Innovation class.	False
Personalized innovative experienced-based learning in Science class.	False
Steel Standards Aligned Programming	False
School counselors are invested in 339 plan and providing pathways for students.	False
Alignment work across the district is a priority. Directly connected to our portrait of a graduate.	False
Our Ready Math curriculum has individualized pathways for students, supporting all types of learners. This includes resources for Spanish-speaking students.	False
Consistent supportive professional development for Mathematics.	False
Reading Specialists, classroom teachers, and special education teachers are growing our students as readers (EL and SE students).	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School 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
Roughly 9% decrease	False
Decrease from 68 to 55%	False
30% Decrease	False
20% decrease	False
This was the first full-year implementation across the building with a new resource that includes grammar, punctuation, and some phonics instruction.	True
Teachers working to align the diagnostic tool we use to the ELA program to better support our students' needs.	False
Providing students with age-appropriate resources.	False
There is a loose alignment to state standards in our current ELA program.	False
Stronger grade-level standard alignment in our intensive math classes.	True
Creating a responsive professional development scope and sequence to account for the changes in staffing throughout the school year. Implications include depth of knowledge of content and programming.	False
Supporting students to show their thinking and accurately transfer their thinking on digital exams.	False
Transfer and application of skills to other areas.	False
Not all teachers have training in Total Experience Learning	False
A relatively new program for our classroom teachers, with limited professional development.	False
Relevant scope and sequence in an ever-changing global workplace.	False
EL and Special Education students scored below their peers in ELA and Math. Professional development was not responsive to the shift in staffing needs.	False
Overall ELA performance still falls below the state average. This year was the first full year of implementation of the new ELA program.	False
Consistent, supportive professional development for teachers supporting ELs.	True
Implement a multi-tiered system of support for academics and behavior	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Continuously monitor the implementation of the school improvement plan and adjust as needed	True

Most Notable Observations/Patterns

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

Our team identified consistency in program delivery and implementation as a key area of focus. Discussions highlighted the importance of students having equitable learning experiences across classrooms and grade levels through consistent instructional practices and program expectations. The team also noted the need for a deeper understanding of academic standards to strengthen planning, instruction, and assessment, ensuring that learning experiences are aligned to intended outcomes and support student achievement.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
This was the first full-year implementation across the building with a new resource that includes grammar, punctuation, and some phonics instruction.	A primary root cause of this challenge is that the school was in its first full year of implementing a new instructional resource. Staff members were simultaneously learning the structure, components, and expectations of the program while integrating grammar, punctuation, and phonics instruction into their daily practice. As a result, implementation varied across classrooms, and teachers were at different levels of comfort and proficiency with the resource. Additional time, professional learning, and collaborative planning opportunities are needed to develop consistency and ensure the program is implemented with fidelity across the building.	True
Stronger grade-level standard alignment in our intensive math classes.		False
Consistent, supportive professional development for teachers supporting ELs.		False
Implement a multi-tiered system of support for academics and behavior	A primary root cause of this challenge is the need for a more clearly defined and consistently implemented system of academic and behavioral supports across the school. While intervention practices and behavioral supports exist, processes for identifying student needs, delivering targeted interventions, monitoring progress, and using data to make instructional decisions have varied across grade levels and teams. Establishing consistent MTSS structures, strengthening staff understanding of tiered supports, and creating clear systems for progress monitoring will help ensure that all students receive timely and appropriate interventions.	True
Continuously monitor the implementation of the school improvement plan and adjust as needed		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
This occurs once every other cycle during grade-level collaboration: staff uses common planning time to analyze	Grade-level collaboration time can be leveraged to improve consistency in program implementation and strengthen MTSS practices. Regular analysis of diagnostic data allows staff to

diagnostic results, identify trends, and determine targeted areas of need.	identify student needs, share effective strategies, monitor progress, and make informed decisions about instruction and interventions.
Small group work during intervention time from instructional grouping reports contributed to the overall growth of students to meet grade-level expectations.	The success of small-group instruction during intervention time can be leveraged to strengthen MTSS implementation. Using instructional grouping reports to target student needs allows staff to provide timely interventions, monitor progress, and support students in meeting grade-level expectations.
Common planning time for core content teachers.	Common planning time for core content teachers can be leveraged to improve consistency in instruction, strengthen implementation of curriculum resources, and support data-driven decision-making. Regular collaboration allows teachers to align practices, analyze student performance, and plan targeted supports for students.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Building leadership capacity and empowering staff can be leveraged to improve implementation of school initiatives by increasing shared ownership, collaboration, and accountability. Engaging staff in decision-making and leadership opportunities helps strengthen implementation efforts and supports continuous improvement for students and staff.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	A positive school environment can be leveraged to support student learning and intervention efforts by fostering strong relationships, engagement, and a sense of belonging. When students and staff feel welcomed, supported, and safe, they are better positioned to participate fully in learning and school improvement initiatives.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Develop a consistent system of professional learning, coaching, and collaborative planning to strengthen teacher understanding and implementation of the instructional resource, ensuring fidelity and alignment of grammar, punctuation, and phonics instruction across all classrooms.
	Establish/ refine a clearly defined and consistently implemented MTSS framework for academics and behavior that standardizes how student needs are identified, interventions are delivered, progress is monitored, and data is used to guide instructional decisions across all grade levels and teams.

Goal Setting

Priority: Develop a consistent system of professional learning, coaching, and collaborative planning to strengthen teacher understanding and implementation of the instructional resource, ensuring fidelity and alignment of grammar, punctuation, and phonics instruction across all classrooms.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
85% of students will make one year's worth of growth on the Spring i-Ready assessments.			
Measurable Goal Nickname (35 Character Max)			
ELA I-Ready Growth Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Administer the Fall i-Ready diagnostic to establish baseline data.	Conduct regular data meetings (minimum monthly) to review i-Ready usage, pass rates, and instructional group progress.	Administer Winter i-Ready diagnostic and compare growth data to mid-year targets.	Administer Spring i-Ready diagnostic and evaluate individual student growth.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
A minimum of 85% of 6th-grade ELA students will meet grade-level proficiency on the 6th-grade ELA PSSA through the implementation of a new ELA resource (HMH) that better meets the needs of our students.			
Measurable Goal Nickname (35 Character Max)			
6th Grade ELA PSSA Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**

Priority: Establish/ refine a clearly defined and consistently implemented MTSS framework for academics and behavior that standardizes how student needs are identified, interventions are delivered, progress is monitored, and data is used to guide instructional decisions across all grade levels and teams.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By June 2027, our building will refine our MTSS in academics and behavior, with 100% of grade-level teams participating in monthly data meetings to identify student needs, assign tiered interventions, and monitor progress using a standardized tracking system, resulting in documented intervention plans and bi-monthly communication with families for all students receiving Tier 2 or Tier 3 supports.			
Measurable Goal Nickname (35 Character Max)			
MTSS Implementation			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Reaffirm a building MTSS team, including representatives from general	All grade-level teams are holding monthly data meetings (minimum 1	Maintain 100% consistency with monthly data team	Complete spring universal screening and finalize end-of-year data

education, special education, intervention, counseling, and administration.	per month) with agendas and notes documented.	meetings across grade levels.	reviews for all students receiving interventions.

Action Plan

Measurable Goals

ELA I-Ready Growth Goal	6th Grade ELA PSSA Goal
MTSS Implementation	

Action Plan For: Intervention Time/ Small Group Instruction

Measurable Goals:
• 85% of students will make one year's worth of growth on the Spring i-Ready assessments. • A minimum of 85% of 6th-grade ELA students will meet grade-level proficiency on the 6th-grade ELA PSSA through the implementation of a new ELA resource (HMH) that better meets the needs of our students.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Identify students in need of Tier 2 and Tier 3 interventions based on placement data.		2026-08-19	2026-09-18
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
General Education Teacher, Specialists	I-Ready Diagnostic Data	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Begin small group instruction		2026-09-21	2026-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
General Education Teacher, Specialists	HMH Program Materials	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Set individual growth goals for all students based on i-Ready's Typical Growth expectations.		2026-09-21	2026-12-18
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
General Education Teacher, Specialists	HMH, Collaboration Time	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
85% of students will meet their typical growth.	People: Admin, Gen. Ed, Special Ed., Specialists Frequency: Conduct regular data meetings (minimum monthly) to review instructional group progress. Method: Provide coaching or intervention support for classrooms, monitor and adjust small group instruction based on formative assessments.

Action Plan For: Collaboration Time

Measurable Goals:
• 85% of students will make one year's worth of growth on the Spring i-Ready assessments. • A minimum of 85% of 6th-grade ELA students will meet grade-level proficiency on the 6th-grade ELA PSSA through the implementation of a new ELA resource (HMH) that better meets the needs of our students.

Action Step		Anticipated Start Date	Anticipated Completion Date
Identify all co-teaching and student support pairings for the building.		2026-08-19	2026-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Admin	Schedules	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Schedule and communicate biweekly planning times in the master schedule or staff calendars.		2026-08-19	2026-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin, Gen. Ed. Teachers, Special Ed., Specialists	Schedules	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Begin walkthroughs/classroom observations focusing on visible implementation of accommodations, modifications, and specially designed instruction.		2026-08-19	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin	Observation Schedule	No	

Action Step	Anticipated Start Date	Anticipated Completion Date
Share building-level trends from walkthroughs and surveys; use data to plan a staff refresher or targeted PD.	2026-08-19	2027-05-28

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin, Specialists	Instructional Planning Meetings	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Achieve 100% compliance with biweekly collaborative planning meetings, verified through meeting agendas.	People: Building Administrators, Special Education Case Managers Instructional Coaches or Intervention Specialists, MTSS Team Frequency: Biweekly Review of submitted meeting agendas, Monthly Check-ins with grade-level or co-teaching teams, Quarterly Review of trends, participation, and fidelity with staff Method: Teams submit an agenda after each biweekly meeting The agenda must include: date, attendees, student-specific discussion points, instructional planning notes, and next steps.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	• Intervention Time/ Small Group Instruction • Collaboration Time	Reading Specialist	225,916	
Total Expenditures				225

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Intervention Time/ Small Group Instruction	Identify students in need of Tier 2 and Tier 3 interventions based on placement data.

MTSS/ Small Group Instruction

Action Step		
• Identify students in need of Tier 2 and Tier 3 interventions based on placement data.		
Audience		
General Education Teachers, Specialists, and Special Education Teachers		
Topics to be Included		
Data Decision Making, Standards Aligned Systems		
Evidence of Learning		
Instructional Meeting Data Analysis		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Admin, Specialists	2026-08-19	2027-05-28

Learning Format

Type of Activities	Frequency
Inservice day	Ongoing
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Cory Crider	2026-06-09
School Improvement Facilitator Signature	**Date**

8.5. **Waiver of Policy #126 - Class Size**

Description: Requesting Approval for the waiver of Policy #126 (Class Size) for specified High School courses to run with less than 15 students enrolled for the 2026-2027 school year, as presented

HIGH SCHOOL COURSES
2026-2027 ENROLLMENTS
CURRENTLY BELOW 15 STUDENTS

COURSE	CURRENT ENROLLMENT
AP Calculus BC	5
Early Childhood Education	11
Engineering Design II	11
Engineering Materials Production & Design	11
Applications of Statistics	11
Ceramics Studio & Design	11
Media Production	11
Chemistry II	12
Digital Studio Arts II	12

8.6. **Penn State Dual Enrollment Agreement**

Description: Requesting Approval for a Dual Credit Affiliation Agreement - Commonwealth Campuses of Penn State University, outlining the requirements under 24 Pa. Stat. 15-1525, and The Pennsylvania State University Addendum to Dual Credit Affiliation Agreement, specifically for PSU's Berks Campus; five-year term July, 2026 through July, 2031, as presented

DUAL CREDIT AFFILIATION AGREEMENT
COMMONWEALTH CAMPUSES

THIS AGREEMENT ("Agreement") is made and entered into as of the date of the last signature (the "Effective Date") by and between The Pennsylvania State University, a state-related institution and instrumentality of the Commonwealth of Pennsylvania ("University") and the Governor Mifflin School District School referred to as ("School District").

WHEREAS, University offers dual credit coursework (the "Program") to certain qualified high school students and School District desires to make the Program available to its students; and

WHEREAS, For any dual credit programs, Pennsylvania law requires school entities to enter into agreements with institutions of higher education and this agreement outlines the requirements required under **24 Pa. Stat. § 15-1525**

WHEREAS, the parties desire to define their roles and responsibilities with respect to the Program consistent with Pennsylvania law.

NOW, THEREFORE, in consideration of the foregoing recitals and the mutual promises and covenants contained herein, and intending to be legally bound hereby, the parties agree as follows:

1. **Term and Termination.**

   (a) Term. This Agreement shall commence on the Effective Date and shall continue for a period of five (5) years. Upon the expiration of this Agreement, this Agreement shall automatically renew for successive twelve (12) month periods.

   (b) Termination of Agreement. This Agreement may be terminated by either party, with or without cause, at any time, upon sixty (60) days prior written notice to the other party; provided, however, that any student already enrolled and participating in dual credit coursework as of the effective date of termination shall be permitted to complete their then-current coursework.

2. **Student Eligibility and Enrollment**

   Students who meet the following criteria are eligible to participate in the Program:
   (a) Students who have completed their 11th grade year or are currently in their 12th grade year of high school are eligible to enroll in the Program.
   (b) The student must submit an enrollment form, signed by the School District to the University campus where they plan to enroll, along with an official high school transcript.
   (c) Deadlines for Program applications are August 1 for fall semester, December 1 for spring semester, and June 1 for summer session.
   (d) Exceptions for underclass students are considered on a case-by-case basis. These students must submit the enrollment application, signed by the School District, a high school transcript and a letter or recommendation from the School District

(b) Students who have graduated from high school are not eligible for the Program.
(c) Any student enrolled in the Program must be making satisfactory progress toward fulfilling secondary school graduation requirements and have been approved for university-level coursework as determined by the School District and approved by the University.
(d) Students in the Program must maintain a minimum cumulative grade point average of 2.0 in each University course in which the student is enrolled.

3. Courses Offered

(a) The University will share the list of courses eligible for the Program with the School District.
(b) Whenever possible, University courses are aligned to the student's high school graduation requirements, the requirements of a career and technical education (CTE) program offered by the School District, or a career pathway offered by the School District.
(c) Whenever possible, University courses available through the Program shall supplement not supplant courses offered by the School District to its secondary school students.
(d) Courses may be offered in person, online or as a combination of in person and online.
(e) Credits earned by students enrolled in the Program shall be equivalent to the credits offered to a postsecondary school student regularly enrolled at the University, including without limitation enforced prerequisites, and the use of an identical curriculum, assessments and instructional materials, and shall be recorded on a University transcript which shall be available to any student enrolled in the Program. Course descriptions are publicly available in the University Bulletin which is accessible through the University's Registrar's website.
(f) The courses will be non-remedial.

4. Program Instruction

(a) Program courses will be taught by instructors hired and approved by the University. Program courses may be taught on a University campus or at a School District location, as determined by the University and the School District.
(b) In compliance with Pennsylvania Child Protective Services Law and University policy, the University will confirm that faculty who teach classes in which dual-enrolled students under the age of 18 are registered; are required to have the following three clearances: Pennsylvania State Police Criminal Background Check (SP4-164), Pennsylvania Child Abuse History Clearance Form (CY-113), and Federal (FBI) Fingerprint Criminal Background Check (Criminal History Report) and that they have completed University mandatory reporter training as required by University policy in effect from time to time.

5. Course registration process and deadlines

(a) Students in the Program may schedule up to eight (8) credits in each of the fall and spring semesters or in the summer between their junior or senior year.
(b) The School District and the University must both approve each student's course selection prior

to enrollment for any student seeking participation in the Program.

(c) The School District will award credit for and recognize courses that are successfully completed under this Agreement as fulfilling the appropriate secondary school graduation requirements.

(d) The University will award postsecondary credits to students who successfully complete courses in the Program. The University will apply these credits in the same manner as for other regularly enrolled University students.

(e) If a Program student becomes a regularly enrolled student at the University following graduation from secondary school, the University shall recognize credits earned in the Program as applying toward the student's degree requirements as it would for any other regularly enrolled postsecondary student who took the courses.

6. Communication of Program

Both the University and the School District agree to provide a mechanism for communicating the educational and economic benefits of higher education as well as the requirements for participation and enrollment procedures outlined in this agreement to parents and students.

7. Additional Administrative Responsibilities

(a) Data Sharing

1. The Family Educational Rights and Privacy Act of 1972 ("FERPA"), 20 U.S.C. § 1232g and its implementing regulations allows student education records to be shared between the University and the School District without the need for signed releases from students or parents.
2. The Enrollment Management Office at the University campus will provide information on the following items to the School District:
   - The names of students enrolled in dual enrollment.
   - Courses that were taken by each student.
   - Grades earned by the student
3. The University will notify the School District of any mid-semester progress reports that indicate that a dual credit student is in risk of failing a course.

(b) Program Costs

1. Penn State University's tuition for courses available through the Program is updated annually and is publicly reported through Penn State's Tuition Calculator located at the University's Bursar website.
2. Students enrolled in the Program receive a tuition adjustment from the University that is equivalent to a 50% reduction of the in-state tuition rate. Adjusted rates may be offered for students when PSU courses are taught by district teachers. Students are responsible for paying all applicable student fees.
3. Students receiving the Penn State employee dependent tuition discount are not eligible for both

the Penn State dual credit reduction and the employee dependent tuition discount.

4. If grant funding is provided by the school district, it will be forwarded to Penn State to reduce the cost of tuition and fees.
5. The University Bursar Office will directly bill the student/parents for the outstanding balance of any Program student's tuition and fee costs after all adjustments and grant funding are applied.
6. Students are responsible for their own transportation to and from the University.

8. **Disability Services**. Students in the Program are admitted without regard to disability and are held to the same standards and expectations as all other regularly enrolled University students.

(a) Students are responsible for contacting the University's Office of Student Disability Resources ("SDR") to seek out accommodations under the Americans with Disabilities Act ("ADA") and to self-disclose any disabilities.

(b) Accommodations provided by the University may not be the same as those contained in the student's Individualized Education Program and 504 program processes receive at their secondary institution.

(c) School District may work in collaboration with SDR in connection with seeking reasonable accommodations under the ADA. Students interested in the Program may engage with SDR upon acceptance into the Program and any accommodation letters would be issued upon enrollment.

9. **Non-Discrimination**

The University and School District agree that, in performing their obligations pursuant to this Agreement, to provide a safe academic and working environment free from discrimination and harassment. Discrimination, harassment and retaliation on the basis of protected status, including an individual's race, color, creed, ethnicity, ancestry, national origin, genetic information, sex, gender, gender identity or expression, sexual orientation, age, religion, marital status, veteran status, disability or physical ability, socioeconomic background, or other legally protected classification, are unlawful and strictly prohibited.

10. **Miscellaneous Provisions**

(a) Independent Contractor Status of the Parties. The parties hereby acknowledge that they are independent contractors, and neither the University nor any of its agents, representatives, students or employees shall be considered agents, representatives or employees of the School District and, further, neither School District nor any of its agents, representatives or employees shall be considered agents, representatives or employees of University. In no event shall this Agreement be construed or represented by either party as establishing a partnership or joint venture or similar relationship between the parties hereto. University and School District shall be liable for their respective debts, obligations, acts and omissions, including the payment of all required withholding, social security and other taxes or benefits on behalf of their respective employees.

(b) Responsibility. Each party shall be responsible for its own acts and omissions, and those of its trustees, directors, officers, employees, and agents.

(c) Notices. All notices, requests and other communications pursuant to this Agreement shall be in writing and sent by first class mail or email to each party to the following address, or by email:

UNIVERSITY:

SCHOOL DISTRICT:

(a) Entire Agreement. This Agreement contains the entire agreement between the parties, and supersedes all prior and contemporaneous understandings, whether written or oral, with respect to the subject matter hereof. This Agreement may not be amended or modified except in a writing signed by both parties.

(b) Governing Law. This Agreement shall be governed and construed in accordance with the laws of the Commonwealth of Pennsylvania without reference to its conflicts of laws principles.

(c) Execution; Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original, and all of which together shall be deemed to be one and the same agreement or document. Signatures and signed copies of this Agreement transmitted by facsimile, email or other means of electronic transmission shall constitute effective execution and be deemed to have the same legal force and effect as delivery of an original executed copy of this Agreement for all purposes.

(d) No Waiver. The failure of any party hereto to exercise any right, power or remedy provided under this Agreement or otherwise available in respect hereof at law or in equity, or to insist upon compliance by any other party hereto with its obligations hereunder, and any custom or practice of the parties at variance with the terms hereof, shall not constitute a waiver by such party of its right to exercise any such or other right, power or remedy or to demand such compliance.

(e) Publicity. Neither party may use the name, logos, or marks of the other without the prior written consent of the other party.

[SIGNATURES APPEAR ON THE FOLLOWING PAGE]

For the School District:

Name Title	Date

For the University:

Chancellor Name Chancellor Campus	Date
Dr. Renata Engel Vice President for Commonwealth Campuses and Executive Chancellor	Date

THE PENNSYLVANIA STATE UNIVERSITY
ADDENDUM TO DUAL CREDIT AFFILIATION AGREEMENT

THIS ADDENDUM ("Addendum") is made and entered into as of this 17th day of August, 2026 by and between The Pennsylvania State University, a state-related institution and instrumentality of the Commonwealth of Pennsylvania subject to the Pennsylvania non-profit corporation law on behalf of its BERKS Campus (the "University" or "Penn State"), and the Governor Mifflin School District ("School District").

WHEREAS, the parties entered into that certain Dual Credit Affiliation Agreement dated as of August 17, 2026 (the "Agreement"); and

WHEREAS, the School District and the University desire to offer dual credit courses through University's BERKS campus under the Agreement in high schools with instruction provided by University-approved high school teachers employed by the School District ("Instructors") under the terms and conditions of this Addendum.

NOW, THEREFORE, in consideration of the foregoing and for good and valuable consideration the receipt and sufficiency of which is hereby acknowledged, and intending to be legally bound, the parties hereto agree as follows:

I. Scope; Credit.

1. This Addendum outlines additional responsibilities for the School District, University, and Instructors when a University course is approved to be taught in a high school by a high school teacher for University credit.

2. Students who opt to register in a course as a high school dual credit student at University will receive both high school and Penn State credit. The student(s) shall be enrolled by the University as a part-time, high school, nonmatriculated student(s) and all University policies and procedures apply. Students who opt to take the high school course but do not dual register through the University are not eligible for credit by exam if they later enroll at University.

II. Course Offerings.

1. Course offerings are selected based on consultation between the high school principal and the Penn State Commonwealth Campus chief academic officer based on the ability of the high school to provide a qualified teacher and necessary facilities to deliver the University content as prescribed by the university.

2. The Penn State Commonwealth Campus chief academic officer and the College Dean must approve the course's delivery for credit at Penn State.

3. The high school shall offer the approved courses as part of their normal offerings during the designated class time according to the high school's schedule.

4. Transferability of Penn State courses to another college or university will be determined by that institution.

III. **Student Eligibility and Enrollment.**

1. Student eligibility requirements and enrollment processes outlined in the master *Commonwealth Campus Dual Credit Affiliation Agreement* apply to students who are enrolled in PSU courses in their high school by high school instructors.

2. The adjusted rate of $115 per credit applies when PSU courses are taught by district teachers. Students are responsible for paying all applicable student fees.

IV. Selection and Approval of Instructors.

1. Instructor Approval. The School District shall recommend high school teachers to teach Penn State courses and must be approved by the University Commonwealth Campus chief academic officer and College Dean per AC21.

(a) Instructors should possess at least a master's degree or its equivalent, or be an active candidate for a terminal degree, in an academic field related to their teaching specialization; provided, however, that exceptions must be approved by the College Dean and the Vice Provost for Faculty Affairs.

(b) The College Dean will ensure the qualifications of Instructors and ensure that course aligns with the University course learning outcomes and content.

V. Instructor Hiring.

1. District Employees. All Instructors shall:

(a) Remain employees of the School District and be classified by Penn State as "Academic Affiliates" pursuant to University Policy HR06. Instructors are not, and shall not be construed to be, Penn State employees and are not entitled to any University employee benefits, including without limitation, salary or other compensation, health insurance, or retirement benefits as a result of their activities as an Instructor. Instructors shall at all times remain School District employees and School District shall remain responsible for the payment of all salaries, and the provision of all other employee benefits to which Instructors may be entitled as School District employees. The School District shall be solely responsible for reporting and paying any applicable employment taxes and payroll insurance falling due, including any income, social security, and unemployment taxes and workers' compensation costs arising in connection with this Addendum.

(b) Receive Act 48 credit for their professional development as members of this partnership.

3. Training. All high school teachers providing instruction pursuant to this Addendum must complete the following University training:

(a) FERPA;

(b) Reporting Suspected Child Abuse; and

(c) Understanding Title IX at Penn State.

