



Committee Of The Whole Agenda

Thursday, August 20, 2026 at 6:30 PM

**MIFFLIN COUNTY SCHOOL DISTRICT
ADMINISTRATION BUILDING
201 EIGHTH STREET, HIGHLAND PARK
LEWISTOWN, PA 17044-1197**

Mission Statement: *Educate each student to meet life's challenges.*

1. OPENING ITEMS

1.A. Call To Order

1.B. Roll Call

Mark R. Baker
Erin N. Barlup
Jessica E. Baumgardner
Paula R. Dickson
Brent A. Erb
R. Brian Ketchem
Rose M. Salvo
E. Terry Styers
Cody L. Wian

2. COMMUNICATION REPORTS

2.A. School Board Secretary

2.B. School Board Members

2.C. Superintendent

2.D. Chief Academic Officer

- Principals to present School Improvement and Title 1 school-wide plans.

2.E. Chief Operations Officer

2.F. Director of Buildings and Grounds

2.G. Mifflin County Academy of Science and Technology

3. PUBLIC COMMENT

Public comment at this point in the agenda should pertain only to items listed on the agenda. Please state your first and last name and the town you reside in. Comments will be limited to 5 minutes.

4. CONSENT AGENDA

Our adopted rules of Parliamentary Procedure, Robert's Rules, provide for a consent

agenda listing several items for Board approval by a single motion. Most of the items listed under the consent agenda have gone through Board subcommittee review and recommendation. Documentation concerning these items has been provided to all board members and the public in advance to ensure an extensive and thorough review. Items may be removed from the consent agenda at the request of any board member.

4.A. Approval of Minutes

- Approval of minutes of the Committee of the Whole meeting held on July 16, 2026.
- Approval of minutes of the Regular Board meeting held on July 23, 2026.

4.B. Policies and Curriculum

4.B.1. Approval of the following draft policies as a first reading, to replace the board's previously adopted board policies of the same number if they exist:

231 - Social Events and Class Trips - PSBA Update

233 - Suspension and Expulsion - PSBA Update

716 - Integrated Pest Management - PSBA Updates

4.B.2. Approval of the attached **Applied Math Curriculum Map**.

4.C. Custodial/Maintenance

- Nothing at this time.

4.D. Finance

4.D.1. Review of Treasurer Reports for month ended July 31, 2026

a. Kish Bank

b. PSDLAF / PSDMAX

c. Capital Projects Fund (PLGIT)

4.D.2. Review of listing of bills for payment

4.D.3. Review of Revenue and Expense Summaries

4.D.4. Real Estate and Per Capita Tax Collector Report

4.D.5. Informational: Multi-Sports Facilities Foundation Receipts

4.D.6. Informational: Upset Sale

4.D.7. Per Capita Tax Exoneration Requests from former Burnham Borough Tax Collector retroactive to December 31, 2025 (if received - all other collectors received and approved)

4.E. Cafeteria

- Approval of the Cafeteria Financial Report for **July 2026**.
- Authorization to pay Cafeteria Bills for **July 2026**.

4.F. Transportation

Approval of the following Transportation items:

4.F.1. Recommended Drivers:

A. Klingler, Sidney M. - Krise Transportation

B. Shawver, Tracy A. - KV Bus Line

- C. Sunderland, Jocelyn N.** - BGJ Enterprise, LLC
D. Peters, Terry G. - BGJ Enterprise, LLC

(Attachments will be ready for the 8/27/26 meeting)

4.F.2. Approval of the 2026-2027 Bus Routes list - Attached for board members only.

4.F.3. Approval of the 2026-2027 Bus Contractor & Driver list - Attached.

4.F.4. Approval of the 2026-2027 Alternative Locations list - Attached.

4.G. Student Related

- Nothing at this time.

4.H. Personnel

Approval of all personnel items listed below and on the attached personnel sheet.

4.H.1. Approve a correction to the yearly salary of Board Secretary, Koleen Nickel to \$3,090. It was incorrectly listed as \$3,000 when approved last month.

4.I. Athletics and Activities

- Nothing at this time.

4.J. Consent Agenda Approval

Approval of Consent Agenda Items 4A - 4I as presented.

5. BOARD ACTION/ROLL CALL ITEMS

5.A. MOUs Regarding Unit Clarification

Approval of the MOUs with AMCE and MCESPA regarding Unit Clarification.

5.B. Tuscarora Intermediate Unit #11 Board Member

Approval of _____ to serve as the MCSD representative on the Tuscarora Intermediate Unit #11 Board of Directors until June 30, 2027, finishing the term held by Zeb Harshbarger.

Nominations for TIU #11 Board of Directors Representative for a 3-year term.