4. Clearances. All high school teachers providing instruction pursuant to this Addendum must provide the following background clearances, valid/issued within the last 5 years:

(a) Pennsylvania Child Abuse History Clearance valid/issued within the last five (5) years;

(b) Pennsylvania State Police Criminal Background Check valid/issued within the last five (5) years; and

(c) Federal Fingerprint Background Check (for individuals who have not resided in Pennsylvania for the last ten (10) years) or an attestation of residency in the Commonwealth of Pennsylvania for the last ten (10) years or more. Attestation available at https://www.pa.gov/content/dam/copapwp-pagov/en/dhs/documents/keepkidssafe/resources/documents/Disclosure%20Statement%20for%20Volunteers.pdf

VI. Instructor Responsibilities.

High School Instructors will:

(a) Participate in an onboarding Campus 101 Session;

(b) Participate in all required University sponsored professional development, workshops, or subject matter meetings;

(c) Collaborate with the Commonwealth Campus chief academic officer and/or University faculty to develop the course syllabus, including the alignment of content, learning outcomes, assignments, and assessments with the University course;

(d) Participate in a mid-semester peer evaluation. The evaluation will be done by a full-time faculty member in the discipline, or a related discipline with a follow-up by the chief academic officer to discuss results;

(e) Learn, follow and remind students of their responsibility to adhere to all university course policies and University calendar deadlines, including course registration and drop and withdrawal deadlines;

(f) Remind students that grades earned in the University course will appear on an official Penn State transcript and will count toward the University grade point average with the

potential to impact the student's ability to enter a University major if the student enrolls as a degree seeking student at Penn State;

(g) Participate in the early progress reporting process through the University Starfish platform;

(h) Participate in an annual evaluation of performance as required by University Policy AC40: https://policy.psu.edu/policies/ac40;

(i) Inform Commonwealth Campus academic officer if a substitute teacher is needed for the course. For extended instructor absences, Penn State will require provisional certification for the substitute teacher or cancel the Penn State course credit;

(j) Administer Penn State course exams, including final exams according to University schedule;

(k) Record grades for exams and assignments utilizing the University course management system; and

(l) Submit final Penn State letter course grades through the University student information system LionPATH adhering to the Penn State grading scale.

VII. Course Cancellation

1. Student Cancellation. If students register for a Penn State course(s) and subsequently withdraws, the refund to the student will be made according to Penn State's Tuition Adjustment Schedule.

2. District Cancellation. If the District cancels a course, the District is responsible for refunding tuition to any students enrolled in a Penn State course pursuant to this Addendum if a course is required to be cancelled pursuant to Section 2 of this Article VI.

VIII. Miscellaneous

1. Governing Law; Venue. This Addendum shall be governed and construed in accordance with the laws of the Commonwealth of Pennsylvania without regard to its conflicts of law principles.

2. Conflicts and Modifications. In the event of a conflict between the terms and conditions of this Addendum and the terms and conditions of the Agreement, the provisions of this Addendum shall govern. This Addendum may not be amended, modified, supplemented, or waived except by a written agreement signed by both parties.

3. Counterparts; Execution. This Addendum may be executed in any number of counterparts, each of which shall be deemed to be an original, and all of which together shall be deemed to be one and the same agreement or document. Signatures and signed copies of this

Addendum transmitted by facsimile, email or other means of electronic transmission shall constitute effective execution and be deemed to have the same legal force and effect as delivery of an original executed copy of this Addendum for all purposes.

[SIGNATURES APPEAR ON THE FOLLOWING PAGE]

THE PENNSYLVANIA STATE UNIVERSITY

By:
Name: Renata Engel
Title: Vice President and Executive Chancellor

[SCHOOL DISTRICT]

By: _____
Name: _____
Title: _____

8.7. **BCIU Federal Program Agreements 2026-2027 (V)**

Description: Requesting Approval Title I, Title II, and Title IV Federal Program Agreements with the Berks County Intermediate Unit, effective for the 2026-2027 school year, as presented

GOVERNOR MIFFLIN SCHOOL DISTRICT
EDUCATING, INSPIRING, & EMPOWERING
EVERY STUDENT. EVERY DAY.

LISA TEMPLIN HESS, ED.D.
SUPERINTENDENT
ERIN J. ANDERSON, ED.D.
ASSISTANT SUPERINTENDENT

TITLE I LETTER OF AGREEMENT

Between

GOVERNOR MIFFLIN SCHOOL DISTRICT

and

BERKS COUNTY INTERMEDIATE UNIT #14

This Agreement for TITLE I NONPUBLIC Services (hereinafter "Agreement") is made this 3rd day of August, 2026, by and between the Berks County Intermediate Unit (hereinafter "BCIU"), a Pennsylvania Intermediate Unit organized and operating under the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*,with its principal place of business at 1111 Commons Blvd., Reading, Pa., 19612, and Governor Mifflin School District (hereinafter "School District"), with its principal place of business at 10 South Waverly Street, Shillington, Pa 19607

1. SERVICES PROVIDED/SCOPE OF WORK

1.1. 1.1 Beginning upon execution of this Agreement, BCIU will provide Every Student Succeeds Act (ESSA) Title I equitable services on behalf of the School District to eligible students attending participating nonpublic schools identified in Appendix A, Consultation and Service Plan.

1.2. Equitable services include all labor, products, and/or tools the BCIU requires to complete the services, unless otherwise specifically stated as excluded or to be provided/performed by Client or a third party, and said services shall be referenced collectively throughout this Agreement as "work."

1.3. Virtual Delivery of Services During School Closures and Curtailment:

1.3.1. In the event of school closures or curtailment of in-person instruction, the parties agree to negotiate in good faith to assess whether and to what extent remote, virtual services can be provided in place of the in-person services contemplated hereby. Any such services will comply with applicable Pennsylvania Department of Education (PDE) remote instruction and reopening guidelines and may be updated at any time during the term of this agreement. Parties further agree to comply with Centers for Disease Control sanitation standards operative, released, and updated at any time during the original term of this Agreement

2. Responsibilities of the parties:

2.1. Both parties agree to act in good faith in fulfillment of this Agreement. Neither party shall attempt to hinder or otherwise prevent the other party from fulfilling their duties as outlined herein.

2.2. BCIU shall:

2.2.1. BCIU agrees to provide services pursuant to the Scope of Work set forth in Appendix A attached hereto.

2.2.2. BCIU agrees to assure all financial and legal responsibilities involved in providing the instruction (salary and benefits, instructional and diagnostic materials) follow Federal Guidelines.

2.2.3. BCIU agrees to provide the School District with the data necessary to complete their Title I responsibilities including related data.

2.2.4. BCIU agrees to monitor and report the ongoing cataloging of inventory purchased with Federal funding for the purpose of the supplemental program.

2.3. Client shall:

2.3.1. The school district agrees to provide the BCIU names of private schools identified to participate in Title I programs

2.3.2. The school district agrees to assist the BCIU in identifying addresses of students who reside in Title I attendance areas

2.3.3. The school district agrees to complete school visits to observe and ensure compliance with the Title I services

2.3.4. The School District agrees to inform the BCIU of any and all circumstances which may directly or indirectly affect the performance of this Agreement, including changes in the original funding allocation which must be provided to the BCIU in writing in a timely manner.

2.3.5. The School District acknowledges that equitable services funds generated by participating nonpublic schools within the district may be pooled to support the delivery of Title I services, provided that all expenditures remain allowable under applicable federal requirements and are used solely for the benefit of eligible Title I participants. The School District authorizes the BCIU to allocate and reallocate funds among participating nonpublic schools within the district as necessary to ensure efficient delivery of services, maximize the use of available funds, and reduce or eliminate the carryover of Title I funds.

3. COST OF SERVICES

3.1. In consideration for the work to be provided under this Agreement, Client agrees to pay and BCIU agrees to accept, $105/hour (One Hundred five dollars) up to $115/hour (One hundred Fifteen dollars) for in person or virtual services conducted by specialists assigned to the nonpublic schools and is not to exceed the nonpublic equitable share funding amount the district receives.

3.2. This initial amount in the table below has been determined by the per-pupil allocation times the number of low-income private school children residing in the school district and is subject to change during the PDE mid-year funding reallocation. The amount also includes a Family Engagement set-aside, if applicable.

3.3. A 4% administrative fee payable to the BCIU shall be calculated from the total Title I billable amount. The application of the administrative fee and its impact on available program funds shall be reflected in Appendix B, Funding and Allocation Schedule, which is incorporated into and made part of this Agreement.

3.4. Schools, services, provider information, fund generators, and allocations are identified in Appendix A, Consultation and Service Plan, and Appendix B, Funding and Allocation Schedule. These appendices are incorporated into and made part of this agreement.

3.5. The amount billed to the School District shall not exceed the amounts summarized below and shall remain subject to adjustments resulting from PDE reallocations, revisions to equitable share calculations, or other allowable Title I funding modifications. The detailed calculations supporting these totals are contained in Appendix B, Funding and Allocation Schedule, which is incorporated into and made part of this Agreement. The totals summarized below represent the aggregate of the school-specific allocations detailed in Appendix B.

What is the total Nonpublic Title I nonpublic allocation for Contracted Services for the 2026-2027 school year? (Excluding admin fee)	6550.16
The Berks County Intermediate Unit Administrative Cost(s) for Title I (4% of sum total on the allocations for services):	275.84
Total amount of PFE (Parent Family Engagement) (if applicable)**:**	70
Total Amount to be charged for the 2026-2027 School Year: *Please note: If you are electing to deduct the admin costs from the Total Contracted Services in eGrants, it should be calculated the same way here.	6896

4. INVOICING AND PAYMENT TERMS

4.1. BCIU will invoice the School District with all invoices to be sent to the school district no later than the second Monday of June.

4.2. All Administrative and PFE (Parent and Family Engagement) fees will be billed at the end of the last quarter, no later than July 30, 2027.

5. CHOICE of LAW

5.1. During the term of this agreement, both parties hereto shall comply with all applicable federal, state, and local laws and regulations, including the Pennsylvania School Code and applicable Board Policy of either party.

6. TERM

6.1. The extent and duration of the services will be determined by the School District provided they comply with applicable Title I guidelines. Title I services will begin according to the 2026-2027 federal program year.

6.2. This Title I Agreement shall commence on the____24th of August, 2026__, and shall terminate effective June 30th, 2027, unless otherwise agreed upon in writing.

6.3. The parties entered into the Agreement agree to administer Title I, Part A funds in accordance with the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA); WHEREAS, pursuant to Section 421(b) of the General Education Provisions Act (GEPA), known as the Tydings Amendment, funds not obligated within the initial 15-month grant period may be carried over and obligated during the subsequent 12-month period. Therefore, the period of availability for unobligated Title I, Part A funds from FY 2026-2027 is hereby extended through September 30, 2028, in accordance with the Tydings Amendment (20 U.S.C. § 1225(b)) and 34 CFR § 76.709.

7. TERMINATION CLAUSE

a. Each party has the right to terminate this Agreement (1) to the extent provided herein; or (2) in the event of a material breach, after giving written notice and at least thirty (30) calendar days to remedy; or (3) without cause upon ninety (90) days written notice.

b. Upon termination by the School District, all work shall stop and payment for all work completed to date shall be immediately due and payable to BCIU. The BCIU shall be entitled to its four percent administrative fee to be applied to any expenditures that occurred up to and through the termination date of this Agreement.

8. CERTIFICATION REGARDING DEBARMENT AND SUSPENSION (APPENDIX II TO CFR 200)

8.1. This certification is required by the regulations implementing Executive Order 12549 and 12689, "Debarment and Suspension" (Title 2 CFR Part 180). These regulations restrict awards, subawards, and contracts with certain parties that are debarred, suspended, or otherwise excluded from or ineligible for participation in Federal assistance programs or activities.

The undersigned certifies neither it nor its principles:

a) Are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

b) Have not within a three-year period preceding this certification been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

d) Have not, within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.

9. **THE BYRD ANTI-LOBBYING AMENDMENT FOR FEDERALLY FUNDED CONTRACTS EXCEEDING $100,000 (APPENDIX II TO CFR 200)**

A. Submission of this certification is a prerequisite for making or entering this transaction and is imposed by section 1352, Title 31, U.S. Code. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

The undersigned certifies, to the best of their knowledge and belief, that:

a) No Federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of a Federal contract, the making of a Federal grant, the making of a Federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a Federal contract, grant, loan, or cooperative agreement.

b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

c) The undersigned shall require that the language of this certification be included in the award documents for all covered subawards exceeding $100,000 in Federal funds at all appropriate tiers and that all subrecipients shall certify and disclose accordingly.

10. **FOR CONTRACTS IN EXCESS OF $10,000 (APPENDIX II TO CFR 200)**

A. This Agreement may be terminated at any time by the written agreement of the Parties. Notwithstanding the foregoing and any other provision contained herein, the following Sections of this Agreement shall remain in effect and shall survive the termination of this Agreement: **Invoicing Terms; Payment Terms, Indemnification**.

INDEMNIFICATION

A. Each party, to the extent permitted by law, shall indemnify, defend and hold harmless the other party, its affiliates, and all their directors, officers, employees, agents, and representatives from and against all claims, liabilities, damages, losses, or expenses to the extent arising out of any negligence, willful misconduct, breach of contract or violation of law for which the indemnifying party, its employees, agents,

subcontractors, or assigns in the performance of work under this Agreement is at fault. In the event the parties are jointly at fault, each party shall indemnify the other in proportion to its relative fault.

B. The claims, liabilities, damages, losses, or expenses covered hereunder include, but are not limited to, settlements, judgments, court costs, attorneys' fees, and other litigation expenses, fines, and penalties arising out of actual or alleged (a) injury to or death of any person, including employees of Contractor or Customer, or (b) loss or damage to property, including the property of Contractor or Customer.

C. Each party agrees to notify the other as soon as reasonably possible of any personal injury or property damage occurring at the Customer's property of which they are aware relating to actual or alleged potential liability to either party.

D. The contractor agrees to maintain workers' compensation and general liability insurance throughout the contract period and to provide BCIU with a Certificate of Insurance showing the BCIU as an additional named insured.

Appendix A - Consultation and Service Plan

A. District Information

Item	School Information
School District	Governor Mifflin School District
Federal Programs Coordinator	Erin J. Anderson, Ed.D.
Email	erin.anderson@gmsd.org
Phone	6107751461
School Year	2026-2027
Consultation Date(s)	August 10

B. District Title I Buildings

Building	Grade Levels
Mifflin Park Elementary	K-4
Cumru Elementary	K-4
Brecknock Elementary	K-4

Intermediate School	5-6

C. Participating Nonpublic Schools and Service Plan

Nonpublic School	Services Selected During Consultation	Service Provider	# Low-Income Students
Holy Guardian Angels	Literacy Support	BCIU	3
John Paul II	Literacy Support	BCIU	1
Lasalle Academy	Literacy Support	BCIU	2
Sacred Heart School	Literacy Support	BCIU	2
St. Peter School	Literacy Support	BCIU	1

D. Third-Party Provider Information

Provider	Services Provided
BCIU	Literacy Support

E. Consultation Certification

a. The School District certifies that timely and meaningful consultation occurred with participating nonpublic school officials regarding the design and implementation of equitable services under Title I, Part A. The services reflected in this Agreement represent the results of those consultation meetings and were determined through the consultation process required under ESSA.

Appendix B Funding and Allocation Schedule

A. Nonpublic School Allocations - School Level Allocations Table:

Nonpublic School	# Low-Income Students	Instructional Funds	Parent & Family Engagement Funds
Holy Guardian Angels	3	$2,298.66	$28.00
John Paul II	1	$766.22	$7.00
Lasalle Academy	2	$1,532.44	$14.00
Sacred Heart School	2	$1,532.44	$14.00
St. Peter School	1	766.222	7.00
TOTALS		6896	70

B. Pooling of Funds
   a. The allocations presented in this Appendix are used to establish the School District's total nonpublic equitable services funding amount. Actual expenditures may be charged across participating nonpublic schools within the district in accordance with Section 2.3.5 of this Agreement and applicable federal requirements relating to the provision of equitable services. Pooling of funds shall not alter the School District's total equitable services obligation under this Agreement.

C. Administrative Fee Election
   a. The school district has elected the following method for the assessment of the BCIU administrative fee:
      i. Options: Please choose one by checking the box. The option you choose should match the decision you made in your eGrants platform.

         A: Administrative fee added to the allocation. The 4% BCIU administrative fee will be charged in addition to the Title I instructional and Parent & Family Engagement allocations.

         B: Administrative fee deducted from the allocation. The 4% BCIU administrative fee will be deducted from the total nonpublic allocation and the remaining funds will be used for services.

D. Funding Summary (Section 3.5 Reconciliation) *School-specific allocations are planning estimates and may be adjusted during the agreement period to accommodate actual service delivery needs among participating nonpublic schools within the district.

a. School-specific allocations are planning estimates and may be adjusted during the agreement period to accommodate actual service delivery needs among participating nonpublic schools within the district. Actual expenditures may be reassigned among participating nonpublic schools in accordance with Section 2.3.5 of this Agreement.

b. The amounts listed below are carried forward to Section 3.5 of this Agreement and represent the aggregate of the school-specific allocations detailed above.

Description	Amount
Total Nonpublic Instructional Allocation	6550.16
Total Parent & Family Engagement Allocation	70
BCIU Administrative Fee (4%)	275.84
Total Agreement Amount	6896

IN WITNESS WHEREOF the parties have executed this Agreement the date and year first above written.

BERKS COUNTY INTERMEDIATE UNIT	**School District: Governor Mifflin SD**
Authorized Representative:	Authorized Representative: Erin J. Anderson, Ed.D.
Title:	Title: Assistant Superintendent
Signature:	Signature:
Date:	Date:

TITLE II LETTER OF AGREEMENT

Between

GOVERNOR MIFFLIN SCHOOL DISTRICT

and

THE BERKS COUNTY INTERMEDIATE UNIT

This Agreement for TITLE II NONPUBLIC Services (hereinafter "Agreement") is made this 3rd day of August, 2026, by and between the Berks County Intermediate Unit (hereinafter "BCIU"), a Pennsylvania Intermediate Unit organized and operating under the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*,with its principal place of business at 1111 Commons Blvd., Reading, Pa., 19612, and Governor Mifflin School District (hereinafter "School District"), with its principal place of business at 10 South Waverly Street, Shillington, Pennsylvania 19607.

WHEREAS, School District has requested the BCIU provide Every Student Succeeds Act (ESSA) Title II Preparing, Training, and Recruiting High-quality teachers, leaders, and school leader services to nonpublic schools within their boundaries.

1. **SERVICES PROVIDED**

   a. The BCIU will provide Every Student Succeeds Act (ESSA) Title II Student Support and Academic Enrichments services to staff at the following nonpublic Schools:

Nonpublic School Name	Nonpublic Title II School Allocation	Nonpublic School Title II Performance Goal(s)
John Paul II	$716	By the end of the 2026-2027 school year, the number of students impacted by John Paul II non-public educators who participate in Title IIA - funded professional development will increase by at least 10% compared to the 2025-2026 school year, demonstrating broader instructional reach and application of new learning.
LaSalle Academy	$3958	By the end of the 2026-2027 school year, the number of students impacted by John Paul II non-public educators who participate in Title IIA - funded professional development will increase by at least 10% compared to the 2025-2026 school year, demonstrating broader instructional reach and application of new learning.

2. COST OF SERVICES

a. The BCIU shall be paid by the School District the nonpublic amount calculated by the School District's Pennsylvania eGrant 2026-2027, Title II grant application, as validated by representatives of the nonpublic school entities and the Pennsylvania Department of Education, Division of Federal Programs as appropriate and accurate.

b. A **4%** administration fee payable to the BCIU should be calculated from the total Title II amount paid to the BCIU. These funds are non-refundable.

What is the total Nonpublic Title II nonpublic allocation for Contracted Services for the 2025-2026 school year? (Excluding admin fee)	4674.02
The Berks County Intermediate Unit Administrative Cost(s) for Title II (4% of total listed above):	194.75
Total Amount to be charged for the 2025-2026 School Year: *Please note: If you subtract the admin costs from the Total Contracted Services in eGrants, it should be calculated the same way here.	4868.77

A. INVOICING AND PAYMENT TERMS

- The aforesaid total amount will be paid to BCIU within thirty (30) days of the date the School District receives the invoice from the Berks County Intermediate Unit. Invoicing for the 2026-2027 program year will occur in January and July, with the final invoice by October 31, 2027.

B. FUNDING ADJUSTMENTS

a. The School District will ensure that all funding adjustments are reported to the BCIU

b. In the event the state adjusts the release date of funding adjustments, the School District must inform the BCIU of the new date that PDE will release the funding adjustments and report the final numbers within one week of the adjustments being delivered to the district.

c. Unused Title II funds may be reallocated among participating nonpublic schools within the district, following consultation and consistent with applicable ESSA requirements.

C. CHOICE of LAW

- During the term of this agreement, both parties hereto shall comply with all applicable federal, state, and local laws and regulations, including the Pennsylvania School Code and applicable Board Policy of either party.

D. TERM

- The extent and duration of the services will be determined by the School District provided they comply with applicable Title II guidelines. Title II services will begin according to the 2026-2027 federal program year.
- This Title II Agreement will automatically terminate on September 30, 2027 unless it is automatically extended by the additional 12-month expenditure period required under the Tydings Amendment. Pursuant to the Tydings Amendment, funds not obligated within the initial 15-month grant period may be carried over and obligated during the subsequent 12-month period. Therefore, the period of availability for unobligated Title II, Part A funds from FY 2026-2027 is hereby extended through September 30, 2028, in accordance with the Tydings Amendment (20 U.S.C. § 1225(b)) and 34 CFR § 76.709.
- This Agreement will be reviewed annually in conjunction with Meaningful Consultation and said Agreement can be terminated at any time without penalty.

E. TERMINATION

a. Each party has the right to terminate this Agreement (1) to the extent provided herein; or (2) in the event of a material breach, after giving written notice and at least thirty (30) calendar days to remedy; or (3) without cause upon ninety (90) days written notice.

b. Upon termination by the School District, all work shall stop and payment for all work completed to date shall be immediately due and payable to the BCIU. The BCIU shall be entitled to its four percent administrative fee to be applied to any expenditures that occurred up to and through the termination date of this Agreement.

F. CERTIFICATION REGARDING DEBARMENT AND SUSPENSION (APPENDIX II TO CFR 200)

- This certification is required by the regulations implementing Executive Order 12549 and 12689, "Debarment and Suspension" (Title 2 CFR Part 180). These regulations restrict awards, subawards, and contracts with certain parties that are debarred, suspended, or otherwise excluded from or ineligible for participation in Federal assistance programs or activities.

The undersigned certifies that neither it nor its principals:

a) Are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency;

b) Have not within a three-year period preceding this certification been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.

G. THE BYRD ANTI-LOBBYING AMENDMENT FOR FEDERALLY FUNDED CONTRACTS EXCEEDING $100,000 (APPENDIX II TO CFR 200)

A. Submission of this certification is a prerequisite for making or entering this transaction and is imposed by section 1352, Title 31, U.S. Code. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

The undersigned certifies, to the best of their knowledge and belief, that:

a) No Federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress

in connection with the awarding of a Federal contract, the making of a Federal grant, the making of a Federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a Federal contract, grant, loan, or cooperative agreement.

b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

c) The undersigned shall require that the language of this certification be included in the award documents for all covered subawards exceeding $100,000 in Federal funds at all appropriate tiers and that all subrecipients shall certify and disclose accordingly.

H. FOR CONTRACTS IN EXCESS OF $10,000 (APPENDIX II TO CFR 200)

A. This Agreement may be terminated at any time by the written agreement of the Parties. Notwithstanding the foregoing and any other provision contained herein, the following Sections of this Agreement shall remain in effect and shall survive the termination of this Agreement: **Invoicing Terms; Payment Terms, Indemnification**.

INDEMNIFICATION

I. Each party, to the extent permitted by law, shall indemnify, defend and hold harmless the other party, its affiliates, and all their directors, officers, employees, agents, and representatives from and against all claims, liabilities, damages, losses, or expenses to the extent arising out of any negligence, willful misconduct, breach of contract or violation of law for which the indemnifying party, its employees, agents, subcontractors, or assigns in the performance of work under this Agreement is at fault. In the event the parties are jointly at fault, each party shall indemnify the other in proportion to its relative fault.

J. The claims, liabilities, damages, losses, or expenses covered hereunder include, but are not limited to, settlements, judgments, court costs, attorneys' fees, and other litigation expenses, fines, and penalties arising out of actual or alleged (a) injury to or death of any person, including employees of Contractor or Customer, or (b) loss or damage to property, including the property of Contractor or Customer.



K. Each party agrees to notify the other as soon as reasonably possible of any personal injury or property damage occurring at the Customer's property of which they are aware relating to actual or alleged potential liability to either party.

L. The contractor agrees to maintain workers' compensation and general liability insurance throughout the contract period and to provide BCIU with a Certificate of Insurance showing the BCIU as an additional named insured.

IN WITNESS WHEREOF the parties have executed this Agreement the date and year first above written.

BERKS COUNTY INTERMEDIATE UNIT	**School District:**
Authorized Representative:	Authorized Representative: Erin J. Anderson, Ed.D.
Title:	Title: Assistant Superintendent
Signature:	Signature:
Date:	Date:

TITLE IV LETTER OF AGREEMENT

Between

GOVERNOR MIFFLIN SCHOOL DISTRICT

and

THE BERKS COUNTY INTERMEDIATE UNIT

This Agreement for TITLE IV NONPUBLIC Services (hereinafter "Agreement") is made this 3rd day of August, 2026, by and between the Berks County Intermediate Unit (hereinafter "BCIU"), a Pennsylvania Intermediate Unit organized and operating under the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*,with its principal place of business at 1111 Commons Blvd., Reading, Pa., 19612, and Governor Mifflin School District (hereinafter "School District"), with its principal place of business at 10 South Waverly Street Shillington, Pennsylvania 19607.

WHEREAS, School District has requested the BCIU provide Every Student Succeeds Act (ESSA) Title IV Student Support and Academic Enrichments services to nonpublic schools within their boundaries. NOW, THEREFORE in consideration of the mutual covenants herein contained and with the intent to be legally bound hereby, the parties agree as follows:

1. **SERVICES PROVIDED**

   a. The BCIU will provide Every Student Succeeds Act (ESSA) Title IV Student Support and Academic Enrichments services to staff at the following nonpublic Schools:

Nonpublic School Name	Nonpublic Title IV School Allocation	Nonpublic School Title IV Performance Goal(s)
John Paul II	313	John Paul II will support well-rounded education such as: English, reading or language arts, writing, science, technology, engineering, mathematics, computer science, foreign languages, civics and government, economics, arts, music, history, geography, career and technical education, health, physical education, etc.
LaSalle Academy	1721	LaSalle Acedemy will support well-rounded education such as: English, reading or language arts, writing, science, technology, engineering, mathematics, computer science, foreign languages, civics and government, economics, arts, music, history, geography, career and technical education, health, physical education, etc.

2. COST OF SERVICES

a. The BCIU shall be paid by the School District the nonpublic amount calculated by the School District's Pennsylvania eGrant 2026-2027 Title IV grant application, as validated by representatives of the nonpublic school entities and the Pennsylvania Department of Education, Division of Federal Programs as appropriate and accurate.

b. A **4%** administration fee payable to the BCIU should be calculated from the total Title IV amount paid to the BCIU. These funds are non-refundable.

What is the total Nonpublic Title IV Instructional Fees for Contracted Services for the 2025-2026 school year? (excluding admin fee)	2034
The Berks County Intermediate Unit Administrative Cost(s) for Title IV (4% of total listed above):	$81.02
Total Amount to be charged for the 2025-2026 School Year:	2,115.02

A. INVOICING AND PAYMENT TERMS

The aforesaid total amount will be paid to BCIU within thirty (30) days of the date the School District receives the invoice from the Berks County Intermediate Unit. Invoicing for the 2026-2027 program year will occur in January and July, with the final invoice by October 31, 2027.

B. FUNDING ADJUSTMENTS

a. The School District will ensure that all funding adjustments are reported to the BCIU.

b. In the event the state adjusts the release date of funding adjustments, the school district must inform the BCIU of the new date that PDE will release the funding adjustments and report the final numbers within one week of the adjustments being delivered to the district.

c. In the event that the originally allocated funds have decreased and the nonpublic school has already expended the original allocation, any unpaid balance up to the original allocated amount would be invoiced to the school district.

C. CHOICE of LAW

- During the term of this agreement, both parties hereto shall comply with all applicable federal, state, and local laws and regulations, including the Pennsylvania School Code and applicable Board Policy of either party.

D. Term

- The extent and duration of the services will be determined by the School District provided they comply with applicable Title IV guidelines. Title IV services will begin according to the 2026-2027 federal program year.
- This Title IV Agreement will automatically terminate on September 30, 2027 unless it is automatically extended by the additional 12-month expenditure period required under the Tydings Amendment due to funds remaining. Pursuant to the Tydings Amendment, funds not obligated within the initial 15-month grant period may be carried over and obligated during the subsequent 12-month period. Therefore, the period of availability for unobligated Title IV, Part A funds from FY 2026-2027 is hereby extended through September 30, 2028, in accordance with the Tydings Amendment (20 U.S.C. § 1225(b)) and 34 CFR § 76.709.
- This Agreement will be reviewed annually in conjunction with Meaningful Consultation and said Agreement can be terminated at any time without penalty.

E. TERMINATION

a. Each party has the right to terminate this Agreement (1) to the extent provided herein; or (2) in the event of a material breach, after giving written notice and at least thirty (30) calendar days to remedy; or (3) without cause upon ninety (90) days written notice.

b. Upon termination by the School District, all work shall stop and payment for all work completed to date shall be immediately due and payable to the BCIU. The BCIU shall be entitled to its four percent



administrative fee to be applied to any expenditures that occurred up to and through the termination date of this Agreement.

F. CERTIFICATION REGARDING DEBARMENT AND SUSPENSION (APPENDIX II TO CFR 200)

- This certification is required by the regulations implementing Executive Order 12549 and 12689, "Debarment and Suspension" (Title 2 CFR Part 180). These regulations restrict awards, subawards, and contracts with certain parties that are debarred, suspended, or otherwise excluded from or ineligible for participation in Federal assistance programs or activities.

The undersigned certifies that neither it nor its principals:

a) Are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency;

b) Have not within a three-year period preceding this certification been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.

G. THE BYRD ANTI-LOBBYING AMENDMENT FOR FEDERALLY FUNDED CONTRACTS EXCEEDING $100,000 (APPENDIX II TO CFR 200)

A. Submission of this certification is a prerequisite for making or entering this transaction and is imposed by section 1352, Title 31, U.S. Code. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.



The undersigned certifies, to the best of their knowledge and belief, that:

a) No Federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of a Federal contract, the making of a Federal grant, the making of a Federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a Federal contract, grant, loan, or cooperative agreement.

b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

c) The undersigned shall require that the language of this certification be included in the award documents for all covered subawards exceeding $100,000 in Federal funds at all appropriate tiers and that all subrecipients shall certify and disclose accordingly.

H. FOR CONTRACTS IN EXCESS OF $10,000 (APPENDIX II TO CFR 200)

A. This Agreement may be terminated at any time by the written agreement of the Parties. Notwithstanding the foregoing and any other provision contained herein, the following Sections of this Agreement shall remain in effect and shall survive the termination of this Agreement: **Invoicing Terms; Payment Terms, Indemnification**.

INDEMNIFICATION

I. Each party, to the extent permitted by law, shall indemnify, defend and hold harmless the other party, its affiliates, and all their directors, officers, employees, agents, and representatives from and against all claims, liabilities, damages, losses, or expenses to the extent arising out of any negligence, willful misconduct, breach of contract or violation of law for which the indemnifying party, its employees, agents, subcontractors, or assigns in the performance of work under this Agreement is at fault. In the event the parties are jointly at fault, each party shall indemnify the other in proportion to its relative fault.

J. The claims, liabilities, damages, losses, or expenses covered hereunder include, but are not limited to, settlements, judgments, court costs, attorneys' fees, and other litigation expenses, fines, and penalties arising out of actual or alleged (a) injury to or death of any person, including employees of Contractor or Customer, or (b) loss or damage to property, including the property of Contractor or Customer.

K. Each party agrees to notify the other as soon as reasonably possible of any personal injury or property damage occurring at the Customer's property of which they are aware relating to actual or alleged potential liability to either party.

L. The contractor agrees to maintain workers' compensation and general liability insurance throughout the contract period and to provide BCIU with a Certificate of Insurance showing the BCIU as an additional named insured.

IN WITNESS WHEREOF the parties have executed this Agreement the date and year first above written.

BERKS COUNTY INTERMEDIATE UNIT	**School District:**
Authorized Representative:	Authorized Representative: Erin J. Anderson, Ed.D.
Title:	Title: Assistant Superintendent
Signature:	Signature:
Date:	Date:

8.8. **MOTION TO APPROVE Curriculum/Instruction Agenda Item 8.7**
Description: Requesting Approval for Curriculum/Instruction Agenda Item 8.7, as presented

9. Student Services

9.1. **Senior Year Completion Request**
Description: Requesting Approval for Student #809360 to complete her 2026-2027 senior year at Governor Mifflin, as per Policy

9.2. **Right At School, LLC, Agreement**
Description: Requesting Approval for a renewal Agreement with Right At School, LLC, to provide a before and after-school care program for K-6 students during the 2026-2027 school year, as presented

SERVICES, SCHOOL FACILITIES LICENSE AND BUILDING USE AGREEMENT

By and Between:

RIGHT AT SCHOOL, LLC

and

GOVERNOR MIFFLIN SCHOOL DISTRICT

This SERVICES, SCHOOL FACILITIES LICENSE AND BUILDING USE AGREEMENT ("Agreement") is entered into this _____ day of _____, 2026 (the "Effective Date") by and between Right at School, LLC (the "Provider" or "Licensee"), and the GOVERNOR MIFFLIN SCHOOL DISTRICT (the "District" or "Licensor"). The Provider and the District are referred to in this Agreement as the Parties or individually as a Party.

RECITALS

A. The District and the Provider wish to enter into an agreement that defines their relationship, describes services that the Provider will provide for and on behalf of the District, and establishes the manner in which services will be provided.

B. The Provider has expertise in providing services of the type described in this Agreement and has the necessary knowledge, skill, and experience to provide those services for the District.

C. The District desires to retain the Provider to provide the services described in this Agreement at the schools listed in this Agreement or any of the Schedules incorporated herein.

D. The Parties agree that Right At School will operate the District's before and after school enrichment programs at the schools set forth below as of the effective date.

E. The District may provide written authorization to Right At School to operate the District's enrichment programs at one or more additional schools, which authorization Right At School may, in writing, accept or reject in its sole discretion.

F. If Right At School accepts the authorization to operate the District's enrichment programs at one or more additional schools, such programs shall be operated in accordance with and subject to this Agreement.

G. This Agreement includes a Facilities License and Building Use Agreement that authorizes Provider to use the District's facilities to operate the District's out-of-school-time programs and authorizes Provider to operate Provider's summer camp and other camp programs in School Facilities when the District's schools are not in operation, subject to the terms and conditions set forth in Schedule D.

H. This Agreement includes the following Schedules which are fully incorporated herein.

Schedule A: General Terms and Conditions
Schedule B: Services
Schedule C: Payments (if applicable)
Schedule D: School Facilities License and Building Use Agreement

AGREEMENT

Section 1: Incorporation of Recitals and Schedules. The foregoing Recitals and Schedules are incorporated into and made a part of this Agreement.

Section 2: School Facilities; Authorized Use.

2.1 The District is the owner of the school facilities identified in Schedule B of this Agreement (the "School Facilities").

2.2 The District authorizes Provider to operate District's before and after school enrichment programs at the School Facilities.

Section 3. Term; Renewal.

3.1 Initial Term. This Agreement is for a term commencing on the Effective Date and continuing through July 31, 2027 (the "Term"), unless the Agreement is terminated sooner in accordance with the terms of this Agreement.

3.2 Renewal. After the Term of this Agreement, the Agreement will automatically renew on a year to year basis, unless either Party provides written notice to the other Party no later than sixty (60) days prior to the then applicable Termination Date of the notifying Party's intent not to renew the Agreement for another year.

Section 4: Minimal Enrollment in Parent-Paid Programs

4.1. Right At School requires that a minimum of 15 students be pre-registered in each parent-paid program prior to the start of the academic year. If the number of pre-registered students in a parent-paid program is below 15 on or after 45 days before programming begins, Right At School may choose to close or consolidate the program with two (2) weeks' written notice. This section applies only to fully or partially parent-paid programs. It does not apply to fully District-paid programs. In fully District-paid programs, the Parties will agree upon enrollment requirements in Schedule C.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the Effective Date.

GOVERNOR MIFFLIN SCHOOL DISTRICT	RIGHT AT SCHOOL, LLC
By: _____	By: _____
Its: _____	Its: _____
Date: _____	Date: _____

SCHEDULE A

GENERAL TERMS AND CONDITIONS

These Terms and Conditions apply to the provision of Services by Right at School, LLC (referred to herein as "Provider") identified in the SERVICES, LICENSE AND SCHOOL FACILITIES USE AGREEMENT (referred to herein as the "Agreement") to which this Schedule is attached. These Terms and Conditions are incorporated into the Agreement and together with the Agreement and other Schedules identified therein form the binding terms of the agreement between the Provider and the District.

Section 1. Incorporation of Recitals. The foregoing Recitals are incorporated into and made a part of these Terms and Conditions.

Section 2. Scope of Services. The Provider agrees to provide the Services described in Schedule B to the Agreement (the "Services") in accordance with and subject to these Terms and Conditions.

Section 3. Statement of Work. The Provider or its subcontractors will be responsible for performing the Services; providing all materials necessary for the Services; and paying all taxes, employees' salaries or contracts, and other expenses associated with performing the Services. The Provider or its subcontractors will be responsible to direct and control the performance of the Services on a day-to-day basis and to provide and supervise all personnel who perform the Services. The District, from time to time, may request changes to the scope of Services.

Section 4. Independent Contractor. The relationship between the Provider and the District shall be that of an independent contractor.

Section 5. Schedule for the Services. The District and Provider will cooperate to develop a schedule for the Services that is mutually agreeable to the Parties. For each session, the schedule will include the starting and ending time, the location or locations in the School Facilities where the Provider will perform the Services, and any other information that the Parties mutually deem appropriate.

Section 6. Enrollment of Students. The District will assist Provider in enrolling students in Provider's programs by providing information regarding the Provider's programs to parents and guardians. Provider and each School will collectively disseminate Right at School programming announcements and information to students and families.

Section 7. Tuition; Fees Paid to District. The Provider shall be solely responsible for charging and collecting tuition and fees from the parents and guardians of students enrolled in the District's or Provider's programs operating in the School Facilities. Subject to the terms and conditions in Schedule D, the Parties may agree that Provider will pay to the District a portion of the tuition and fees Provider collects for the Services to compensate the District or designated school for the use of School Facilities and other District and school resources.

Section 8. Staffing by Provider. The District has retained the Provider to perform the Services because of its expertise and the skill and experience of its professional staff and

personnel, and the skill and experience of its subcontractors. The Provider must maintain and use sufficient staff to effectively fulfill the Provider's obligations under the Agreement, and the Provider's personnel, and any subcontractor's personnel, must be fully qualified to perform their respective duties.

Section 9. Confidential Information.

9.1 Acknowledgment of Confidentiality. The Parties acknowledge that they may be exposed to confidential and proprietary information of the other party including, without limitation, curriculum and instructional materials, other technical information (including functional and technical specifications, designs, analysis, research, processes, computer programs, and methods), business information (including marketing, financial, and personnel information), intellectual property, trade secrets, and other information designated as proprietary or confidential expressly or by the circumstances in which it is provided ("Confidential Information"). Confidential Information does not include (i) information already known or independently developed by the recipient, (ii) information in the public domain through no wrongful act of the recipient, or (iii) information received by the recipient from a third party who was free to disclose it.

9.2 Covenant Not to Disclose or Misuse Confidential Information. Each Party agrees that, with respect to the other Party's Confidential Information, it shall not, without the other Party's prior written approval, use, disclose to third parties, alter, or remove the Confidential Information in a manner not expressly authorized by these Terms and Conditions except as approved in advance by the owner of the information. Each Party shall use at least the same degree of care in safeguarding the other Party's Confidential Information as it uses in safeguarding its own confidential information. The Provider agrees to cooperate with the District to respond to any appeal made under the Right to Know Law in which the Provider's Confidential Information is alleged to be a "public record" that is accessible to the public.

9.3 Ownership of Curriculum and Instructional Materials. All curriculum, instructional materials, and other documents and items used in the performance of the Services are the property of the Provider and are to be treated as proprietary and confidential. Such items shall not be used by the District for any purpose without the express written consent of the Provider.

9.4 Student Records. The Provider will comply with the relevant requirements of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and all other applicable federal and state law regarding the confidentiality of personally identifiable student information provided by the District. Any release of information contained in student education records provided by the District must be approved by the District. To protect the confidentiality of student education records provided by the District, the Provider will limit access to such records to those employees who reasonably need access to them in order to perform their responsibilities under the Agreement.

Section 10. Compliance with Laws. The Provider and its subcontractors must perform the Services in compliance with all applicable federal, state, county, and local laws and regulations

and all applicable District policies and rules in effect now or later and as amended from time to time, including the Drug Free Workplace Act, FERPA, the Protection of Pupil Rights Amendment, the Health Insurance Portability and Accountability Act, and all applicable non-discrimination laws.

Section 11. Background Checks. The Provider will comply with all applicable childcare background check laws for its employees and subcontractors that will have contact with children through their performance of the Services or, if the Services are not subject to childcare laws, other applicable laws related to background checks for employees of school contractors. If any District employees perform Services for the Provider, the Provider shall be entitled, to the extent permitted by law, to rely on the District's criminal background check and determination of suitability for employment, and the Provider shall not be required to perform any additional background check or determination of suitability for such persons.

Section 12. Removal of Provider Employees. The District reserves the right to have the Provider remove ,to the extent permitted by law, any of its employees and/or subcontractors working on the District's premises under the Agreement due to a Provider's employee's or subcontractor's arrest or conviction for a misdemeanor or felony offense; violation of any District policy; or failure to properly supervise or interaction with children participating in Provider's after school enrichment program on the District's premises.

Section 13. Insurance. Provider, at its own expense, shall procure and maintain the following insurance policies in the following amounts:

13.1 Workers' Compensation and Employers' Liability Insurance. Workers Compensation insurance affording workers' compensation benefits for all employees as required by state and federal laws, and Employers' Liability Insurance covering all employees who are to provide Services under this agreement, with a bodily injury per accident limit of liability of $ 1,000,000, bodily injury by disease limit each employee of $1,000,000 and bodily injury by disease policy limit of $1,000,000. The workers' compensation policy will include a waiver of subrogation clause if permitted by law.

13.2 Commercial General Liability Insurance. Commercial General Liability Insurance or equivalent with limits of One Million Dollars ($1,000,000) per occurrence and Three Million Dollars ($3,000,000) in the aggregate.

13.3 Automobile Liability Insurance. Automobile Liability Insurance when any motor vehicle (whether non-owned or hired) is used in connection with Services to be performed, with limits of One Million Dollars ($1,000,000) per accident for bodily injury and property damage.

13.4 Umbrella/Excess Liability Insurance. One or more layers of Umbrella or Excess Liability Insurance with total limits of Four Million Dollars ($4,000,000) per occurrence and in the aggregate that supplements the above-stated Employer's Liability, Commercial General Liability and Automobile Liability insurance policies.

13.5 Professional Liability Insurance. Professional Liability insurance with limits of One Million Dollars ($1,000,000) per claim and Three Million Dollars ($3,000,000) in the aggregate plus One Million Dollars ($1,000,000) in excess insurance.

13.6 Sexual Abuse and Molestation Insurance. Sexual Abuse and Molestation Insurance with limits Six Million Dollars ($6,000,000) per claim and in the aggregate, single policy.

13.7 The Parties recognize that insurance coverage may change based on market conditions and other factors outside the control of the Parties. With respect to Provider's coverage, the coverage stated in a new Certificate of Insurance ("COI") shall replace the insurance terms set forth above effective upon issuance of the new COI.

13.8 If the District objects to Provider's new coverage terms, it shall notify the Provider of the objection in writing within fifteen (15) days of receiving the new COI and include a detailed basis for the objection.

13.9 If the District objects to the insurance coverage indicated in a new COI, the Parties will meet and confer within thirty (30) days after the District provides notice of its objection and will engage in good faith efforts to resolve the objection.

Section 14. Additional Insureds.

14.1 Provider shall include the District as an additional insured to the Commercial General Liability and Automobile Liability insurance policies described above.

14.2 The District shall include the Provider as an additional insured to its Commercial General Liability policies.

Section 15. Termination.

15.1 Termination for Insufficient Enrollment. Provider may terminate this Agreement on the basis of insufficient enrollment as set forth in Section 4 of the Agreement.

15.2 Termination for Default. Either Party may terminate the Agreement if the other Party materially fails to observe or perform any covenant, obligation, or provision of this Agreement, and the Party's material failure continues for a period of thirty days after it receives a written notice of default from the other Party.

15.3 Termination for Convenience. Either Party may terminate the Agreement for convenience upon 90 days written notice to the other party.

15.4 Payment for Services Rendered. In the event of any termination, the Provider may charge tuition and fees and shall be obligated to pay usage fees, if any are agreed to by the Parties, to the District in accordance with Schedules C and D to the Agreement up to the date the Agreement is terminated.

Section 16. Cooperation. Each Party agrees to cooperate with the other Party with respect to the performance of the Services in an effort to provide quality programming for students within the District.

Section 17. Indemnification.

17.1 The Provider agrees to indemnify, defend and hold harmless the District, and its

Board members or trustees, officers, employees, agents, volunteers, successors, and assigns ("District Indemnitees"), from and against claims, liabilities, damages, losses, judgments, costs and expenses (including reasonable attorneys' fees and litigation costs) (collectively, "Claims"), to the extent they result from the negligent, willful or intentional misconduct of the Provider. This agreement to indemnify, defend and hold harmless does not extend to any Claims, damages, losses or expenses caused by, related to, or arising from failure by District to comply with its responsibilities under this Agreement, or the negligent, willful or intentional misconduct of the District or any District Indemnitees. In the event a Claim results from the concurrent or joint negligence, breach, or misconduct of both the Provider and a District Indemnitee, the Provider's obligation to indemnify and defend shall be allocated proportionally based on each party's relative degree of fault.

17.2 The District agrees to indemnify, defend and hold harmless the Provider and its members, officers, employees, agents, volunteers, successors, and assigns ("Provider Indemnitees"), from and against claims, liabilities, damages, losses, judgments, costs and expenses (including reasonable attorneys' fees and litigation costs) (collectively, "Claims"), to the extent they result from the negligent, willful or intentional misconduct of the District. This agreement to indemnify, defend and hold harmless does not extend to any Claims caused by, related to, or arising from the failure by Provider to comply with its responsibilities under this Agreement or negligent, willful or intentional conduct of the Provider or any Provider Indemnitees. In the event a Claim results from the concurrent or joint negligence, breach, or misconduct of both the District and a Provider Indemnitee, the District's obligation to indemnify and defend shall be allocated proportionally based on each party's relative degree of fault. Nothing in this paragraph is intended to waive or impair the District's immunity, right or protections under Pennsylvania's Political Subdivision Tort Claims Act.

17.3 This section shall survive the termination of this Agreement.

Section 18: General Provisions.

18.1 Recordkeeping. The Provider shall maintain books and records relating to the performance of the Services including records of the enrollment of students, collection of tuition and fees, and payment of fees to the District. The District shall have a right to inspect such records upon notice to the Provider at a time that is mutually convenient for the Parties.

18.2 Entirety. The Agreement, together with the Schedules attached hereto, and these Terms and Conditions, constitute the entire Agreement between the Parties with respect to the subject matter hereof, and supersedes any other negotiations, agreements or communications, whether written or oral, that have been made by either Party.

18.3 Governing Law. The Agreement shall be governed by and construed in accordance with the laws of the State of which the District is located.

18.4 Severability. In case any provision in the Agreement and/or these Terms and Conditions is held to be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions shall not be affected.

18.5 Authority to Execute. Each Party represents and warrants to the other that the Agreement has been duly authorized and that the person who executed the Agreement is

authorized to do so on behalf of the Party. The Agreement may be executed in two or more counterparts.

18.6 Assignment. Neither Party may assign the Agreement in whole or in part without the prior written approval of the other Party.

SCHEDULE B

Services

Provider will operate the following programs:

Before School programming from Mondays through Fridays from 7:00am - start of school during the Academic School Year.

After School programming from Mondays through Fridays from end of school day to 6:00pm during the Academic School Year.

Provider will also operate on non school days to be determined by the provider and district.

Provider will offer the following discounts for recurring tuition for Before and After School Right Club: 50% for district employees, 20% for Free and Reduced Eligible students, 10% discount for military families, and 10% discount for siblings. Provider also will accept state government approved subsidies.

The Programs will run at the following schools pending a minimum full time enrollment of 12 students for before school per morning program and 15 students per school per after school program. Provider shall not be obligated to operate a program at any site that does not meet minimum enrollment requirements.

A. Brecknock Elementary - 1332 Alleghenyville Rd Mohnton, PA 19540
B. Cumru Elementary - 601 Philadelphia Ave. Shillington, PA 19607
C. Mifflin Park Elementary - 598 Governor Dr. Shillington, PA 19607
D. Governor Mifflin Intermediate School - 600 Governor Dr. Shillington, PA 19607

SCHEDULE C

Payments

Section 1. District Payments to Provider **(select one)**

- ☑ District will not pay Provider for any of the Services described in the Agreement.
- ☐ District will pay Provider for some or all of the Services described in the Agreement.

Section 2. District Payments to Provider – Details NA

Section 3. Invoicing and Payment – District Payments to Provider - N/A

Section 4. Provider Payments to District **(select one)**

- ☐ District will not charge Provider a facility use fee or require a revenue share in exchange for Provider's use of the District's facilities.
- ☑ District will charge Provider a facility use fee or revenue share for use of the District's facilities.

4.1 If the District requires Provider to share a percentage of its revenue in lieu of a facility use fee, Provider agrees to pay the District in the sum of 2% of the District's After-School parent parent-paid revenue at each site per year. Provider will remit payment to District, semi-annually in February and August.

Section 5: McKinney Vento Students

If a student identified by the District as subject to the McKinney-Vento Act enrolls or seeks to enroll in a parent-paid program within the scope of the Services, the District will pay to Provider the tuition for that student, subject to applicable Free and Reduced Lunch discounts. The District will be invoiced monthly for each identified student.

SCHEDULE D

Facilities License and Building Use Agreement

THIS FACILITIES LICENSE AND BUILDING USE AGREEMENT ("License Agreement") is entered into as of the above date by and between GOVERNOR MIFFLIN SCHOOL DISTRICT ("District" or "Licensor"), and RIGHT AT SCHOOL, LLC a limited liability company organized under the laws of the State of Delaware ("Licensee"). The Licensor and Licensee also are referred in this Agreement each as a "Party" or collectively at the "Parties" as appropriate.

In consideration of and in accordance with the terms, covenants and conditions set forth hereinafter and in the Parties Services, Facilities License And Building Use Agreement ("Services Agreement"), the District hereby licenses to Licensee and permits Licensee to use parts of the School Facilities described in Subsection 1.2 below. Individually, each facility is a "School Facility." Collectively the facilities also may be referred to as the "Properties." Each School Facility also may be referred to in this License Agreement as a "School."

Section 1. Specific Terms.

1.1 Identity and Addresses of Parties.

Licensor:

Governor Mifflin School District
10 S Waverly St
Shillington, PA 19607

Licensee:

Right At School, LLC
909 Davis Street, Suite 500
Evanston, Illinois 60201

1.2 Description of Properties.

Licensor hereby licenses to Licensee, for operation of the District's or Licensee's student enrichment programs, designated spaces in the following Properties owned and operated by Licensor. The specific classrooms and other spaces in each Property to be used by Licensee shall be determined by agreement between the District or School principal at each Property and Licensee.

A. Brecknock Elementary - 1332 Alleghenyville Rd Mohnton, PA 19540

B. Cumru Elementary - 601 Philadelphia Ave. Shillington, PA 19607
C. Mifflin Park Elementary - 598 Governor Dr. Shillington, PA 19607
D. Governor Mifflin Intermediate School - 600 Governor Dr. Shillington, PA 19607

1.3 Effective Date.

The Effective Date of this License Agreement shall be the same as the Effective Date of the Services Agreement

1.4 Term.

The Term of this Licensing Agreement shall be the same as the Term of the Services Agreement.

1.5 Permissible Use of Properties.

1.5.1 Licensee shall use the Properties for the purposes described in the Services Agreement and this License Agreement and shall not use or permit the Property to be used for any other purposes without the prior written consent of the District.

1.5.2 Licensee provides before and after school enrichment programs.

1.5.3 The Programs are parent-paid programs and will not be subsidized by the District unless the Parties have indicated otherwise in the Service Agreement.

1.5.4 The Licensee's before and after school program are limited to students enrolled in the district, unless the District expressly consents to the enrollment of other children.

1.5.5 The Licensor may provide authorization to Licensee to provide Programs at additional schools in the District, which authorization either Party may accept or reject in writing in their sole discretion. If both Parties approve an authorization to operate Programs at one or more additional schools, such Programs shall be operated in accordance with and subject to this Agreement.

Section 2. Exterior Signs.

Licensee shall not permanently affix any signs to the exterior of the Properties without the written approval of the District. This section does not prohibit Licensee's use of temporary signs or other materials related to Licensee's programs.

Section 3. Improvements.

Licensee is not authorized to and agrees that it will not place or construct any improvements ("Improvements") on the Property without the prior written approval of the

District. Licensee shall be deemed to be the owner of all Improvements until the expiration or sooner termination of this Agreement. The Licensee shall remove Improvements no later than the end of the Term unless directed otherwise in writing by the District.

Section 4. Subletting and Assignment.

Licensee shall not sublet the Property in whole or in part, and shall not assign or transfer this Agreement, or any interest herein, without the prior written consent of the District, which consent may be subject to such conditions as the District may reasonably impose. This provision does not prohibit Licensee from offering elective courses provided by third-party entities subject to the District's prior approval of such courses and entities.

Section 5. Maintenance and Repairs.

5.1 By Licensee.

Licensee shall have the obligation to use the spaces in the Properties designated for its Programs in a clean and orderly manner including placing toys and other equipment of Licensee in storage areas at the end of each program day and placing trash in containers provided by the District.

5.2 By the District.

The District shall have the obligation to clean, maintain and repair the Properties in all other respects.

Section 6. Rent or License Fees

Provider shall pay District the revenue share set forth in Schedule C.

Section 7. Termination; Insurance; Indemnification.

The termination, insurance and indemnification terms and conditions in the Services Agreement shall apply to this Licensing Agreement.

Section 8. Notices.

Any notice to be given hereunder shall be in the same manner set forth in the Services Agreement.

Section 9. Miscellaneous

9.1 Counterparts.

This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, and all of which taken together shall constitute one and the same document.

9.2 Modification.

This Agreement may not be modified or amended except in writing signed by both Parties hereto.

9.3 Nonwaiver.

No waiver by the Parties of any provision of this Agreement or of any breach by a Party hereunder shall be deemed to be a waiver of any other provision hereof, or of any subsequent breach by Licensee of the same or any other provision.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement effective as of the Effective Date set forth in the Services Agreement.

GOVERNOR MIFFLIN SCHOOL DISTRICT	**RIGHT AT SCHOOL, LLC**
_____	_____
By	By
Date: _____	Date:_____

10. **Athletic/Co-Curricular**

10.1. **Sports Medicine Physician Services Contract**

Description: Requesting Approval for a renewal contract with Orthopaedic Associates of Reading (OAR), to provide Sports Medicine Physician Services; two-year term covers the 2026-2027 and 2027-2028 school years; cost is $2,750 per year (no increase), as presented

OAR
ORTHOPAEDIC ASSOCIATES OF READING
& READING SPORTS MEDICINE

Christopher J. Mancuso, M.D.
Eric M. Slotkin, D.O.
Craig A. O'Neill, M.D.
Brian C. Stapinski, M.D.
Ryan F. Michels, M.D.
Brian A. Tinsley, M.D.
Colin MacElroy Vroome, M.D.
Hani A. Mayassi, D.O

Thomas Morton, PA-C
Kevin Massey, PA-C
Alexis Barby, PA-C
Kristen Bloom, PA-C
Lindsey Metz, PA-C
Karli Weidenhammer, PA-C
Michael Sidari, PA-C
Laura Stern, PA-C
Dana Schappel, PA-C
Sarah Roselli, PA-C
Julia Mogel, CRNP
Samantha Klumpp, PA-C
Alexandra Harvey, PA-C

Darren Moscoe, MSPT, CSCS, C-PT
Adam Weaver, PT, DPT, OCS
Michelle Renninger, OTR/L, CHT
Yvette Johnson, PTA
Christopher Kwiatkowski, PTA
Karen Wentzel, COTA/L
Jennifer Neiheiser, OTR/L, CHT
Steven Koenig, DPT
Kelly Sheetz, PTA

Sports Medicine Physician Services Contract

This agreement is made this __1__ day of _____July_____, 2026 between Governor Mifflin School District (hereinafter "GM"), Shillington, PA and Craig O'Neill, M.D. (hereinafter "CO"), Orthopaedic Associates of Reading, Ltd., Wyomissing, PA.

WHEREAS, GM desires to retain CO and CO hereby accepts retention to provide GM students with sports medicine services.

NOW THEREFORE, in consideration of the foregoing and intending to be legally bound hereby, the parties agree as follows:

1. Consideration: GM agrees to pay CO the sum of two thousand seven hundred and fifty dollars ($2,750.00) for each school year, from 2026-2027 and 2027-2028, in consideration for providing the services listed in section 2 below during the term of this Agreement.
2. Sports Medicine Services:
    a. Home varsity football game coverage by licensed provider.
    b. Preseason athletic participation physician evaluation/physicals 3-4 dates per school year and recertification procedures.
    c. Team physician services (acting medical supervisor of athletic trainers) for Governor Mifflin School District.
    d. A licensed provider coverage of the sectional wrestling tournament at Governor Mifflin.
    e. Physician available 24 hours a day, seven days a week, for consultation for athletic injuries.
    f. Dr. Craig O'Neill has the ultimate responsibility and authority for all Governor Mifflin athletes under his care to determine return to play decisions after injury in concert with Head Athletic Trainer or assistant trainers.
3. Qualifications: Dr. O'Neill is duly licensed by the State of Pennsylvania, has completed residency training in Orthopaedic Surgery and has completed a fellowship in Sports Medicine. Dr. O'Neill is Board Certified in both Orthopaedic Surgery and Sports Medicine.

4. Independent Contractor: It is understood and agreed by the parties that CO, while engaged in carrying out and complying with any of the terms and conditions of the Agreement is an independent contractor and is not an officer, agent or employee of GM. As such, CO is not entitled to the benefits provided by GM to its employees, including but not limited to, group insurance, state pension plan enrollment, and vacation, leaves of absence, workers' compensation insurance or unemployment compensation insurance.
5. Renewal and Termination Agreement: After the initial term of this agreement, with the agreement of both parties, this agreement may be renewed. If either party violates this Agreement, the aggrieved party promptly will notify the violator in writing. Upon receipt of the notice of violation, the violator will have 30 (thirty) days to correct the violation. If the violation is not corrected, the aggrieved party may terminate this Agreement upon 60 (sixty) days prior written notice to the other party. This Agreement may be terminated by either party with or without cause by providing no less than thirty days prior written notice of termination.
6. Force Majeure: CO's performance under this agreement is subject to acts of God, war, government regulations, terrorism, disaster, civil disorder, curtailment, or transportation facilities, or any other declared national or local emergency beyond CO's control, making it impossible to perform the obligations under this Agreement. CO may cancel or reasonably modify this Agreement for any one or more of such reasons upon written notice to GM.
7. Entire Agreement; No Oral Modification: This agreement constitutes the entire agreement and understanding between the parties and it supersedes and rescinds any prior or contemporaneous agreements or understandings, written or oral, and can be modified only in writing executed by the parties.

IN WITNESS WHEREOF, the parties have executed this Agreement on the date first above written.

Governor Mifflin School District

BY: _____ DATE: _____

(Signature)

NAME: _____

_____ DATE: 7/1/26

(Signature)

Craig O'Neill, MD
Orthopaedic Associate of Reading, Ltd.

11. **Operations**

11.1. **Solar Feasibility Presentation**

Description: Presenting: Mr. Tim Ziegler, Chief Operations Officer

GMSD Solar Feasibility Analysis

Analysis provided by Generation 180 and Solar Possible
Focus on District Wide Solar Generation Feasibility and ROI

Generation180

SOLAR POSSIBLE

Historic Solar Background at GMSD

GMSD is currently under PPAs with UGI Energy Services for solar arrays

- **Locations: HS, MS, GMIS**
- **Agreements are 20 year (2011-2031)**
- **$0.09/kWh rate through agreements**
  - *Throughout the agreements the electricity rates from our suppliers have fluctuated below and above our PPA agreed upon pricing (currently $0.06/kWh).*
- **Termination of agreements would incur termination/removal fees**
  - **Termination fees**
    - **(3) systems would be $345,556**
    - **HS system $158,589**
    - **Removal fees for the HS $336,000.00**

Historic Solar Background at GMSD

- **In the current PPA agreement, UGIES maintains all of the solar equipment and incurs any associated costs for solar equipment maintenance.**

- **The arrays at the Middle School and GMIS have required very little maintenance and/or cost issues to GMSD over their life cycles.**
    - *GMSD has relocated panels at the MS due to construction.*

- **GMSD has incurred costs due to roof issues under the High School array. The current HS cold applied built up roofing system has had leak issues through its lifecycle. When leaks occur under the solar panel arrays, GMSD incurs the cost to remove and reinstall the panels. GMSD does not own the equipment. The maintenance contractor (Volt2Amp) from UGIES performs the removal/reinstallation work.**
    - *Recently, GMSD has been able to come to an agreement with UGIES/V2A in order to supply most of the labor force involved with the removal and reinstallation of the solar equipment.*

Historic Solar Background at GMSD

- **Overview of solar array historic costs :**
  - **$107,500.00 August 2019 roof leaks**
    - *HS Main Gym, Art Room, rooms 208-212, 217-219, 230-234*
  - **$13,800.00 Middle School Summer of 2021**
    - *Removal/relocation of panels for construction*
  - **$10,000.00 Summer 2026 roof leaks**
    - *HS Auxiliary Gym Roof*
      - *GMSD employees supplied majority of labor (200 labor hours)*
      - *Re-installation costs still to come-est. $10-20K*
  - **$7,000.00 Summer 2026 roof leaks**
    - *HS English Wing Roof*
      - *GMSD employees supplied majority of labor (215 labor hours)*
      - *Re-installation costs still to come-est. $10-20K*

GMSD Roof Management Plan

Roof Level/Condition	Sq. Ft.	Year Install	Warr Expir.	Roof System	2026	2027	2028	2029	2030	Comments
❑ **Category 1 - Replace Early**										
❑ **Category 2 - Replace Delay**										
❑ **Category 3 - Restore Early**										
Inter. School- Entrance/Stair Roofs	1,400	2016	N/A	AG/BUR	$45,000					
Governor Mifflin Education Center	9,600	2006	~~2026~~	FA EPDM	$240,000					Based on a 25 Year System
❑ **Category 4 - Restore Delay**										
Governor Mifflin High School	181,100	2007-8	2029	Cold BUR				$10,866,000		Warranty expires in 2029 / Roof Replacement Budget - does not include Solar Removal/Re-installation
Intermediate School- BUR Areas	80,600	2009	2029	Cold BUR				$120,000		Warranty expires in 2029/5 Year Renewal Budget
Mifflin Park ES	40,000	2009	2029	Cold BUR				$60,000		Warranty expires in 2029/5 Year Renewal Budget
Middle School- Roofs D-M	64,000	2010	2030	Hot BUR					$100,000	Warranty expires in 2030/5 Year Renewal Budget
Brecknock ES- Roof A	14,000	2010	2030	Hot BUR					$25,000	Warranty expires in 2030/5 Year Renewal Budget
Brecknock ES- Roof J	5,300	2010	2030	Hot BUR					$10,000	Warranty expires in 2030/5 Year Renewal Budget
❑ **Category 5 - Repairs Required**										
❑ **Category 6 - Good Condition**										
Middle School- Roofs A-C	26,700	2012	2032	Hot BUR						
Brecknock ES- Roof B	4,100	2010*	2035	BIO NR/EPDM						*first restoration date, Bio NR installed in 2020
Brecknock ES- Roofs C, D,& E	14,000	2010*	2035	BIO NR/EPDM						*first restoration date, Bio NR installed in 2020
Brecknock ES- Roofs F and G	14,900	2010*	2035	BIO NR/EPDM						*first restoration date, Bio NR installed in 2020
Brecknock ES- Roof H-A	800	2010*	2035	BIO NR/EPDM						*first restoration date, Bio NR installed in 2020
Brecknock ES- Roof H-B	400	2010*	2035	BIO NR/EPDM						*first restoration date, Bio NR installed in 2020
Brecknock ES- Roof I-A	2,800	2010*	2035	BIO NR/EPDM						*first restoration date, Bio NR installed in 2020
Brecknock ES- Roof I-B	1,330	2010*	2035	BIO NR/EPDM						*first restoration date, Bio NR installed in 2020
Cumru ES- Roof A	6,000	2010*	2035	BIO NR/EPDM						*first restoration date, Bio NR installed in 2020
Cumru ES- Roof B	2,400	2012	2032	Hot BUR						
Cumru ES- Roof C	3,100	2010*	2035	BIO NR/EPDM						*first restoration date, Bio NR installed in 2020
Cumru ES- Roof D	8,700	2010*	2035	BIO NR/EPDM						*first restoration date, Bio NR installed in 2020
Cumru ES- Roof E	4,300	2012	2032	Hot BUR						
Cumru ES- Roofs F and G	17,200	2012	2032	Hot BUR						
Cumru ES- Roof H	17,400	2010*	2035	BIO NR/EPDM						*first restoration date, Bio NR installed in 2020
Maintenance Building	8,100	2014	2034	Hot BUR						
❑ **Preventive Maintenance**					$18,606	$19,500	$20,500	$21,500	$22,600	Excludes High School
❑ **Services**										
TRACE Cores										
Moisture Survey								$ 6,000	$7,000	Scan prior to restoration
Total	528,230				**$303,606**	**$19,500**	**$20,500**	**$11,073,500**	**$164,600**	
										*Longer term restoration options are available
						Grand Total	$11,581,706			if desired.

GMSD Energy Costs 25-26

- **Utility Costs for Operation of all GMSD Facilities for 25-26 +/- $1,070,000.00**
    - **Utilities include Electric, Natural Gas, Propane, Water, Sewer**
        - **Total Electric Utility cost of +/-$700,000.00**
            - **25-26 Electric Utility Cost for GMACC $88,000.00**
                - *GMACC site has potential for ITC added funds*

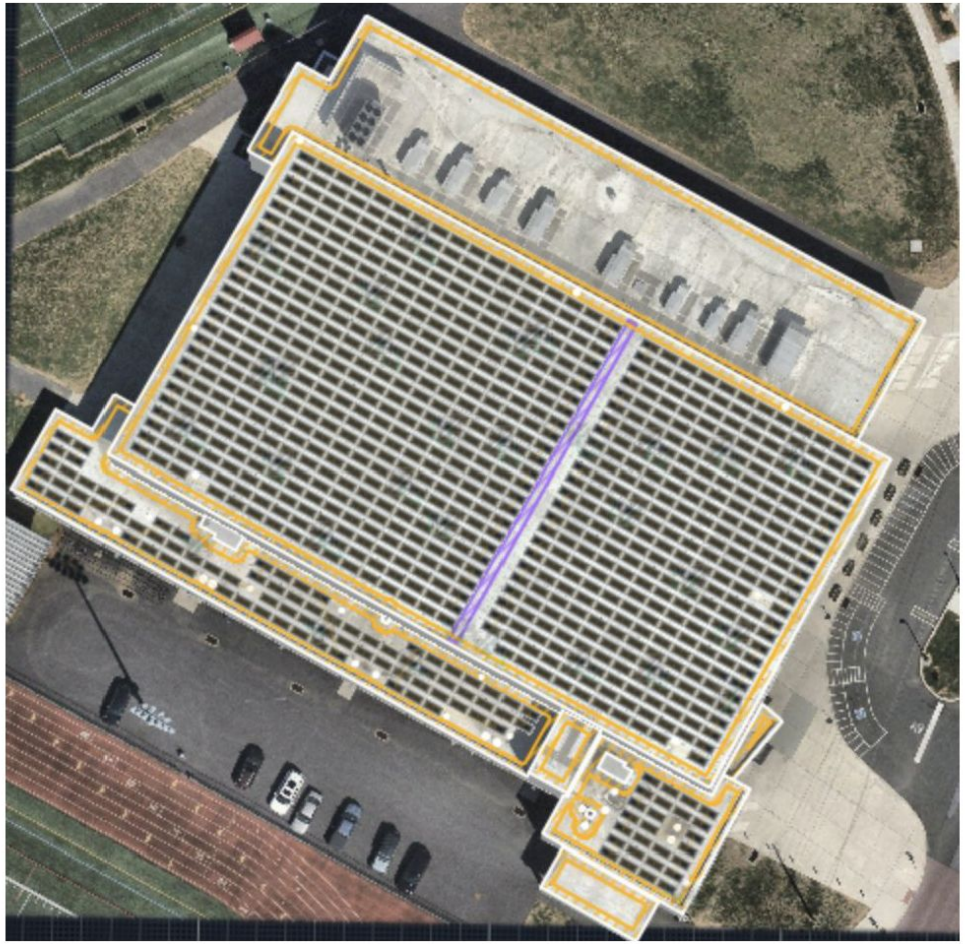
SOLAR DESIGN & FINANCIAL ANALYSIS

07-16-26

Governor Mifflin Athletic Community Center (GMACC)

Solar Design

437.3 kW
75% Offset



GMACC (Governor Mifflin Athletic Community Center)

Financial Analysis

Total Solar PV Capacity	437.3 kW
Estimated Project Cost (All-In EPC price)	$922,000
Price Per Watt	$2.11/watt
Investment Tax Credit (ITC)*	$276,600
Solar For Schools (S4S) Grant	$276,600
Act 129 Incentive (Met-Ed)	$53,131
Total Value of Incentives (Year 1)	$606,331
Net Cost of Installation (without ITC)	$592,269
Net Cost of Installation (with ITC)	$315,669

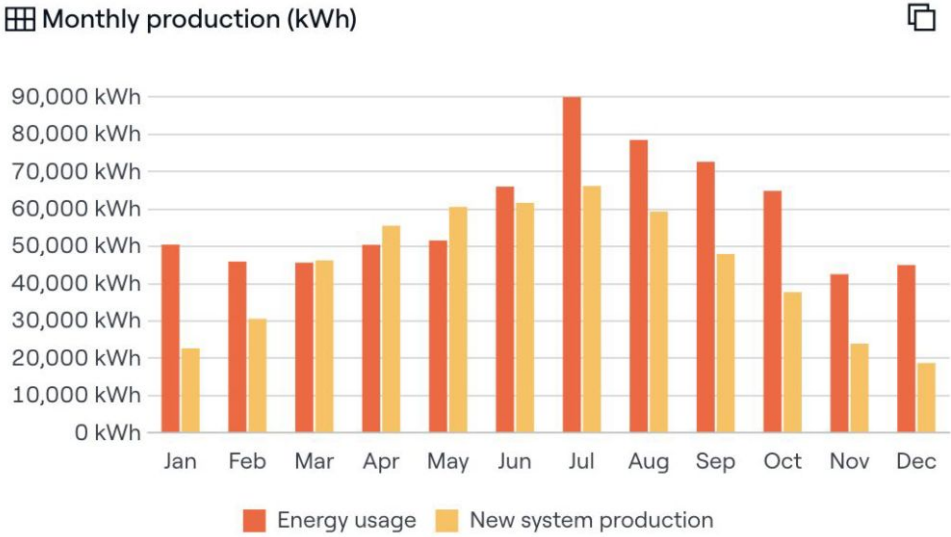
Electric Savings (Energy + Demand) (Yr 1)	$32,823
SREC Revenue (Yr 1)	$13,283
Operations & Maintenance Plan (Yr 1)	- $4,200
Annual Cash Flow (Year 1)	$41,906
Lifetime Savings + Revenue (25 yrs)	$1,616,269
Simple Pay Back (with ITC)	6 years
Internal Rate of Return (with ITC)	14.86%
Simple Pay Back (without ITC)	10 years
Internal Rate of Return (without ITC)	8.51%

*In order for a school to qualify for Direct Pay of the Investment Tax Credit (ITC) under the Inflation Reduction Act (IRA), a project must meet all requirements associated with the IRA and the One Big Beautiful Bill Act (OBBBA), including Foreign Entity of Concern (FEOC) requirements and details related to when projects “commence construction” and when installation is complete.

Electricity Information

System Size	437.3 kW
Current kWh rate	$0.05608
Current PPA kWh rate	$0.0900
Solar kWh rate (w ITC)	$0.0249
Solar KWh rate (w/o ITC)	$0.0468

Panels	Annual	Offset
825	531,310 kWh	75 %



Energy Savings

Annual Electricity Usage: 622,736 kWh

Annual Electricity Production: 531,310 kWh

Percentage kWh Offset: 75%

Year 1 Energy (kWh) Savings*: $29,796

Average Annual kWh Savings:** $45,944

Lifetime Energy (kWh) Savings:** $1,173,599

*Solar savings are calculated based on current kWh energy rate (from most recent electric bill).
** Average and Lifetime electricity savings are estimated using a 4% annual rate escalator due to climbing energy prices and anticipated electricity market pressures in PJM territory. This rate escalation is an estimate based on the past 10 years of PA commercial rate increases and savings are not guaranteed.

Year	kWh	Utility Rate + Rate Escalator	Annual kWh Savings	Lifetime kWh Savings
		$0.0561		
		4.00%		
1	531,310	$0.0561	$29,796	$29,796
2	529,185	$0.0583	$30,864	$60,660
3	527,068	$0.0607	$31,970	$92,630
4	524,960	$0.0631	$33,116	$125,745
5	522,860	$0.0656	$34,303	$160,048
6	520,768	$0.0682	$35,532	$195,580
7	518,685	$0.0710	$36,805	$232,385
8	516,611	$0.0738	$38,125	$270,510
9	514,544	$0.0767	$39,491	$310,001
10	512,486	$0.0798	$40,906	$350,907
11	510,436	$0.0830	$42,372	$393,279
12	508,394	$0.0863	$43,891	$437,170
13	506,361	$0.0898	$45,464	$482,634
14	504,335	$0.0934	$47,093	$529,728
15	502,318	$0.0971	$48,781	$578,509
16	500,309	$0.1010	$50,530	$629,039
17	498,307	$0.1050	$52,341	$681,379
18	496,314	$0.1092	$54,217	$735,596
19	494,329	$0.1136	$56,160	$791,756
20	492,352	$0.1182	$58,172	$849,928
21	490,382	$0.1229	$60,257	$910,185
22	488,421	$0.1278	$62,417	$972,602
23	486,467	$0.1329	$64,654	$1,037,256
24	484,521	$0.1382	$66,971	$1,104,227
25	482,583	$0.1438	$69,371	$1,173,599
Avg Annual Savings			$46,944	

Demand Savings

Average kW Demand (12 mos): 158.25 kW

Utility Demand Rate: $3.985 / kW

Estimated Percentage kW Offset: 40%

Year 1 Demand (kW) Savings*: $3,027

Average Annual Demand Savings:** $5,042

Lifetime Energy (kW) Savings:** $126,062

*Solar savings are calculated based on current kW Demand charge (from 12 months of electric bills). Potential impact to Demand, Transmission and other charges are not reflected in this bill, though the additional savings could be significant.

** Average and Lifetime electricity savings are estimated using a 4% annual rate escalator due to climbing energy prices and anticipated electricity market pressures in PJM territory. This rate escalation is an estimate based on the past 10 years of PA commercial rate increases and savings are not guaranteed.

Rate Worksheet	Utility Rate + Rate Escalator	Original kW Charge	New kW Charge	Demand Savings	Liftime savings
	$3.9850	$158	$95		
	4.00%				
yr 1	$3.99	$7,568	$4,541	$3,027	$3,027
yr 2	$4.14	$7,870	$4,722	$3,148	$6,175
yr 3	$4.31	$8,185	$4,911	$3,274	$9,449
yr 4	$4.48	$8,512	$5,107	$3,405	$12,854
yr 5	$4.66	$8,853	$5,312	$3,541	$16,395
yr 6	$4.85	$9,207	$5,524	$3,683	$20,078
yr 7	$5.04	$9,575	$5,745	$3,830	$23,908
yr 8	$5.24	$9,958	$5,975	$3,983	$27,892
yr 9	$5.45	$10,357	$6,214	$4,143	$32,034
yr 10	$5.67	$10,771	$6,463	$4,308	$36,343
yr 11	$5.90	$11,202	$6,721	$4,481	$40,823
yr 12	$6.13	$11,650	$6,990	$4,660	$45,483
yr 13	$6.38	$12,116	$7,270	$4,846	$50,330
yr 14	$6.64	$12,600	$7,560	$5,040	$55,370
yr 15	$6.90	$13,104	$7,863	$5,242	$60,612
yr 16	$7.18	$13,629	$8,177	$5,451	$66,063
yr 17	$7.46	$14,174	$8,504	$5,670	$71,733
yr 18	$7.76	$14,741	$8,844	$5,896	$77,629
yr 19	$8.07	$15,330	$9,198	$6,132	$83,761
yr 20	$8.40	$15,944	$9,566	$6,377	$90,138
yr 21	$8.73	$16,581	$9,949	$6,633	$96,771
yr 22	$9.08	$17,245	$10,347	$6,898	$103,669
yr 23	$9.44	$17,934	$10,761	$7,174	$110,843
yr 24	$9.82	$18,652	$11,191	$7,461	$118,303
yr 25	$10.21	$19,398	$11,639	$7,759	$126,062
Avg Annual Savings				$5,042	

SREC Revenue

PA SREC Value (Jun. 2026)*: $25

Year 1 SREC Generation: 1,149 SRECs

Year 1 SREC Revenue: $28,717

Lifetime SREC Revenue:** $684,491

Year	kWh	# of SREC	Annual SREC Revenue	Lifetime SREC Revenue
1	1,148,667	1,149	$28,717	$28,717
2	1,144,072	1,144	$28,602	$57,318
3	1,139,496	1,139	$28,487	$85,806
4	1,134,938	1,135	$28,373	$114,179
5	1,130,398	1,130	$28,260	$142,439
6	1,125,877	1,126	$28,147	$170,586
7	1,121,373	1,121	$28,034	$198,621
8	1,116,888	1,117	$27,922	$226,543
9	1,112,420	1,112	$27,811	$254,353
10	1,107,970	1,108	$27,699	$282,053
11	1,103,539	1,104	$27,588	$309,641
12	1,099,124	1,099	$27,478	$337,119
13	1,094,728	1,095	$27,368	$364,487
14	1,090,349	1,090	$27,259	$391,746
15	1,085,988	1,086	$27,150	$418,896
16	1,081,644	1,082	$27,041	$445,937
17	1,077,317	1,077	$26,933	$472,870
18	1,073,008	1,073	$26,825	$499,695
19	1,068,716	1,069	$26,718	$526,413
20	1,064,441	1,064	$26,611	$553,024
21	1,060,183	1,060	$26,505	$579,528
22	1,055,942	1,056	$26,399	$605,927
23	1,051,719	1,052	$26,293	$632,220
24	1,047,512	1,048	$26,188	$658,408
25	1,043,322	1,043	$26,083	$684,491
Avg Annual Savings			$27,380	

*Current SREC prices reflect the PA bid price as of 6/10/26 on SRECTrade

**SREC values fluctuate depending on market conditions within PJM and the targets set by the Pennsylvania legislature through the Alternative Energy Portfolio Standard (AEPS). Lifetime estimates are based on current prices and do not account for market volatility or changes to the AEPS.

Operations and Maintenance (O&M)

	GMACC (437.3 kW)
Annual O+M Price	$4,200

Above schedule and pricing includes:

- **Annual inspection of rooftop sites** and creation of an **annual inspection report** submitted to Client
- Active monitoring through the system's remote monitoring system and online monitoring portal
- Proactive response and outreach when system errors are present and system is offline.
- **Up to five (5) in person diagnostic and repair visits, per year**.
    - During diagnostic visits, technicians will addressing any simple repair issues (taking up to 4 hrs)
- Dedicated support from a remote O+M team who can help get the system back up and running.

Additional work on an as needed basis:

- ***Service Time & Materials: $125/tech hour including on-site + 1 hour drive-time, Materials cost + 10%***
- Approval for all service and projects updating systems will be sought in writing prior to commencement

If uninterested in annual O&M plan

- No annual inspection visits or free diagnostic visits
- Remote monitoring will still be active and client can pay as needed for any service or repairs

Brecknock Elementary School

Solar Design

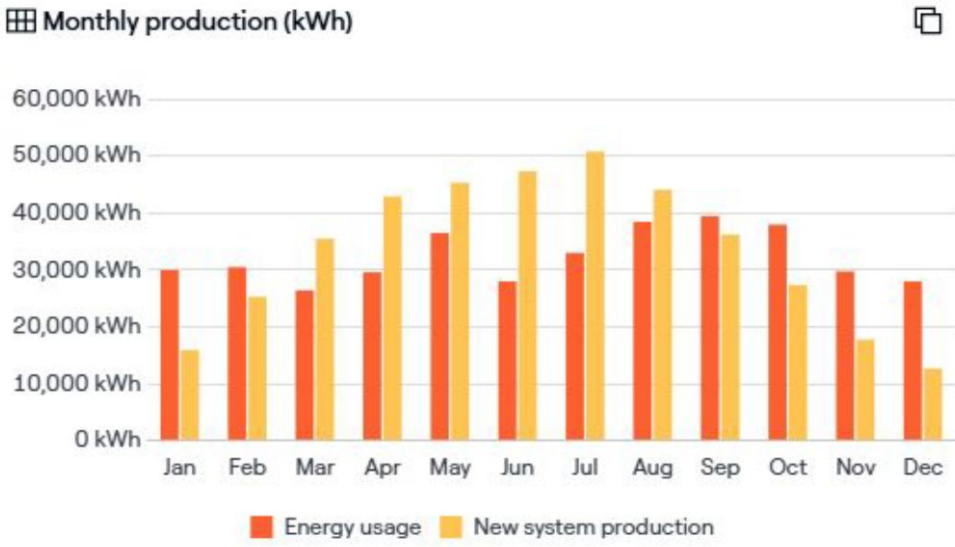
346.1 kW
103% Offset



Electricity Information

System Size	346.1 kW
Project Cost	$754,000
Price / Watt	$2.18 / W
Savings + Revenue (Yr 1)	$30,489
Lifetime Economic Impact	$1,167,067
Current kWh rate	$0.0592
Current PPA kWh rate	$0.0900
Solar kWh rate (25 yrs)	$0.0513

Panels	Annual	Offset
653	401,052 kWh	103 %



Cumru Elementary School

Solar Design

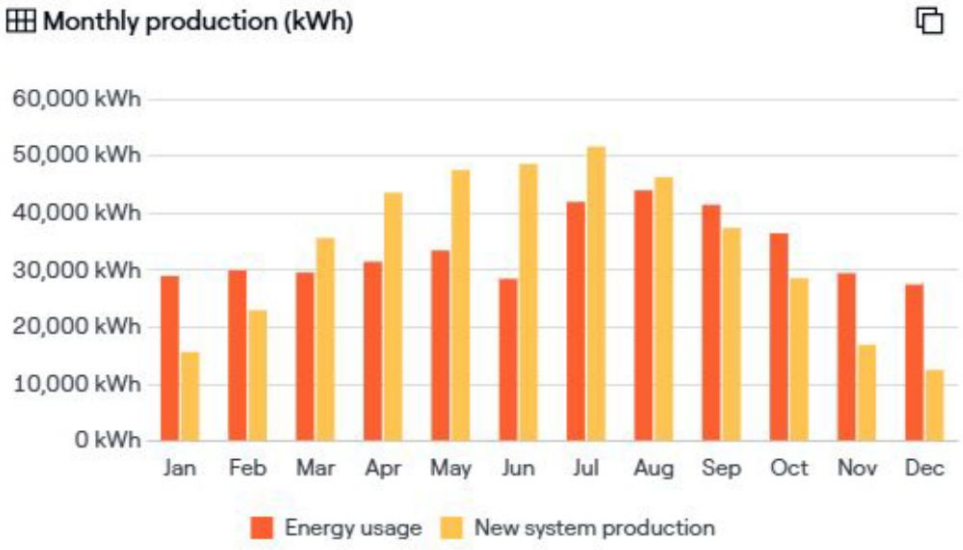
371.5 kW
101% Offset



Electricity Information

System Size	371.5 kW
Project Cost	$830,000
Price / Watt	$2.23 / W
Savings + Revenue (Yr 1)	$30,736
Lifetime Economic Impact	$1,193,968
Current kWh rate	$0.0592
Current PPA kWh rate	$0.0900
Solar kWh rate (25 yrs)	$0.0556

Panels	Annual	Offset
701	407,548 kWh	101 %



Mifflin Park Elementary School

Solar Design

175.4 kW
46% Offset



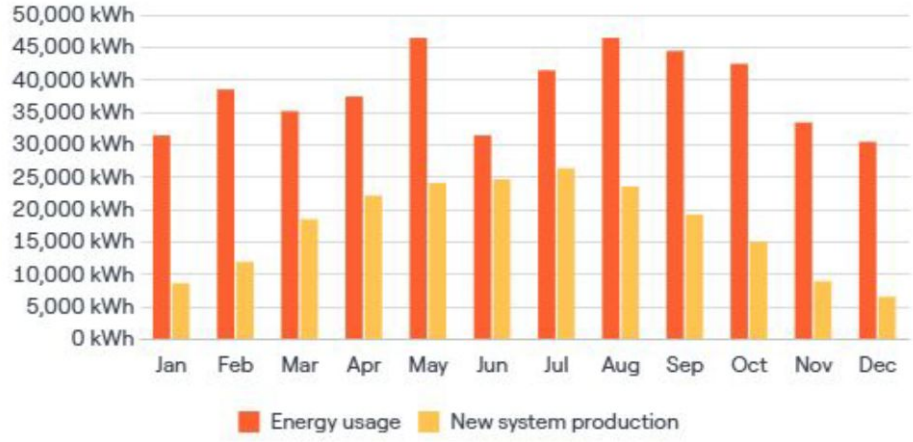
Electricity Information

System Size	175.4 kW
Project Cost	$422,000
Price / Watt	$2.41 / W
Savings + Revenue (Yr 1)	$16,019
Lifetime Economic Impact	$616,107
Current kWh rate	$0.0592
Current PPA kWh rate	$0.0900
Solar kWh rate (25 yrs)	$0.0547

Production

Panels	Annual	Offset
331	210,443 kWh	46 %

Monthly production (kWh)



Governor Mifflin Middle School

Solar Design

583.5 kW
100% Offset



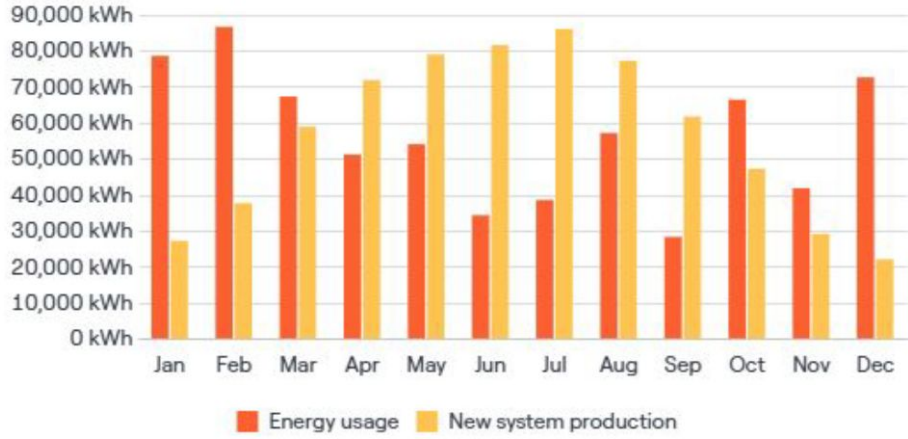
GM Middle School - Electricity Info

System Size	583.5 kW
Project Cost	$1,238,000
Price / Watt	$2.12 / W
Savings + Revenue (Yr 1)	$49,679
Lifetime Economic Impact	$1,912,238
Current kWh rate	$0.0560
Current PPA kWh rate	$0.0900
Solar kWh rate (25 yrs)	$0.0498

Production

Panels	Annual	Offset
1101	681,779 kWh	100 %

Monthly production (kWh)



Governor Mifflin Intermediate School

Solar Design

545.9 kW
49% Offset



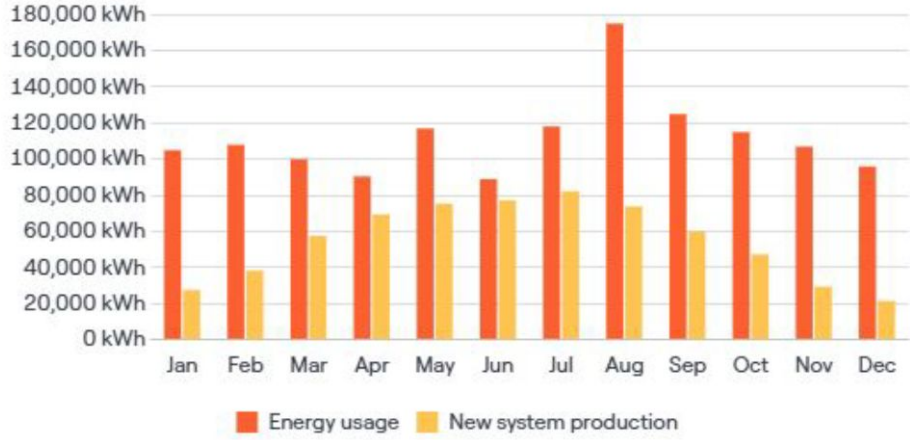
GM Intermediate School - Electricity Info

System Size	545.9 kW
Project Cost	$1,168,000
Price / Watt	$2.14 / W
Savings + Revenue (Yr 1)	$50,351
Lifetime Economic Impact	$1,931,525
Current kWh rate	$0.0592
Current PPA kWh rate	$0.0900
Solar kWh rate (25 yrs)	$0.0478

Production

Panels	Annual	Offset
1030	659,749 kWh	49 %

Monthly production (kWh)



Governor Mifflin High School

Solar Design

1.256 MW
79% Offset



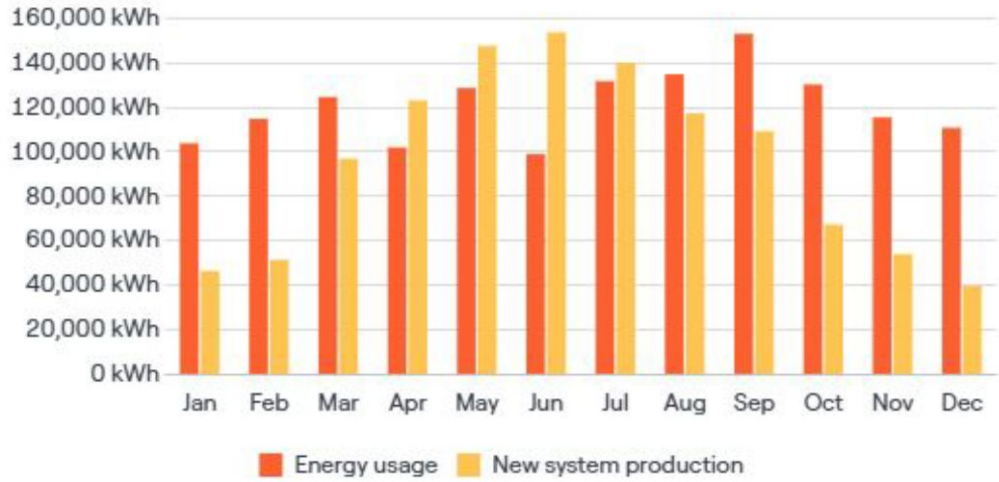
GM High School - Electricity Info

System Size	1.256 MW
Project Cost	$2,525,000
Price / Watt	$2.01 / W
Savings + Revenue (Yr 1)	$81,134
Lifetime Economic Impact	$3,221,755
Current kWh rate	$0.0560
Current PPA kWh rate	$0.0900
Solar kWh rate (25 yrs)	$0.0472

Production

Panels	Annual	Offset
2370	1,147,031 kWh	79 %

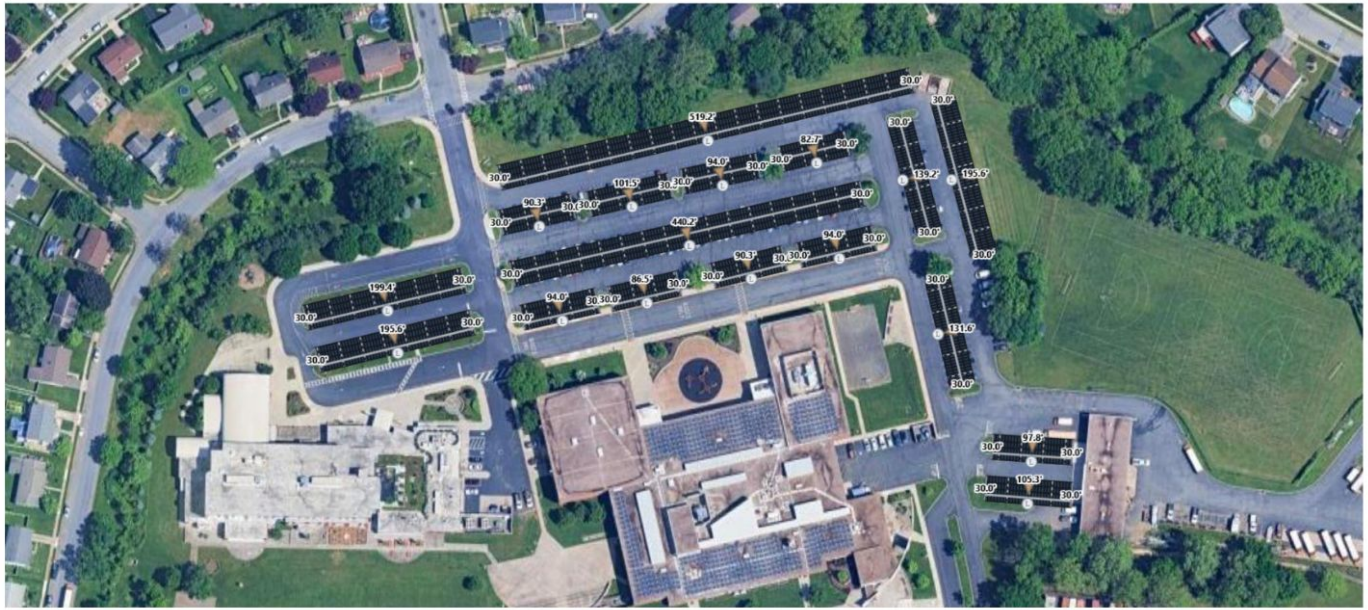
Monthly production (kWh)



Combined Lower School Carports (Mifflin Park, Intermediate, and Cumru)

Solar Design

1.759 MW
83% Offset



Electricity Information

Annual Production: 1,843,283 kWh
Lower Schools Offset: 83%

System Size	1.759 MW
Project Cost	$5,250,000
Price / Watt	$2.98 / W
Savings + Revenue (Yr 1)	$175,644
Lifetime Economic Impact	$5,396,521
Current kWh rate	$0.0592
Current PPA kWh rate	$0.0900
Solar kWh rate (25 yrs)	$0.1071



Combined Upper School Carports (Middle and High School)

Solar Design

1.874 MW
97% Offset



Electricity Information

Annual Production: 2,056,577 kWh
Upper Schools Offset: 97%

System Size	1.874 MW
Project Cost	$5,685,000
Price / Watt	$3.03 / W
Savings + Revenue (Yr 1)	$138,404
Lifetime Economic Impact	$5,716,760
Current kWh rate	$0.0592
Current PPA kWh rate	$0.0900
Solar kWh rate (25 yrs)	$0.1044



District Wide Solar Analysis

District-wide Solar Ranking

School	Cost	$ / Watt	Difficulty of Install 1-10 (Easiest to Hardest)	Possible Incentives
GMACC	$922,000	$2.11	1 - Quick easy install, no existing solar, wide open, new roofs	S4S grant + ITC
Brecknock	$754,000	$2.18	2 - Flat roofs, large continuous arrays, don't need to max out	S4S grant + ITC
Cumru	$830,000	$2.23	2 - Large roofs, roof in good condition, some HVAC obstructions	S4S grant + ITC
Mifflin Park	$422,000	$2.41	1 - Open roofs, easy install, but smaller array = higher $/W	S4S grant + ITC
Middle School	$1,238,000	$2.12	4 - Must remove existing system, good $/W, 100% offset	Max S4S grant
Intermediate School	$1,168,000	$2.14	4 - Must remove existing system, good $/W, continuous arrays	Max S4S grant
High School	$2,525,000	$2.01	5 - Must remove existing system, Huge roof, LOWEST $/W,	S4S grant (Small %)
Combined Lower Roofs	$2,420,000	$2.21	6 - Large open roofs, only remove Intermediate system, good $/W	S4S grant (Small %)
Combined Upper Roofs	$4,685,000	$2.08	7 - Must remove Middle + High systems, LOWEST $/W	S4S grant (Small %)
Lower School Carport	$5,250,000	$2.98	9 - Large carports, lots of trenched conduit, expensive install	S4S grant (Small %)
Upper School Carport	$5,685,000	$3.03	9 - Multiple parking lots, trenching, most expensive, highest $/W	S4S grant (Small %)

Rooftop Solar v. PPA

School	Utility kWh Rate	PPA kWh Rate	Solar kWh Rate*
GMACC	$0.0561 (PPL / BP)		$0.0468
Brecknock	$0.0592 (Met-Ed / Constellation)		$0.0513
Cumru	$0.0592 (Met-Ed / Constellation)		$0.0556
Mifflin Park	$0.0592 (Met-Ed / Constellation)		$0.0547
Middle School	$0.0561 (PPL / BP)	$0.0900 (UGI)	$0.0498
Intermediate	$0.0592 (Met-Ed / Constellation)	$0.0900 (UGI)	$0.0478
High School	$0.0561 (PPL / BP)	$0.0900 (UGI)	$0.0472

*Solar kWh rate is calculated using estimated solar production for 25 years divided by the Net Cost of the solar system. Net Cost is calculated with the S4S grant + Act 129 Incentive, but WITHOUT the ITC assuming that GMSD is unable to have these systems installed by Dec. 31, 2027.

Rooftop Comparative Economic Analysis

	GMACC	Brecknock	Cumru	Mifflin Park	Middle	Intermediate	High School
Solar PV Capacity (kW)	437.3 kW	346.1 kW	371.5 kW	175.4 kW	583.5 kW	545.9 kW	1.255 MW
Project Cost	**$922,000**	**$754,000**	**$830,000**	**$422,000**	**$1,238,000**	**$1,168,000**	**$2,525,000**
Price Per Watt Installed	$2.11/watt	$2.18/watt	$2.23/watt	$2.41/watt	$2.12/watt	$2.14/watt	$2.01/watt
Investment Tax Credit	$276,600	$226,200	$249,000	$126,600	$371,400	$350,400	$757,500
Solar for Schools Grant	$276,600	$226,200	$249,000	$126,600	$360,000	$350,400	$360,000
Act 129 Incentive	$53,131	$40,105	$40,755	$21,044	$68,178	$65,975	$114,867
Net Cost (w/o ITC)	**$592,269**	**$487,695**	**$540,245**	**$274,356**	**$809,822**	**$751,625**	**$2,050,133**
Net Cost (w/ ITC)	$315,669	$261,495	$291,245	$147,756	$438,422	$751,625	$1,292,633
Annual Cash Flow (Yr 1)	$41,906	$30,489	$30,736	$16,019	$49,679	$50,351	$81,134
Total Savings + Revenue	**$1,616,269**	**$1,484,843**	**$1,197,984**	**$616,107**	**$1,912,238**	**$1,931,525**	**$3,221,755**

District-wide Economic Analysis

	Combined Lower Roofs (Cumru, Mifflin Park, Intermediate)	Combined Upper Roofs (GMACC, Middle, High)	Combined Lower School Carports	Combined Upper School Carports
Total Solar PV Capacity (kW)	1.093 MW	2.275 MW	1.759 MW	1.874 MW
Project Cost	**$2,420,000**	**$4,685,000**	**$5,250,000**	**$5,685,000**
Price Per Watt Installed	$2.21/watt	$2.08/watt	$2.98/watt	$3.03/watt
Investment Tax Credit (ITC)	$0	$0	$0	$0
Solar for Schools Grant	$1,080,000	$1,080,000	$360,000	$360,000
Act 129 Incentive	$127,774	$236,176	$184,328	$205,658
Net Cost (w/o ITC)	**$1,212,226**	**$3,368,824**	**$4,705,672**	**$4,979,342**
Annual Cash Flow (Year 1)	$135,410	$219,655	$138,404	$148,683
Savings + Revenue (25 yrs)	**$3,745,616**	**$6,750,262**	**$5,396,521**	**$5,761,760**

Solar For Schools (S4S) Grant

Application Period Opened: January 26, 2026 (applications accepted on a rolling basis.)

Funding: Grant maximums shall be determined according to the following: (*MV/PI AR determined by* ***PA Dept of Ed)***

Applicant Market Value/Personal Income Aid Ratio (MV/PI AR)*	Maximum Eligible Grant Amount
MV/PI AR ≥ .7	The lesser of $600,000 or 50% of project cost
.7 > MV/PI AR ≥ .5	The lesser of $480,000 or 40% of project cost
.5 > MV/PI AR	The lesser of $360,000 or 30% of project cost

Grant Amount Determination: The MV/PI AR will determine the hard caps on the grant amount (both % of project cost and numerical amount), but the % of total cost will be determined using the estimated price in the solar assessment. If bidding ends up being higher we will reimburse up to the awarded grant amount.

e.g. If the school qualifies for 50% of project costs and the estimated cost of the system is $500k DCED would approve the grant for $250k. If bidding ends up being $600k instead, DCED will reimburse up to the $250k that was originally approved. If bidding comes in under at $400k, DCED will reimburse 50% of eligible costs, so up to $200k.

According to the PA Dept of Ed, GMSD has MV/PI AR of 0.4848 and thus is eligible for 30% or up to $360k Grant Amount

Investment Tax Credit (ITC)

Investment Tax Credit: Commercial solar systems that are placed in service after 2022 and begin construction before 2033 are eligible for a 30% ITC. There are also 10% 'Bonus Adders' for Energy Communities and Domestic Content. ENMS is not within a census tract designated as an "Energy Community." Domestic Content eligibility is contingent upon certification that equipment and materials are procured according to the applicable percentage "Domestic Content."

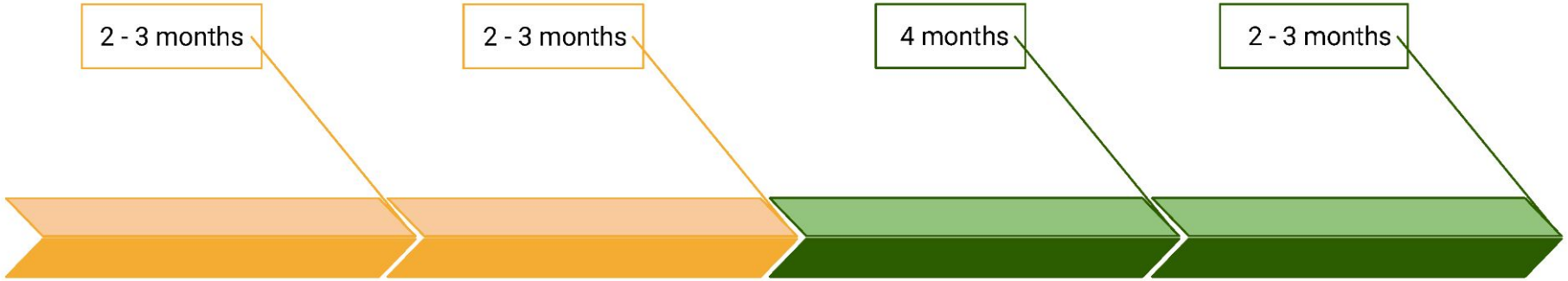
- Any entity seeking to claim the ITC must also be compliant with Foreign Entities Of Concern (FEOC) requirements imposed by the One Big Beautiful Bill Act (OBBBA).

Elective pay / "Direct Pay" makes certain clean energy tax credits effectively refundable (see Elective pay and transferability FAQs). A non-taxed commercial entity can receive the full value of the credit because the IRS treats the elective payment amount as a tax payment. The IRS counts it as overpayment on the return and refunds it to the entity.

Safe Harbor + PTO: The ITC has a "commence construction" clause, which allows entities to "safe harbor" projects under 1.5 MW AC if at least 5% of the EPC cost has been used to purchase equipment / materials prior to July 4, 2026. Projects that are "safe harbored" have 4 years to complete the project and will able to claim the tax credit until 2030.

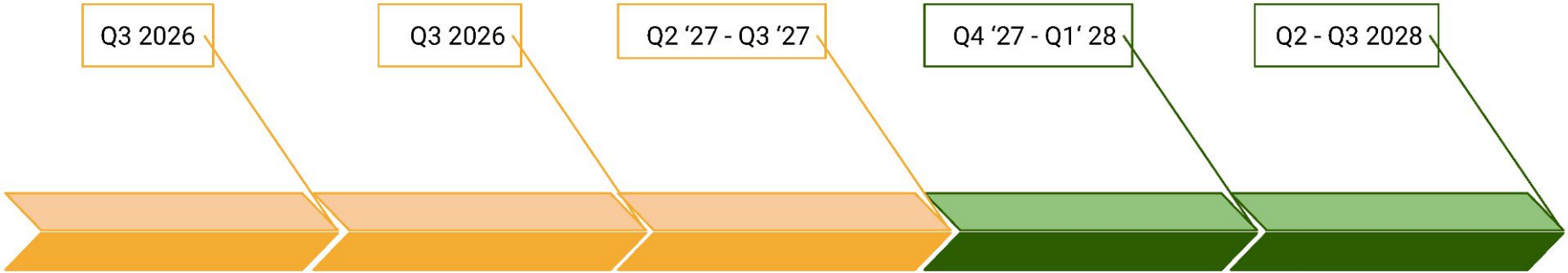
- For school districts that are unable to "commence construction" before July 4, 2026 - eligibility for the ITC will be contingent upon completing the solar installation and receiving Permission-To-Operate (PTO) from the utility by December 31, 2027.

Estimated Installation Timeline



Engineering + Permitting	Procurement	Solar Installation	Commissioning + PTO
Site Survey (In-Person + Drone)	Bulk Purchasing Solar Panels	Roof loading + Layout + Racking	Completing Installation + Inspection
Structural + Electrical Engineering	Inverters + Racking + Equipment	Panel Installation	Monitoring + SREC Registration
Building + Utility Permits	Delivery of materials	Electrical Interconnection	Permission-To-Operate (PTO)

Estimated Funding Timeline



S4S Grant Application

Submit during grant period

DCED reviews applications as they are submitted - so early applications are likely to receive funds first

S4S Grant Approval

Sign the grant agreement and commitment letter

DCED will send payment request form and instructions

Pay Installer On A Schedule

Requests for payment to DCED must be accompanied by invoices verifying costs incurred by applicant.

45 Days to process payments

Apply for IRA Incentives

Pre-Register for Direct Pay (Q4 2026)

Submit forms during tax time (after the system has been Placed-In-Service)

Receive Direct Payments

Several months after submitting tax forms to IRS - Direct Pay refunds will be issued according to eligibility for ITC and compliance with the IRA / OBBBA.

Grant Process

Items to include in Grant application

- Solar Site Assessment
- Board resolution (template in S4S guidelines)
- Letter of Support from Utility
- Describe energy usage, existing solar and energy conservation measures
- A roof assessment prepared by an engineer or qualified vendor that verifies the roof's ability to support the project
- Alternatively, a document describing ground-mounting plan (permitting and trenching)
- How this will support education - example Curriculum development plan
- Review and discuss property insurance impacts
- Draft Plan for Operations & Maintenance

RFP Process

Items to include in RFP

- Protection of roof integrity and warranties
- Provisions for performance monitoring/guarantees
- System technical specifications
- All necessary permits, inspections and interconnection with the electric utility
- Specification of a contractor required interconnection fee allowance
- Requirements for an operation and maintenance plan
- Leveraging project educational value with online data monitoring

RFP Process

Items to include in RFP

- Protection of roof integrity and warranties
- Provisions for performance monitoring/guarantees
- System technical specifications
- All necessary permits, inspections and interconnection with the electric utility
- Specification of a contractor required interconnection fee allowance
- Requirements for an operation and maintenance plan
- Leveraging project educational value with online data monitoring

QUESTIONS ?

11.2. **Resolution - Solar for Schools Program Grant Application**

Description: Requesting the Adoption of a Resolution for application to the Department of Community & Economic Development for a Solar for Schools Program grant in the amount of $276,600, to be used toward solar array at the GMACC facility, as presented

Appendix II – Authorized Official Resolution

Be it RESOLVED, that the Governor Mifflin School District, of Berks County, hereby requests a Solar for Schools Program grant in the amount of $276,600 from the Department of Community and Economic Development, to be used for solar array at its GMACC facility.

Be it FURTHER RESOLVED, that the Applicant does hereby designate Mrs. Kelly Price, CFO, and Mr. Tim Ziegler, COO, as the officials to execute all documents and agreements between the Governor Mifflin School District and the Department of Community and Economic Development, to facilitate and assist in obtaining the requested grant/loan.

I, Kelly Price, duly qualified Secretary of the Governor Mifflin Board of School Directors, Berks County, PA, hereby certify that the forgoing is a true and correct copy of a Resolution duly adopted by a majority vote of the Governor Mifflin Board of School Directors at a regular meeting held on August 17, 2026. Said Resolution has been recorded in the Minutes of the Governor Mifflin School District and remains in effect as of this date.

IN WITNESS THEREOF, I affix my hand and attach the seal of the Governor Mifflin School District this _____ day of _____, 2026.

_____
Kelly Price, CFO, Board Secretary
Governor Mifflin School District

Berks
_____
County

To: **Building Owner**

Re: **Letter of Compliance – Photovoltaic Installation on Versico Warranted Roof**

This letter outlines Versico's recommendations and requirements regarding the installation of Photovoltaic (PV) systems over a Versico-warranted roofing system. These recommendations and requirements facilitate the installation of the PV system with limited disturbance to the Versico roofing system. The determination of suitable PV technology, racking, and installation method is the responsibility of the Building Owner or its designated representative. Below are recommendations, along with conditions that may impact the Versico roofing system and warranty.

1. Determine the building's structural ability to withstand the PV system.
2. The roofing system must be protected during installation of the PV system to prevent damage. This includes staging and assembly areas, including heavily traveled areas.
3. Spray paint shall not be used to mark the layout of the PV system on the finished roof membrane. Instead, Versico recommends using crayons, which can be easily cleaned or removed.
4. Red chalk lines shall not be used, as they can permanently stain the finished membrane. Versico recommends using chalk of any color other than red.
5. To avoid PV system removal costs for the building owner, rack-supported PV systems should provide sufficient clearance, ensuring access to the roof membrane should maintenance or repairs be required.
6. Field seams that may be concealed by the PV system and challenging to access, should be overlaid by a roofing contractor authorized by Versico, using approved products, and following authorized installation procedures.
7. For non-penetrating ballasted PV racking systems, a protection course consisting of Versico's Pressure-Sensitive Molded Walkway Pads is required between the PV support system and the roofing membrane. Walkway pads of thickness and density equal or greater to those which can be provided by Versico may be used to prevent damage to the roofing membrane.
8. Non-penetrating attachment methods, relying solely on adhesive or heat welded attachment for anchoring to a thermoplastic membrane, should not be considered for direct application to the Versico roof membrane. Anchoring systems, whether used as a primary or ancillary securement method, should tie directly to a structural component of the building. Relying solely on the roof membrane attachment to secure the PV system may result in premature failure of the roof system assembly and would not be covered under the terms of the Versico Total System warranty.
9. PV laminates should not be adhered directly to the primary Versico roof membrane. Instead, PV laminates should be adhered to a compatible Versico membrane serving as a protection sheet, adhered, or welded to the primary roof membrane.
10. Walkway pads, protection pads, slip sheets and sacrificial sheets shall be of the same color as the roofing membrane.
11. Racking systems that require penetration of the roofing membrane are to be flashed in accordance with appropriate Versico published details. Flashing details must be performed by a Versico authorized roofing contractor.

Versico recommends that solar racking be anchored to the building's structure and promotes the use of Anchor Products U2400 and U3400 anchors to ensure compatibility with EPDM, TPO, PVC, and KEE HP membranes when applicable Versico flashing material is used. The seam between the solar anchor flashing and the Versico roofing system qualifies for warranty inclusion when installed by a Versico Authorized Contractor.

It is recommended that areas frequently accessed, for the purpose of operation or maintenance of the PV system, be protected by walkways installed in accordance with the Versico published application criteria. Should Versico be contacted to investigate a warranty claim or to make warranty related repairs, it is the Building Owner's responsibility to provide access to the membrane including the removal and replacement of the PV System. Only Versico brand products are covered by the Versico Warranty. Versico specifically disclaims liability, under any theory of law, for damages sustained by or caused by non-Versico brand products.

The following form lists the roofing inspections during the PV system installation to ensure continuation of the Versico Warranty. Upon completion of the roof alteration, an inspection must be scheduled and performed by a Versico Field Service Representative.

Solar Pre-Installation Form

This form must be completed by the building owner or the building owner's authorized representative prior to solar array installation. Submission of this form, along with a roof plan identifying the proposed location of the solar array, is required.

Field Assessment & Inspection Fees

For new warranted roofs, the roofing contractor must complete the final inspection for warranty, make any necessary repairs and pay any warranty fees prior to solar installation.

A roof inspection after PV system installation is required (Post Inspection). Please be advised that if the Post Inspection is not approved, warranty service will be suspended until repairs are made and a re-inspection is completed and approved by a Versico Field Service Representative.

For solar installed on a new roof (within 1 year of roof completion) the post-solar installation inspection fee will be the same as a standard re-inspection ($750). For existing roofs (older than 1 year) inspection fee is $.05 per square foot of the entire roofing system as listed on the original warranty application (minimum fee of $750). Inspection fees must be pre-paid via credit card or check prior to being scheduled.

Job #/Warranty #: _____

Building Name & Address: _____

Building Owner Contact Name (printed): _____

Phone: _____ **Email:** _____

Onsite Inspection Contact Name: _____ **Phone:** _____

Solar Company Name & Address: _____

Solar Company Contact: _____

Phone: _____ **Email:** _____

PV System Square Footage: _____

Name/Address of Versico Approved Contractor assisting: _____

Anchor/Mounting System Type:

☐ U-Anchor 2400 w/Versico Flashing ☐ U-Anchor 3400 w/Versico Flashing ☐ Other _____

Warranty Document

Upon inspection and acceptance, and payment of all fees, a warranty continuance letter will be issued by Versico to the Building Owner. The continuance letter will outline additional warranty terms and should be retained along with the original warranty for future reference.

Please feel free to contact us 877-797-8370 option 2 with questions.

Return this form via email to: PVLOC-WarrantyServices@Versico.com

Preparing for Roof-Mounted Photovoltaic Installations

A. General

Information included in this document is to be used as a guideline for consideration when a Photovoltaic (PV) system is to be installed on top of a new or an existing Versico roofing system.

A PV installation will subject the roofing assembly to extensive alteration work and an increase in rooftop traffic for the purpose of monitoring and maintaining the PV array(s). When assessing a roof assembly for a possible PV installation, consideration must be given to not only operation of the PV system, but also to the accessibility of the roofing assembly including all detail work, as well as the drainage system, in order to perform adequate inspections, maintenance and repair.

Whenever additional loads are placed on a building or modifications are made to existing roofing systems, prudent best practices mandate a comprehensive review by a licensed design professional. Prior to committing to or proceeding beyond a preliminary design of a PV system, a structural analysis by a registered Professional Engineer should be performed to ensure structural load limitations will not be exceeded.

Climatic and geological conditions, structural load limitations, module tilt, roof height, the racking/mounting method, frequency of membrane penetration, and roof slope should all be taken into consideration.

B. Design Considerations

In addition to the design considerations outlined in each of the Versico published roofing system specifications, listed below are additional design recommendations which should be considered prior to a PV system being installed on a new or an existing Versico roof.

The proposed design may be presented to Versico for assessment and specific recommendations, but at no time will Versico approve or warrant any PV system design. It is the building owner's, by its retained design professional, responsibility to ensure the roofing membrane is adequately protected during construction of the PV array and throughout the serviceable lives of both the PV and roofing systems.

1. It is Versico's recommendation that roofs expecting an immediate PV system installation and roofs being installed as 'PV ready', should specify the use of a adhered rigid insulation board, e.g. DensDeck, SECUROCK or SecurShield HD, and an adhered membrane of sufficient thickness as to match the expected warranted life of a PV system (i.e. if the PV system is expected to be in use for 30 year, install a roof system with a 30 year warranty). The use of a highly fire-resistant components is also recommended, such as PVC membranes, gypsum cover boards, and assemblies tested to meet UL Class A.

2. On projects with an existing Versico roofing membrane, membrane condition and installation details should be assessed to determine possible splice overlayment or the removal and replacement of certain membrane sections. A Roof assessment should be performed by a Versico Authorized Contractor prior to finalizing any or all upgrades/repairs to the existing roofing system.

3. Rack-supported PV systems should provide sufficient clearance, ensuring access to the roof membrane should maintenance or repairs be required.

4. When penetration of the membrane is required to secure a racking system to the roof deck or building structure beneath the roofing membrane, the use of circular steel tubing will provide the best possible flashing option and facilitate the use of pre-molded accessories. In such instances, Versico specifications and details must be followed and the flashing performed by a Versico Authorized Contractor to ensure suspension of warranty service does not occur.

5. Versico promotes the use of the Anchor Products U2400 and U3400 anchors to ensure compatibility with EPDM, TPO, PVC, and KEE HP membranes when applicable Versico flashing material is used. The seam between the solar anchor flashing membrane and the Versico roofing system qualifies for warranty inclusion when installed by a Versico Authorized Contractor.

6. Areas of the roofing membrane, which are heavily traveled during array installation and subsequent periodic maintenance, should be protected with walkway pads and/or concrete pavers. If pavers are selected, they should be used in conjunction with pedestals or sections of walkway pads, used to elevate the pavers. Refer to the appropriate Versico Spec Supplement for more information on paver installation.

7. Ballasted PV systems should utilize protection pads between the ballast trays and the roofing membrane to provide protection and facilitate drainage. A protection course shall be of sufficient construction so as to prevent contact between any component of the PV racking system and the roofing membrane for the life of the roofing system. Examples of protection courses are Versico's VersiWeld TPO Walkway Roll, Pressure-Sensitive Molded Walkway Pad or a component supplied by the racking system manufacturer. Any component supplied by the racking system manufacturer and its interaction with Versico's roofing system will not be covered under the Versico warranty.

8. Non-penetrating attachment methods, relying solely on adhesive or heat welded attachment for anchoring to a thermoplastic membrane, should not be considered for direct application to the Versico roof membrane. Anchoring systems, whether used as a primary or ancillary securement method, should tie directly to a structural component of the building. Relying solely on the roof membrane attachment to secure the PV system may result in premature failure of the roof system assembly and would not be covered under the terms of the Versico Total System warranty.

9. PV laminates should not be adhered directly to the primary Versico roof membrane. Instead, PV laminates should be adhered to a compatible Versico membrane serving as a protection sheet, adhered, or welded to the primary roof membrane.

10. In order to minimize interruptions to a PV system's production, it is strongly recommended to position the array(s) so that field seams and penetrations are accessible for roofing inspections, maintenance and repair. When not feasible, all existing seams should be overlaid (stripped in) with pressure-sensitive flashing or other acceptable flashing details approved by Versico.

C. Warranty Inspections

1. All roofing and flashing work shall be completed by a Versico Authorized Contractor and must be performed inaccordance with Versico specifications or previously issued roof assessment reports written by a Versico FSR.

2. Upon completion of the work, and notification by a Versico Authorized Contractor, an inspection will be performed by Versico to assess the work performed. Upon inspection and acceptance, and payment of all fees, a warranty continuance letter will be issued by Versico to the Building Owner. The continuance letter will outline additional warranty terms and should be retained along with the original warranty for future reference.

3. All field inspections are conducted by Versico for a fee. Should multiple inspections be required, a fee will be charged for each occurrence.
   - For new roofs the inspection fee will be equivalent to a standard "re-inspect fee", typically $750 per inspection, and must be paid prior to the inspection.
   - For existing warranted roofs, the inspection fee will be $.05 per square foot based on warranted square footage ($750 minimum) and must be paid prior to the inspection.

D. Warranties

Installation of a PV system will subject the roofing membrane to excessive traffic during installation, operation, and maintenance of the PV array(s). Access for membrane repairs may require the dismantling of panels and/or the removal of modules; therefore, it is important to enhance the membrane system durability to minimize the potential for damage or the probability of leaks.

For new or existing projects, the Versico roof system warranty will only cover deficiencies in Versico-supplied material or labor performed by the Versico Authorized Contractor associated with the installation of those materials.

1. Damages to the roofing system resulting from PV operation or maintenance are beyond the coverage of any new or existing Versico warranty.

2. Should the dismantling of panels and/or the removal of modules be required to complete repairs covered by the membrane system warranty, costs associated with removal and replacement and any increase in repair costs due to limited access shall be the owner's responsibility and are not covered by the warranty. Owner shall be responsible for all costs associated with any loss of power generation in the event that removal of a solar array is required to repair the roofing system.

E. Quality Assurance

The building owner, by its designated design professional should coordinate through the Authority Having Jurisdiction (AHJ) to ensure compliance with all applicable codes.

When selecting a PV system, the PV module manufacturer should be consulted to verify that the use of their product will not adversely impact the fire code classification of the roof assembly.

F. Cautions & Warnings

Please note that this list is not an exhaustive one:

1. Areas designated for staging of roofing or restoration materials and PV array components prior to construction must be protected to prevent damage to the membrane or the insulation below.

2. Maximum distributed, lateral and point loads should be determined by the building owner or his/her design professional to avoid exceeding the maximum compressive strength of the roofing assembly or the maximum loads for which the structure is designed.

3. Coordination between various trades (Versico Authorized Contractor and PV system installer/electrician) is essential to minimize delays, avoid unnecessary rooftop traffic over/through completed sections, prevent excessive soiling of highly reflective membranes and avert possible physical damage to the roofing membrane.

4. On new or existing membrane installations, attachment of slip-sheets, walkway pads, sacrificial sheets and all necessary flashings/terminations or modification to the roofing assembly must be performed by a Versico Authorized Contractor. Failure to comply will result in negating the issuance of a membrane system warranty or suspension of all warranty service to existing warranties.

5. Non-penetrating attachment methods, relying solely on adhesive or heat welded attachment for anchoring to a thermoplastic membrane, should not be considered for direct application to the Carlisle roof membrane. Anchoring systems, whether used as a primary or ancillary securement method, should tie directly to a structural component of the building. Relying solely on the roof membrane attachment to secure the PV system may result in premature failure of the roof system assembly and would not be covered under the terms of the Carlisle Total System warranty.

6. Walkway pads, protection pads, slip sheets and sacrificial sheets shall be of the same color as the roofing membrane.

7. Versico will not warrant or approve the integrity, installation or performance of any PV system or PV system component.

Solar for Schools Grant Program

PROGRAM GUIDELINES
January 2026

Pennsylvania
Department of Community
& Economic Development



Commonwealth of Pennsylvania
Josh Shapiro, Governor

PA Department of Community & Economic Development
dced.pa.gov

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Section I – Statement of Purpose

The **Solar for Schools Grant Program** ("Program") is established pursuant to the act of July 17, 2024 (P.L.813, No. 68) known as the Solar for Schools Act. This program seeks to reduce the cost of implementing solar energy systems into schools across the Commonwealth. In order to accomplish this goal, the Department of Community and Economic Development ("DCED" or "Department") has established a grant program that school districts, intermediate units, charter schools including cyber, regional, and a school for education of the deaf or the blind, area career and technical schools, specific trade and technical schools, and community colleges can use to fund solar energy projects. These grants will aid in the purchase and installation of equipment, permit fees, energy storage, and utility interconnection.

Section II – Definitions

For evaluating projects under this program, the following definitions apply:

1. **Qualified Provider –** A person or business that is capable of evaluating, recommending, designing, implementing and installing a solar energy project. An entity will be considered a qualified provider if they employ at least one qualified employee. A qualified employee is one who meets or exceeds one of the following requirements:

    a. Is certified by North American Board of Certified Energy Practitioners (NABCEP), International Brotherhood of Electrical Workers (IBEW), National Electrical Contractors Association (NECA), National Association of Energy Service Companies (NAESCO), Institute for Sustainable Power Quality (ISPQ), or Interstate Renewable Energy Council (IREC); or

    b. Has successfully installed a minimum of three PV or solar thermal systems.

2. **Solar Facility Site Assessment –** An evaluation of a school facility performed by a qualified provider to ascertain whether a school facility is capable of supporting a solar energy project and estimates of the amounts by which an eligible applicant's energy or operating costs will be reduced by a solar energy project. **Please note, if an Eligible Applicant is awarded grant funds, they may not contract with the qualified provider who completed the Solar Facility Site Assessment to complete the Solar Energy Project.** This assessment should include the following at a minimum:

    a. **Proposed location of the Solar System –** Including the location and square footage of the proposed solar array relative to the size of the building.

    b. **Orientation of proposed Solar System Location –** Assessment should list the orientations of the array in degrees. If proposed array will be located on a roof, list the inclination of the same roof in degrees.

    c. **Solar Shading Study –** This study should outline the permanent and seasonal shading of the proposed array location using an industry-accepted sun path tool.

    d. **Cash Flow Analysis –** A financial analysis based on estimated costs of installation, price of electricity, available tax credits/bonuses, incentives, and available grants. The analysis should include the estimated cost of purchase, the annual and 25-year estimated electrical savings based on current electrical costs and estimated future utility rates, cost to purchase solar with the relevant Inflation Reduction Act tax credits/direct pay options, and other possible funding sources.

e. **Cost Estimate –** The estimated overall cost of the solar project.

f. **Maintenance and Operation Plan –** Develop a brief plan that details planned and required long term maintenance to ensure the operation of the Solar System.

3. **School Facility –** An educational building and surrounding premises owned by an eligible applicant.

4. **Solar Energy Project –** A project at a school facility related to photovoltaic or solar thermal devices that convert, transfer, or store solar energy in or into usable forms of thermal or electric energy.

Section III – Eligibility

A. Eligible Applicants for Grants

Any of the following entities may apply for a grant under the Solar for Schools Grant Program:

1. A school entity as defined in the act of March 10, 1949 (P.L.30, No.14), known as the Public School Code of 1949, including:

   a. School District

   b. Intermediate Unit

   c. Area Career and Technical School

   d. Charter School

   e. Cyber Charter School

   f. Regional Charter School

2. A Chartered School for the Education of the Deaf or Blind

3. A Community College

4. The Thaddeus Stevens College of Technology

5. The Pennsylvania College of Technology

B. Eligible Projects

Funds may be used for the eligible types of projects listed below subject to the approval of the Department:

1. **Solar Energy Project –** A project at a school facility related to photovoltaic or solar thermal devices that convert, transfer or store solar energy in or into usable forms of thermal or electric energy. In order to qualify for the program, the project must undergo a successful Solar Facility Site Assessment.

C. Eligible Uses of Grant Funds

1. Grant Funds may be used for the costs outlined below that are directly related to the Solar Energy Project:

   a. Purchase and installation of equipment.

   b. Energy storage costs directly related to the storage of electricity produced by the solar energy system.

   c. Related engineering, design, and inspection costs. (Not to exceed 10% of the grant amount.)

   d. Site preparation for ground mounted systems.

   e. Administrative costs, permit fees, legal costs, and expenses for other professional services. (Not to exceed 2% of the grant amount.)

   f. Any other costs associated with the Solar Energy Project, at the discretion of the Department.

Ineligible expenses include, but are not limited to, fees for securing other financing, interest charges on borrowed funds, Power Purchase Agreement (PPA), unpaid taxes or municipal liens, and costs incurred prior to the approval of the grant and/or loan. Additionally, program funds may not be used to procure lobbying services or pay fines or reparations resulting from lawsuits, citations, or regulatory actions.

Section IV – Program Requirements

A. Applicant Cost Share Requirements

Grant maximums shall be determined according to the following:

Applicant Market Value/ Personal Income Aid Ratio (MV/PI AR)*	**Maximum Eligible Grant Amount**
MV/PI AR ≥ .7	The lesser of $600,000 or 50% of project cost
.7 > MV/PI AR ≥ .5	The lesser of $480,000 or 40% of project cost
.5 > MV/PI AR	The lesser of $360,000 or 30% of project cost

* MV/PI AR amounts determined by Pennsylvania Department of Education. Grant maximums for any entity that is not assigned an MV/PI AR will be based on the ratio of the school district where their project site is located.

B. Transfer of Property

If a grantee that received a grant under the program sells, transfers, or conveys the school facility where the energy project is located within 20 years of the award of the grant, the grantee must notify the Department and provide a contractual agreement between the grantee and the proceeding owner. The proceeding owner must then reimburse the Department a portion of the grant award based on the number of years that have transpired since the award of the grant. This requirement will survive the expiration of the grant agreement.

C. Other Requirements

1. **Conflict of Interest Provision**
   An officer, director, or employee of an applicant who is a party to or has a private interest in a project shall disclose the nature and extent of the interest to the governing body of the applicant and may not vote on action of the applicant concerning the project, nor participate in the deliberations of the applicant concerning the project.

2. **Nondiscrimination**
   No assistance shall be awarded to an applicant under this program unless the applicant certifies that the applicant shall not discriminate against any employee or against any person seeking employment by reason of race, gender, creed, color, sexual orientation, gender identity or expression, or in violation of the Pennsylvania Human Relations Act, which prohibits discrimination on the basis of race, color, religious creed, ancestry, age, sex, national origin, handicap or disability, or in violation of any applicable federal laws. All contracts for work to be paid with grant funds must contain the Commonwealth's official nondiscrimination clause.

3. **Project Records**
   The applicant must maintain full and accurate records with respect to the project and must ensure adequate control over related parties in the project. The program office requires access to such records, as well as the ability to inspect all work, invoices, materials, and other relevant records at reasonable times and places. Upon request of the program office, the applicant must furnish all data, reports, contracts, documents, and other information relevant to the project.

4. **Pennsylvania Prevailing Wage Act**
   If a grant is awarded to an eligible applicant for the construction, rehabilitation, renovation or site work on a school facility, the eligible applicant shall ensure that all contractors and subcontractors engaged during the on-site construction, renovation, rehabilitation, reconstruction, demolition, alteration and repair work, other than maintenance work, on any segment of work at the school facility pay to their workers not less than the prevailing minimum wage and benefit rates for all crafts or classifications, as determined by the Department of Labor and Industry under the act of August 15, 1961 (P.L.987, No.442), known as the Pennsylvania Prevailing Wage Act.

5. **Certification of Expenses**
   The applicant shall sign a payment request form certifying that the expenses were incurred and were in accordance with the scope of work approved by DCED. In lieu of a formal project audit and prior to final closeout of the agreement, the applicant shall be required to complete a Closeout Report and submit copies of all canceled checks verifying the expenditure of the proceeds. Bank statements may also be submitted if electronic payment of the expenditure occurred.

6. **Bidding Requirements**

   a. Applicants must comply with all applicable federal, state, and local laws and regulations dealing with bidding and procurement.

   b. Under this program an eligible applicant may choose to use the bidding procedures defined under either the Separations Act or Guaranteed Energy Savings Act (GESA).

   c. If using the Separations Act the project must bid out plumbing, heating, ventilating, and electrical work separately.

7. **Guideline Provisions**
   The Solar for Schools guideline provisions may be modified or waived by the Department unless otherwise required by law.

Section V – Grants

1. Grants shall not exceed the maximums established in Section IV.
2. Commencement of work prior to receiving Department approval will result in the project being ineligible for consideration.
3. To be eligible for reimbursement, project costs must be incurred within the time frame established by the grant agreement.
4. Applicants will be split into the following three regions:
    a. **Region1:** Allegheny, Armstrong, Beaver, Bedford, Blair, Butler, Cambria, Cameron, Centre, Clarion, Clearfield, Clinton, Crawford, Cumberland, Elk, Erie, Fayette, Forest, Franklin, Fulton, Greene, Huntingdon, Indiana, Jefferson, Lawrence, McKean, Mercer, Potter, Somerset, Venango, Warren, Washington, and Westmoreland.
    b. **Region 2:** Adams, Bradford, Berks, Carbon, Columbia, Dauphin, Juniata, Lackawanna, Lancaster, Lebanon, Lehigh, Luzerne, Lycoming, Mifflin, Monroe, Montour, Northampton, Northumberland, Perry, Pike, Schuylkill, Snyder, Sullivan, Susquehanna, Tioga, Union, Wayne, Wyoming, and York.
    c. **Region 3:** Bucks, Chester, Delaware, Montgomery, and Philadelphia.

Section VI – Application Requirements

To apply for funding, the applicant must submit the electronic online PA Department of Community and Economic Development Single Application for Assistance located at grants.pa.gov. Required supplemental information outlined in Appendix I of these guidelines must be attached electronically to the application as directed on the Addenda tab. For technical inquiries regarding the submission of the online application, contact the Customer Service Center at (800) 379-7448 or (717) 787-3405.

Section VII – Application Evaluation

Projects will be competitively evaluated. Evaluation may consider:

1. The location of the proposed solar project. Funding shall be awarded evenly across the three regions defined in Section V.
2. Feasibility of the proposed development.
3. Proposed timeframe for commencement and completion of the project.
4. Amount of solar energy projected to be produced relative to the existing energy usage at the school facility.
5. Whether the equipment related to the Solar Energy Project is being produced or manufactured in the United States. Equipment shall be considered produced or manufactured in the United States if at least 75% of the articles, materials and supplies are produced or manufactured in the United States if available.

6. Whether the applicant is within 50 miles of a coal powered electric generation plant that has closed.
7. Whether the project proposed to be funded is authorized under this program.
8. The Applicant's successful completion of the application, including any additional material or information requested by the Department.
9. The capital efficiency of the project.
10. Project readiness, how soon the project can commence.
11. Whether the eligible applicant is seeking funding under the Inflation Reduction Act.
12. Whether the eligible applicant qualifies for the Low-Income Communities Bonus Credit Program established under the Inflation Reduction Act.
13. Whether the eligible applicant has an educational plan incorporating the completed solar project.

Section VIII – Procedures for Accessing Funds

Upon final approval of an application by DCED, a grant agreement and commitment letter will be electronically issued by DCED to the applicant explaining the terms and conditions of the grant. The recipient must provide the names, titles, and e-mail addresses for two authorized individuals to receive and electronically sign the grant agreement. The grant agreement must be electronically signed and returned to DCED within 30 days of the date of the commitment letter or the offer may be withdrawn by DCED.

One fully executed copy of the grant agreement will be returned to the applicant with a payment request form and instructions for requesting payment. Requests for payment must be submitted to the Department on the payment request form provided by the Department and must be accompanied by invoices and/or other documentation verifying costs incurred by the applicant. Properly submitted payment request forms require at least 45 days for processing and payment issuance. All payment requests must be signed by two officials of the applicant.

Section IX – Program Inquiries

Program inquiries should be directed to:

PA Department of Community and Economic Development
Office of Business Finance and Workforce Development – CFA Programs Division
Solar for Schools Program
Commonwealth Keystone Building
400 North Street, 4th Floor
Harrisburg, PA 17120-0225

Telephone: (717) 787-6245
Fax (717) 772-3581
E-mail: ra-dcedsitedvpt@pa.gov

Appendix I – Supplemental Information

In addition to completing the Department of Community and Economic Development Single Application for Assistance, please include the following items when applying for the Solar for Schools Grant Program:

Exhibit 1: Project Description
Provide a description of the project which discusses the following:

- a description of the project;
- specific location of the project area;
- current owner of the project site;
- information that demonstrates the school's readiness to implement the project, including, but not limited to the availability of the site on which the solar energy system is to be installed and the level of the school's engagement with the utility providing electric service to the school building on which the energy system is to be installed on issues relevant to the implantation of the project, including metering and other issues;
- description of how the project will reduce the school's reliance on conventional energy resources;
- estimated energy benefits, both energy generated and/or anticipated conventional energy displaced by the project and the method used to reach the estimates of each, including KWh generated, KWh saved, or peak KW saved;
- whether the applicant intends to use domestic equipment for the solar energy project; and
- estimated start and end dates of site preparation and installation.

Exhibit 2: Other Funds
Must provide funding commitment letters from all other project funding sources.

- Funding commitments from the applicant must be signed and dated (indicating the amount of funds being committed).
- Funding Commitments or term sheets provided by lending institutions must include the term, rate, and collateral conditions, and must be signed and dated.

Exhibit 3: Solar Curriculum
A brief description of the school's plan, if any, to make the solar system serve as a visible learning tool for students, teachers, and visitors to the school, including how the solar energy system may be integrated into the school's curriculum and provisions for real-time monitoring of the solar energy system performance for display in a prominent location within the school or on-demand in the classroom.

Exhibit 4: Map
A color-coded map or plot plan detailing the location of the project and planned area for the solar installation. The plot plan detail should include the project area to be built and the location of the project with the property footprint. For rooftop solar energy generation projects, please include the building's total roof area, location of the planned placement of the project and the height of the building. The map or plot plan should be overlaid with the corresponding zoning of the project area.

Exhibit 5: Solar Facility Site Assessment
A signed, comprehensive report of the Solar Facility Site Assessment conducted by a qualified provider as defined in Section II. **Please note, if an Eligible Applicant is awarded grant funds, they may not contract with the qualified provider who completed the Solar Facility Site Assessment to complete the Solar Energy Project.**

Exhibit 6: Roof Assessment for Roof Mounted Solar Projects
An assessment of the proposed project roof prepared by an engineer or qualified vendor that verifies the roof's ability to support the project.

Exhibit 7: Resolution
Provide a resolution duly adopted by the applicant's governing board formally requesting the grant, designating two officials to execute all documents, briefly describing the solar project scope, and identifying the grant amount (see Appendix II for a Sample Resolution).

Exhibit 8: Planning Letter
For ground mounted systems, please provide a letter from the appropriate planning agency certifying that the proposed project is in compliance with the comprehensive land use plans and zoning and subdivision codes.

Exhibit 9: Utility Letter of Support
Provide a Letter or documentation from the electric utility indicating the school has spoken with the electric utility. Contents of the Letter may include information about the existing rate structure and any potential change to the rate structure from implementing Solar on the school.

Exhibit 10: Low-Income Communities Bonus Credit Program Qualification
If applicable, provide proof of qualification for the Low-Income Communities Bonus Credit Program established under the Inflation Reduction Act.

Appendix II – Authorized Official Resolution

Be it RESOLVED, that the _____ (Name of Applicant) of _____ (Name of County) hereby request a Solar for Schools Program grant of $_____ from the Department of Community and Economic Development to be used for _____.

Be it FURTHER RESOLVED, that the Applicant does hereby designate _____ (Name and Title) and _____ (Name and Title) as the official(s) to execute all documents and agreements between the _____ (Name of Applicant) and the Department of Community and Economic Development to facilitate and assist in obtaining the requested grant/loan.

I, _____, duly qualified Secretary of the (Name of Applicant), _____ (Name of County), PA, hereby certify that the forgoing is a true and correct copy of a Resolution duly adopted by a majority vote of the _____ (Governing Body) at a regular meeting held _____ (Date) and said Resolution has been recorded in the Minutes of the _____ (Applicant) and remains in effect as of this date.

IN WITNESS THEREOF, I affix my hand and attach the seal of the _____ (Applicant), this _____ day of _____, 20__.

_____
Name of Applicant

_____
County

11.3. **Middle School Change Order MC-PCO-99170**

Description: Requesting Ratification for Middle School Change Order MC-PCO-99170 - supply duct materials for Middle School STEAM rooms 112 and 113 corridor HVAC; GM district personnel to perform installations; cost of $1,715.10 to be paid from the Construction Fund, as presented

Governor Mifflin School District Renovations

Job# 197-24

Potential Change Order Summary (Prime Contractor)

Date: 7/28/2026

PCO No.: 99170

PCO Description: Duct for steam rooms installed by GMSD

Prime Contractor	Prime RFCO Number	RFI / ASI Number	Date Received	Description		Proposed Amount
Myco	PCO-09		7/20/2026	Supply materials for steam room. Installation by GMSD		$ 1,715.10
						$ -
						$ -
						$ -
						$ -
						$ -
						$ -
						$ -
						$ -
				Subtotal		$ 1,715.10

GRAND TOTAL $ 1,715.10

If approved, this change will add an additional 0.00 calendar days to the Contract Time.

☐ The Prime Contractors listed above have proceeded with the revised work as directed and therefore requests your prompt acceptance of this proposal. Please acknowledge your acceptance of this proposal by signing and returning a copy to us for our records.

☒ The Prime Contractors listed above have NOT proceeded with this work and will only proceed upon written approval of this proposal. Please acknowledge your acceptance of this proposal by signing and returning a copy to us for our records.

Submitted By: Benjamin Ross

Benjamin Ross, Sr. Project Manager

Owner: ☐ Approved ☐ Rejected

☐ Approved As Noted

Owner Name: Owner Signature:

PROPOSAL NOTES/COMMENTS:

1. The Prime Contractors may request additional compensation, and/or a future time extension, which, in the future, may be justified as the result of this change order's unforeseeable cumulative effect with other change orders.
2. Please refer to any additional qualifications on the attached proposals / backup included from the respective Prime Contractors.

MYCO MECHANICAL

PROPOSED CHANGE ORDER REQUEST

Project:	Governor Mifflin HS/MS HVAC
Description:	**Duct for Steam rooms installed by GMSD**
PCO #:	**9**

COST BREAKDOWN

LABOR COST

Classification	Certified Payroll Base Rate *	Fringe Benefits (as defined by L&I) *	Total Hourly Rate	Hours		Total
Project Manager	$250.00		$250.00	2		$500.00
Superintendant	$65.65	$43.09	$108.74			$0.00
Foreman	$63.65	$43.09	$106.74			$0.00
Pipe Fitter	$59.65	$43.09	$102.74			$0.00
Sheet Metal	$43.09	$43.14	$86.23			$0.00
Plumber	$54.28	$35.26	$89.54			$0.00
Equipment Operator			$0.00			$0.00
Laborer			$0.00			$0.00
Truck Driver	$65.00		$65.00			$0.00
Service Technician			$0.00			$0.00
CAD Detailer	$200.00		$200.00			$0.00
			$0.00			$0.00
			$0.00			$0.00
			$0.00			$0.00
				Sub-Total		**$500.00**

On Base Labor Rate ONLY

Social Security @	6.20%	$31.00
Medicare @	1.45%	$7.25
Unemployment @	10.96%	$54.82
Workmans Compensation @	8.38%	$41.90
Public Liability Insurance @	5.01%	$25.05
	Sub-Total	**$160.02**
** Labor Markup	15.00%	$99.00
	TOTAL LABOR	**$759.02**

MATERIAL COST (attach material list if necessary, insert totals as shown)

Item	Quantity	Unit Cost	Sub Total	Tax	Total Cost
Duct hanger			$0.00	6.00%	$0.00
Duct work	1	$750.00	$750.00	6.00%	$795.00
GRD's	1		$0.00	6.00%	$0.00
			$0.00		$0.00
			Sub-Total		**$795.00**
** Material Markup	15.00%				$119.25
	MATERIAL TOTAL				**$914.25**

EQUIPMENT COST (equipment cost for owned equipment (depreciation, insurance, etc.) or documentation supporting lease of equipment)

Classification	Hour Rate	Hours		Total Cost
				$0.00
				$0.00
			Sub-Total	**$0.00**
** Equipment Markup	10.00%			$0.00
	EQUIPMENT TOTAL			**$0.00**

SUBCONTRACT COST (see attached cost breakdown sheet)

Classification	Hour Rate	Hours		Total Cost
			Sub-Total	**$0.00**
Exclusions:		** Subcontract Markup	5.00%	$0.00
		SUBCONTRACT TOTAL		**$0.00**

Balancing for new GRD's
Any quality control for duct in corridor going to new GRD"s by others

SUBTOTAL		**$1,673.27**
Bond	2.50%	**41.83**
TOTAL		**$1,715.10**

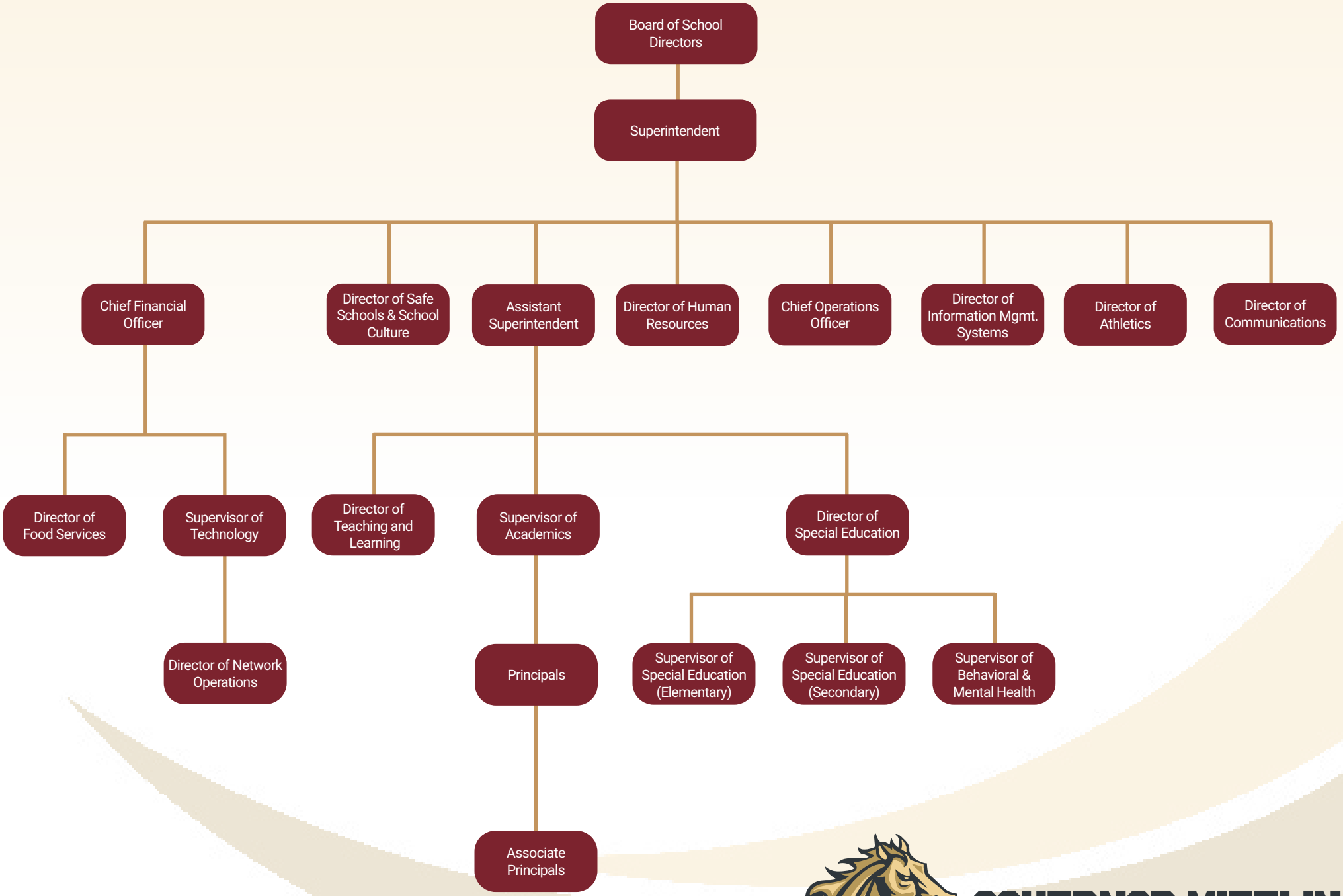
An additional __0____ day(s) will be required on contract time for this proposal.
Prices are subject to change if not accepted within 30 day(s).

Submitted By ***Kody Hall***	Date 7/20/26	Accepted By:	Date

12. **Policy**

12.1. **Second Reading of Policy Revisions**

Description: Requesting Approval for a Second Reading of Policy revisions, as presented
008-A Organizational Chart
217.1 Student Acceleration
613 Cooperative Purchasing
707 Use of School Facilities
707.1 Use of Stadium
707.2 Use of School Communication System (Retiring)
707.3 Use of Tennis Courts
716 Integrated Pest Management



GOVERNOR MIFFLIN SCHOOL DISTRICT

ORGANIZATIONAL CHART

GOVERNOR MIFFLIN SCHOOL DISTRICT

SECTION: PUPILS

TITLE: STUDENT ACCELERATION

ADOPTED: November 21, 2005

REVISED: October 18, 2021
First Reading: July 20, 2026
Second Reading: August 17, 2026

217.1. STUDENT ACCELERATION

Purpose	The Governor Mifflin School District's mission is to educate, inspire, and empower every student, every day. To satisfy this mission, some students may require acceleration. Further, the state gifted education regulations provide that a gifted student's education placement must provide opportunities to participate in acceleration or enrichment, or both, as appropriate to the student's needs. The premise of acceleration is that the educational placement of a student should match the mastery level of the student rather than the student's age. Acceleration may take many forms such as subject acceleration, dual enrollment, advance placement courses, whole-grade acceleration, and self-paced instruction. The purpose of this policy is to state the district's general policy with respect to acceleration and its application in certain specific circumstances.
Authority	Districts are not only required to consider educational acceleration of academically gifted and talented students, but acceleration has been found to be highly beneficial to all students whose academic levels are significantly advanced as compared to their chronological peers. In rare circumstances, acceleration is required where the student's performance is such that enrichment cannot meet the student's gifted needs.
Definitions	**Enrichment:** refers to the presentation of content with more depth, breadth, complexity, or abstractness than is otherwise offered within the general curriculum. **Multidisciplinary Team (MDT):** refers to a group of qualified professionals from various specialties who collaborate to evaluate a student, determine their eligibility for special education services, and ensure holistic educational support **Subject Acceleration:** refers to a student bypassing the usual progression of the PDE grade level standards in one (1) subject area (Math or ELA only). Once accelerated, the students will be expected to progress at the regular instructional pace in the accelerated subject area. The student will be expected to progress at or above the regular instructional pace through the remaining non accelerated subject areas.

	Whole Grade Acceleration: refers to a student child who demonstrates the potential and developmental readiness to profit from and be successful in the grade level advancement experience. Students who are eligible MUST demonstrate ABOVE age appropriate functioning in ALL areas to be considered a candidate. **High School Student Acceleration of Graduation Credits and/or through College Credit Attainment:** refers to educational opportunities that allow high school students to complete coursework that earns both high school and college credit simultaneously, enabling the student to progress more quickly toward postsecondary education and career goals. These acceleration pathways may include dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), concurrent enrollment, articulated credit programs, or early college experiences. With the exception of those courses in which students must demonstrate proficiency through the Keystone Examinations (Algebra I, Biology, Literature/English 10), students may be permitted to accelerate the completion of academic requirements for graduation by pursuing coursework during the summer or during the school year at their own expense. The purpose of college credit attainment is to increase academic rigor, expand access to postsecondary opportunities, reduce the time and cost required to earn a college degree or credential, and better prepare students for success after graduation. Grades earned through college coursework or outside the dual enrollment credits offered through the district will not be utilized for the purposes of computing grade point average or class rank. The parent/guardian of the student would be responsible for all tuition/fees and transportation.
Guidelines	Learners shall be placed in an appropriate setting, as determined by the Superintendent or designee, where the pace and demands presented to them are appropriate and commensurate to their abilities insofar as enrichment, differentiation, modifications have been exhausted and are therefore insufficient to meet the needs of the learner. While acceleration should be rare, it is appropriate for certain students who have consistently demonstrated academic skills that exceed what can be reasonably implemented within the learning environment of their chronological peers. Any student for whom subject acceleration is granted is considered on a trial period for one (1) grading period. During this time, the student is expected to maintain at least an eighty-five percent (85%) grade. If a student fails to do this, a conference will be scheduled with the teacher, parent/guardian, principal, counselor, and student to discuss the student's placement options. If the Multidisciplinary Team (MDT) determines that the student needs to be reassigned to the level prior to the subject acceleration, no penalty will occur.

	Instruction for subject acceleration will occur in the classroom where the actual academic course is traditionally taught to students taking that particular course. For students in grades 9-12, graduation requirements will not be waived. A student may exercise other educational options to complete graduation requirements such as enrollment in Advanced Placement courses approved by the College Board or dual enrollment courses subject to administrative approval and meeting necessary prerequisites as outlined in the Program of Studies. Prior to enrollment, the high school principal must approve coursework and be directly related to the fulfillment of the district's graduation requirements. The curricular objectives of the course, where appropriate, should reflect the Common Core State Standards and be closely aligned to the curriculum of the course that the student would normally pursue in the district. Coursework completed through a college or university must be accepted by the college or university for credit toward fulfilling college-level requirements. The parent/guardian of the student would be responsible for all tuition/fees and transportation. Students pursuing coursework at a college or university must schedule their classes around their high school program. The high school schedule will not be modified to accommodate college/university courses. This may also apply to trade schools, such as local Career & Technology Centers. A grade of "C" or better must be attained to receive credit toward graduation. If a student is determined not to qualify for subject acceleration, a parent/guardian may appeal this decision by submitting all required documents, along with a letter explaining the rationale behind the need for the request to the Multidisciplinary Team (MDT). In this situation, the Multidisciplinary Team (MDT) is responsible for reviewing the student's data and making all acceleration recommendations. The Multidisciplinary Team (MDT) decision is final.
Delegation of Responsibility	The Superintendent or designees shall develop and implement Administrative Regulations that outline standardized measures and objective criteria that will be followed when deciding on the appropriateness of accelerating students, whether for single subject, whole grade application, or accelerations of graduation credit and/or through college credit. Where possible, the multidisciplinary team (MDT) will rely on the Gifted Individualized Education Plan (GIEP) framework as a means for ensuring that all required stakeholders, including parents/guardians and students, have the opportunity to provide input during the process and that each decision be considered on a case-by-case basis notwithstanding use of standardized and norm-referenced assessments that inform teams' decisions.

GOVERNOR MIFFLIN SCHOOL DISTRICT

SECTION: FINANCES

TITLE: COOPERATIVE PURCHASING

ADOPTED: March 20, 2006

REVISED: First Reading: July 20, 2026
Second Reading: August 17, 2026

	613. COOPERATIVE PURCHASING
Authority	The Board recognizes the advantages of centralized purchasing. Therefore, the Board encourages the administration to seek the benefits and savings that may accrue through joint agreements with other political subdivisions for the purchase of supplies, equipment or services. **(1)(2)(3)(4)**
Delegation of Responsibility	The Board authorizes the **Chief Financial Officer** to negotiate appropriate cooperative purchase agreements with other political subdivisions, in accordance with law and Board policy.
Guidelines	Cooperative purchases require an agreement approved by the Board and the participating contracting body(s). All such agreements must conform to relevant provisions of the School Code. **(5)**
	Legal References **1. 24 P.S. 521** **2. 24 P.S. 751** **3. 24 P.S. 807.1** **4. 53 Pa. C.S.A. 2303** **5. 53 Pa. C.S.A. 2301 et seq**

GOVERNOR MIFFLIN SCHOOL DISTRICT

SECTION: PROPERTY

TITLE: USE OF SCHOOL FACILITIES

ADOPTED: March 20, 2006

REVISED: July 15, 2024
First Reading: July 20, 2026
Second Reading: August 17, 2026

	707. USE OF SCHOOL FACILITIES
Purpose	The Board recognizes that although the primary purpose of the school buildings, facilities and property is to provide students with an appropriate learning environment, the Board may make school facilities available to individuals and community groups without discrimination and in accordance with this policy, provided the use does not interfere with the educational program of the schools. This policy establishes conditions, restrictions and procedures for the use of school facilities for non-school-sponsored purposes.
Authority	The Board directs that use of school facilities may be granted to individuals and community groups for the following types of activities: • Instruction in any branch of education, learning, and the arts, consistent with the district's mission. • Polling places for holding primaries, elections and special elections, as permitted or required by state law. • Recreation, physical training and athletics, including competitive athletic contests for children and adults. • **Other activities, as approved by the Superintendent.**
Delegation of Responsibility	The Superintendent shall ensure that this policy is posted on the district's publicly accessible website. (2) The Superintendent or designee shall implement procedures for requesting and granting permission for use of school facilities and shall distribute the necessary information to individuals affected by them. An application for use of school facilities may be disapproved, because of noncompliance with established policy and procedures, by the **Chief Operations Officer.**

Guidelines	<u>Application Process</u> An individual or community group requesting permission to use school buildings, facilities or school property must submit an application to the Director of Operations, via the district's electronic request system. **It is recommended that requests be submitted 30 days in advance.** The application must specify the portion of the school facilities requested for use; proposed activities; number of individuals participating; and the date, time and duration of the proposed event. Along with the completed application, the individual or group must submit the following: • Payment of the specified rental fee. • Evidence of organizational liability coverage, to limits required by district guidelines. • Documentation evidencing the district shall be held harmless by the user for any liability that arises from use of school facilities by the individual or group. • **Exceptions may be granted by the Superintendent or designee on a case by case basis.** <u>Application Evaluation</u> No application to use school facilities shall be approved if the proposed activity would result in any of the following: • Conflict with any school-sponsored activity. • Access to school facilities closed due to renovations, maintenance, cleaning, the school calendar, or Board action. • Access to school facilities containing equipment or furnishings which would be detrimental to the operation of a district program if damaged or operated by an unqualified operator. • The proposed use would prevent or encumber district personnel from preparing school facilities for their primary purpose, because of the nature or duration of the activity.

Limitations

When individuals and community groups receive approval to use school facilities under this policy, such use shall be conditioned upon strict compliance with the following:

1. Individuals shall not use, access or enter upon any portions of the school facilities or their contents that are not specified in the approved written request form.

2. Individuals shall refrain from any conduct or activities not specifically identified in the approved written request form.

3. All activities must begin after the end of the school day (Monday through Friday).

4. All activities must terminate and all individuals and community group members must exit the school premises by 11:00pm**, unless expressly authorized by the Superintendent or designee.**

5. When advertising or promoting activities held at school facilities, individuals and community groups shall clearly communicate that the activities are not being sponsored by the district.

6. School equipment used in conjunction with requested facilities shall be identified when the application is submitted. Users of school equipment must accept liability for any damage to or loss of equipment that occurs while in their use. Where rules so specify, no equipment may be used except by a qualified operator, provided by the school.

7. Food and drink will not be permitted in the gymnasium, pool or auditorium at any time, unless sold at the site by a GM-sponsored group, and only bottled drinks and candy are permitted. Exception to this rule may be granted by special arrangements in writing.

8. When the kitchen is used, arrangements must be made to have present one or more regular cafeteria employees who will be paid a wage established by the district. The number of cafeteria employees required will be determined by the Food Service Director, based upon the intended use of the kitchen and equipment.

9. When the auditorium is rented, Governor Mifflin stagehands must be used and are to be paid on an hourly basis at a wage established by the district. Arrangements for stagehands should be made with the high school principal. A minimum of one (1) stagehand and an adult supervisor must be employed.

10. Sunday access and/or utilization of district buildings and grounds, including preparation activities, may not begin prior to 12:00 noon. The exception to this policy will be set-up and clean-up of activities associated with the annual "Community Days" event.

11. Gambling, games of chance, lotteries, raffles or other activities requiring a license under the Local Option Small Games of Chance Act are not permitted, unless such activity has been expressly authorized by the **Superintendent or designee.** (8)(9)

Prohibited Activities

The following activities are strictly prohibited in school facilities when individuals and community groups are granted written permission to use said school facilities: (3)

- Possession, use or distribution of controlled substances prohibited by state or federal law.
- Possession of weapons, **with an exception for law enforcement**.
- Conduct that would alter, damage or be injurious to any district property, equipment or furnishings
- Conduct that would constitute a violation of the Pennsylvania Crimes Code, and/or state and federal laws and regulations
- Use of tobacco and vaping products, and other e-cigarettes, as defined in the law. (4)(5)(6)(7)

  Products approved by the United States Food and Drug Administration for sale as a tobacco cessation product or for other therapeutic purposes where the product is marketed and sold solely for such approved purpose, are permitted, as long as the product is not inhaled.

  - Medical Marijuana products, as prohibited by federal law.
  - Possession, use or distribution of alcoholic beverages.

Violations

The district reserves the right to remove, from district premises, any individual or community group who fails to comply with the terms and conditions of this policy and established procedures. (3)

In the event an individual or community group violates this policy or the terms under which permission was granted to use school facilities, that individual or community group forfeits the right to submit future written requests to use district property, unless otherwise decided by the Board.

Fee Schedule

Use of school facilities for activities directly related to the educational program and district operations shall be without cost to users, except that the user may be responsible for extra custodial fees. A schedule of fees shall be established for the use of school facilities by approved groups. (1)

Legal References:

1. 24 P.S. 775
2. 24 P.S. 510.2
3. 24 P.S. 511
4. 18 Pa. C.S.A. 6306.1
5. 20 U.S.C. 7972
6. 20 U.S.C. 7973
7. Policy 904
8. 10 P.S. 328.101 et seq
9. 61 PA Code 901.701

24 P.S. 779
35 P.S. 637.1 et seq
61 PA Code 901.1
20 U.S.C. 7905
20 U.S.C. 7971 et seq

GOVERNOR MIFFLIN SCHOOL DISTRICT

SECTION: PROPERTY

TITLE: USE OF STADIUM

ADOPTED: March 20, 2006

REVISED: January 19, 2009
First Reading: July 20, 2026
Second Reading: August 17, 2026

707.1. USE OF STADIUM

Authority

Utilization of the Governor Mifflin School District stadium will be limited to P.I.A.A. sanctioned athletic activities and High School and Middle School athletic competitions, as scheduled by the Athletic Director.

The stadium field will also be utilized for Governor Mifflin School District-sponsored activities such as: "Strike Up the Bands" and **student Field Day events.**

Annually, the Greater Governor Mifflin League **may** utilize the stadium for league activities approved by the Board.

Guidelines

Requests for stadium use by nonschool-sponsored organizations will be considered by the Athletic Director and administration on a limited basis. For approval to be granted, the following requirements must be met:

1. The sponsoring organization will be responsible for the maintenance of proper behavior and control of all participants and spectators.

2. A school-appointed custodian or maintenance employee must be on duty and paid for by the organization.

3. The on-site concession stands will not be made available to the organization.

4. The President or other designated official of the organization will be responsible for communicating with the Athletic Director to make arrangements regarding the use of the scoreboard, public address system and other related equipment.

5. The sponsoring organization will be required to pay for the repair of any damage to district buildings or equipment.

6. The sponsoring organization will be required to pay for the replacement of any lost or stolen equipment.

	7. The sponsoring organization will be responsible for picking up paper and other garbage deposited during the approved time period. 8. The district may postpone or cancel previously approved activities if warranted by adverse field conditions. The determination of adverse field conditions shall be at the sole and absolute discretion of the district. Governor Mifflin Age Group Youth Groups will be permitted to use the stadium field during the day, as approved the athletic director, provided the event does not interfere with any school district function (scheduled or unscheduled), and they follow rules 1, 3, 5,6, 7 and 8 listing above.

GOVERNOR MIFFLIN SCHOOL DISTRICT

SECTION: PROPERTY

TITLE: USE OF SCHOOL COMMUNICATION SYSTEM

ADOPTED: March 20, 2006

This Policy will be retired from the district's manual, as it is no longer applicable.

RETIRED: First Reading: July 20, 2026
Second Reading: August 17, 2026

	707.2. USE OF SCHOOL COMMUNICATION SYSTEM
Purpose	The district, through its Instructional Media Office, has the capability of producing and distributing television programs. The programs are distributed over the local cable-access system. The Board, in its policy to make available to the community the use of the district's facilities, encourages interested groups/organizations to take advantage of this television capability.
Delegation of Responsibility	All requests for the use of the television studio for production and/or distribution of programs must be submitted to the Instructional Media Coordinator. The Superintendent will approve or disapprove all requests.
Authority	The School Board reserves the right to consider each request on its individual merit and to approve or disapprove each request.

GOVERNOR MIFFLIN SCHOOL DISTRICT

SECTION: PROPERTY

TITLE: USE OF TENNIS COURTS

ADOPTED: March 20, 2006

REVISED: First Reading: July 20, 2026
Second Reading: August 17, 2026

	707.3. USE OF TENNIS COURTS
Purpose	The Governor Mifflin tennis courts are for the residents of the Governor Mifflin School District.
Guidelines	Listed below are the rules and regulations governing their use: 1. Regulation tennis shoes must be worn by all players. 2. All players must wear a shirt at all times. 3. Play is further limited to one (1) hour if others are waiting to play. 4. **School practices and matches take priority over public use.**

GOVERNOR MIFFLIN SCHOOL DISTRICT

SECTION: PROPERTY

TITLE: INTEGRATED PEST MANAGEMENT

ADOPTED: March 20, 2006

REVISED: First Reading: July 20, 2026
Second Reading: August 17, 2026

716. INTEGRATED PEST MANAGEMENT

Purpose

The district shall utilize integrated pest management procedures to manage structural and landscape pests and the toxic chemicals used for their control in order to alleviate pest problems with the least possible hazard to people, property and the environment.

The district shall integrate IPM education into the curriculum in accordance with relevant academic standards.

Definitions

Integrated Pest Management (IPM) is the **managed use of combined pest control alternatives, including cultural, mechanical, biological and chemical, to most effectively prevent or reduce to acceptable levels, damage caused by pests. (1)**

Integrated Pest Management Plan is a plan that establishes a sustainable approach to managing pests by combining biological, cultural, physical and chemical tools in a way that minimizes economic, health and environmental risks. (2)

Authority

The School Board establishes that the district shall use pesticides only after consideration of the full range of alternatives, based on analysis of environmental effects, safety, effectiveness and costs. (3)(4)

The Board shall adopt an Integrated Pest Management (IPM) Plan for district buildings and grounds that complies with policies and regulations promulgated by the Department of Agriculture. (2)(4)

The **IPM Coordinator** shall be responsible to annually notify parents/ guardians of the procedures for requesting notification of planned and emergency applications of pesticides in school buildings and on district grounds. (5)

	The IPM Coordinator shall maintain detailed records of all chemical pest control treatments for at least three (3) years. Information regarding pest management activities shall be available to the public at the district's administrative office. (5) Appropriate personnel involved in making decisions relative to pest management shall participate in **training that includes category and core credits. Appropriate personnel will maintain the license per PA Department of Agriculture Guidelines.**
Guidelines	Pest management strategies may include education, exclusion, sanitation, maintenance, biological and mechanical controls, and site-appropriate pesticides. An **IPM** Plan shall include the education of district staff, students and the public about IPM policies and procedures. When pesticide applications are scheduled **for district** buildings and grounds, the district shall provide notification **at least seventy-two (72) hours in advance**, in accordance with law, including: (5) 1. Posting a pest control sign in an appropriate area, **at the place to be treated. The sign shall remain posted for 24 hours beyond labeled Restricted Entry Interval (REI).** 2. Providing the pest control information sheet to all individuals working in the **affected** school building. 3. Providing required notice to all parents/guardians of students or to a list of parents/guardians who have requested notification of individual applications of pesticides. Where pests pose an immediate threat to the health and safety of students or employees, the district may authorize an emergency pesticide application and shall notify, by telephone, any parent/guardian who has requested such notification. (5) <u>Legal References</u> 1. 7 PA Code 128.2 2. 2. 24 P.S. 772.1 3. 3. P.S. 111.21 et seq 4. 7 PA Code 128.1 et seq 5. 5. 24 P.S. 772.2 6. U.S.C. 136 et seq

SUMMARY OF POLICY REVISIONS

First Reading: July 20, 2026
Second Reading: August 17, 2026

Policy 008-Attach - Organizational Chart
The district's Organizational Chart has been updated to reflect a few structural changes, as well as several administrative title revisions.

Policy 217.1 – Student Acceleration
This policy has been revised to reflect the current understanding and full scope of student acceleration within the K-12 public education system. The updated policy is designed to ensure that students receive rigorous, individualized instructional opportunities when appropriate and to establish clear criteria and procedures for acceleration decisions, promoting consistency and equity across the district.

Policy 613 – Cooperative Purchasing
This policy has been updated to the current version, which includes legal references, and reference to the title of 'Business Manager' has been changed to 'Chief Financial Officer.'

Policy 707 – Use of School Facilities
Minor language updates have been made for clarification of the following: it is recommended applications be submitted 30 days in advance, exceptions may be granted by the Superintendent or designee on a case by case basis, and the prohibited possession of weapons carries an exception for law enforcement.

Policy 707.1 – Use of Stadium
The first minor wording update is a more generalized reference to 'student field day events' (instead of listing buildings or grade levels), and the second is that the Greater Governor Mifflin League (GGML) *may* use the stadium (where it previously said *will* use the stadium).

Policy 707.2 – Use of School Communication System (Removal)
This policy is being retired, as it is no longer applicable.

Policy 707.3 – Use of Tennis Courts
Language now clarifies that school practices and matches will take priority over public use.

Policy 716 – Integrated Pest Management
The definition of IPM was updated to align with state regulations, and language was updated to provide additional context regarding requirements for IPM, including timeframes for when notification of pesticide applications must be made and for how long signage must remain in place post-application.

13. **Technology** ***(Voting - Section)***

13.1. **Google Workspace Education Plus Services**

Description: Requesting Approval for purchase of Google Workspace Education Plus services through GDC IT Solutions, Chambersburg, PA; three-year commitment; cost for 2026-2027 is $23,391.18, as presented



Google Education Plus — Three-Year Commitment Paid Annually

Quote # 032728
Version 2

Prepared for:

Governor Mifflin School District

Lisa Hess
lisa.hess@gmsd.org
10 South Waverly Street
Shillington, PA 19607

GDC IT Solutions
1144 Kennebec Drive
Chambersburg, PA 17201
717-262-2080
https://gdcITsolutions.com

COSTARS: 199069; SW: 006-E22-234; HW #: 003-E22-596; ITQ #: 4400026253

Software

Selected	Description	Price	Qty	Ext. Price
☑	**Year One Payment**			
☑	**Google Workspace Education Plus 36 Month Term <10K (Monthly Payment) - Year 1 - New Term: August 16, 2026 - August 16, 2027**	$4.86	4813	$23,391.18
☐	**Year Two Payment**			
☐	**Google Workspace Education Plus 36 Month Term <10K (Monthly Payment) - Year 2 New Term: August 16, 2027 - August 16, 2028**	$5.40	4813	$25,990.20
☐	**Year Three Payment**			
☐	**Google Workspace Education Plus 36 Month Term <10K (Monthly Payment) - Year 3 New Term: August 16, 2028 - August 16, 2029**	$5.40	4813	$25,990.20

To ensure uninterrupted business continuity, Google Subscription Licenses will automatically renew for a 3-year term upon expiration of the license term August 16, 2029.

Please note:

Cancellation or changes to this subscription require **written notice at least 30 days prior** to the 3 year renewal date. If no cancellation notice is received within this timeframe, **invoices may be automatically generated** for the renewal term.

By Signing this quote you agree to the 3 Yearly Payments.

Subtotal: **$23,391.18**

GDC IT Solutions
1144 Kennebec Drive
Chambersburg, PA 17201
717-262-2080
https://gdcITsolutions.com

Google Education Plus — Three-Year Commitment Paid Annually

Prepared by:

Chambersburg
Shane Hotchkiss
Ph (717) 262-2080
Fax 717-262-2082
shanehotchkiss@gdcit.com

Prepared for:

Governor Mifflin School District
Lisa Hess
Ph (610) 775-1461
lisa.hess@gmsd.org

Quote Information:

Quote #: 032728
Version: 2
Delivery Date: 07/20/2026
Expiration Date: 07/31/2026

Quote Summary

Description	Amount
Software	$23,391.18
Total:	**$23,391.18**

Payment Options

Selected	Description		Periods	Payments	Amount
Term Options					
☑	Hardware /Software Terms	One-Time Payments	One-Time	1	$23,391.18

Summary of Selected Payment Options

Description	Amount
Term Options: Hardware /Software Terms	
Total of One-Time Payments	**$23,391.18**

Applicable sales tax and shipping & handling charges are not included with this quote unless otherwise noted. However, PEPPM and COSTARS orders do include shipping & handling in the sell price. We reserve the right to cancel orders arising from pricing or other errors or due to drastic market pricing fluctuations.

This quote is valid for 30 days barring changes in pricing and/or availability of products from our vendors. In the case of vendor pricing/availability changes, we will provide a new quote for your approval. Components and products will carry a manufacturer's warranty, direct with the stated manufacturer.

*Please note that due to upcoming tariff changes this may impact pricing on your quotes. Since we rely on vendor pricing, there could be adjustments to certain products and orders.
If you have any open quotes or pending orders, please keep in mind that pricing might change based on our vendor's tariff pricing adjustments. Please let us know if you have any questions—we're happy to help!*

Payments may be sent to GDC IT Solutions, 1144 Kennebec Dr, Chambersburg, PA 17201.

Signature _____ Date _____

13.2. **MOTION TO APPROVE all Technology Agenda Items**
Description: Requesting Approval for all Technology Agenda Items, as presented

14. **Facilities Use (Voting - Section)**

14.1. **Facilities Use Requests**
Description: Requesting Approval for Facilities Use Requests, as presented

FACILITIES USE REQUESTS

PA Mustangs*	PA Mustangs 16U Practice Cumru Gym 07-21-26 6:00 pm – 8:00 pm No Charge
GM Booster Club*	Booster Club Meeting GMACC Classroom 08-04-26 5:00 pm – 8:00 pm No Charge
GM Youth Field Hockey*	GM Youth Field Hockey Practices and Games HS Athletic Complex Fields A and B 08-11-26 – 10-22-26 Tuesdays and Thursdays 5:30 pm – 7:30 pm Field Lining Fees Apply
All Around Field Hockey	All Around Field Hockey Clinic HS Athletic Complex Field A 08-17-26 – 08-20-26 8:30 am – 10:30 am Rental Fees Apply
Evolution Baseball	Evolution Baseball 15U Practice JV Baseball Field 08-24-26 – 10-28-26 Mondays and Wednesdays 5:00 pm – 7:00 pm No Charge
Evolution Baseball	Evolution Baseball 15U Practice JV Baseball Field 08-29-26 – 10-31-26 Saturdays 9:00 am – 11:00 am No Charge
All Around Field Hockey	All Around Field Hockey Clinic HS Athletic Complex Field A 10-26-26 – 10-29-26 4:15 pm – 5:45 pm Rental Fees Apply

* Event will have begun or occurred prior to the Board's Voting meeting.

14.1.1. **MOTION TO APPROVE all Facilities Use Agenda Items**
Description: Requesting Approval for all Facilities Use Agenda Items, as presented

15. **Communications (none)**

16. **Right-to-Know Requests (none)**

17. **Grant Applications**

17.1. **2026 COPS School Violence Prevention Program Grant**
Description: The 2026 COPS School Violence Prevention Program grant will support the Middle School's Secure Safe Classroom project. Requested funds will implement the Aperio electronic access control system. The cost is $456,018. Federal grant funds requested, in the amount of $342,014, require a 25% local match. This is a competitive solicitation aimed at improving security in schools, and on school grounds.

18. **Information Items**

18.1. BCTC Meeting Minutes - May 2026

18.2. BCTC Meeting Briefs - June 2026

18.3. BCTC Meeting Briefs - July 2026

19. **Closing Comments (Board)**

20. **Meeting Adjournment *(Voice)***