_____, nominated by _____

_____, nominated by _____

_____, nominated by _____

_____, nominated by _____

5.C. Inter-District Agreement for Non-Public Title I Services with Juniata County School District

Approve the 2026-2027 Inter-District Agreements with Juniata County School District for Non-Public Title I Services for Sacred Heart.

5.D. Inter-District Agreement for Non-Public Title I Services with Mount Union Area School District

Approve the 2026-2027 Inter-District Agreements with Mount Union Area School District for Non-Public Title I Services for Sacred Heart.

5.E. School Improvement Plans for 2026-2027

Approval to submit the following school improvement and Title 1 schoolwide plans:

- 1.** Mifflin County High School TSI non-Title 1 School Plan 2026-2027
- 2.** Mifflin County Middle School TSI non-Title 1 School Plan 2026-2027
- 3.** Lewistown Elementary School TSI Title 1 School Plan 2026-2027
- 4.** Indian Valley Elementary School Schoolwide Title 1 School Plan 2026-2027
- 5.** East Derry Elementary School Schoolwide Title 1 School Plan 2026-2027
- 6.** Strodes Mills Elementary School Schoolwide Title 1 School Plan 2026-2027

5.F. Outdoor School for Indian Valley Intermediate School

Approval of Outdoor School for IVIS 5th-grade students on October 13-16, 2026, at Camp Blue Diamond (part of Shaver's Creek Center).

6. OTHER BUSINESS

6.A. School Photography RFP Overview

Overview of the Request for Proposal (RFP) for Sports Photography Services for the Mifflin County School District. The specific dates of the contracted services would be from September 12, 2026, through June 30, 2029. (Presentation by Shain Hosterman)

7. PUBLIC COMMENT

Public comment at this point in the agenda may pertain to any district-related items. Please state your first and last name and the town you reside in. Comments will be limited to 5 minutes.

8. EXECUTIVE SESSION

8.A. July Executive Session(s)

- Executive Session held on 7/16/2026 at 7:32 PM - 8:32 PM for contractual, legal, student-related, and personnel items.
- Executive Session held on 7/23/2026 at 7:54 PM - 8:22 PM for personnel items and again at 9:27 PM - 10:33 PM for contractual, student-related, and legal items.

8.B. Convene into Executive Session

8.C. Reconvene to Regular Session

9. ADJOURNMENT BY PRESIDENT



Building and Grounds Report August 20, 2026

ITEM	DESCRIPTION	START	COMPLETE
Mifflin County Middle School	The Terrazzo stairs that lead up from the cafeteria need repairs. 1) This project is complete.	11/1/2025	8/14/2026
Lewistown Intermediate School	The emergency generator is 38 years old. It is getting difficult to find repair parts. 1) The new generator has been delivered. MCSD will be installing it in the next few months.	1/5/2026	10/14/2026
Administration Building	The steam boiler in the Administration Building is dated to 1994. The cast iron is deteriorating. It needs to be replaced. 1) The boiler is installed. 2) The condensate pump portion will be done in late August.	1/5/2026	10/15/2026
East Derry Elementary School	The eastern 25% of the school roof is dated to 2001. It will need to be replaced or coated soon. 1) I am working on applying for Public School Facility Improvement Grant funds to do the work. The grant is 75% grant and requires 25% matching funds. 2) If successful, the work would commence in 2027 since the funding would be late 2026. 3) We will monitor the roof condition and move the timeline as necessary. 4) I received an email on 5/27/26 confirming a complete application with no further information needed at that time.	1/5/2026	8/15/2027

Strodes Mills Elementary	The domestic water storage tank at the Strodes Mills School needs to be updated. 1) The tank is original to the building and needs to be replaced. I am working on calculations and design that will meet the DEP required chlorine contact times. 2) The DEP permit is in hand. 3) MCSD installed a new water main from the well pit into the school. 4) The new tanks were delivered in late July. Due to time constraints, this is planned for June 2027 installation.	1/5/2026	8/20/2027
Mitchell Field	Now that the new sports fields are in operation, it's time to discuss the future of Mitchell Field. It is 5.2 acres in Lewistown Borough. The access is poor. The fences, bleachers, drainage, and lighting are all antiquated and need updating. 1) The current recommendation from the Grounds Committee is to evaluate and then remove the poor-condition sheds, visitor bleachers, and the light structures. Anything of value would be sold on Municibid.	Ongoing	
HVAC Districtwide	MCSD has 10 remaining JACE (Java Application Control Engine) controllers that need to be updated. The last time to buy date is set for 12-31-2026, and support will end in 2028. 1) Parts are ordered and we are scheduling this work with NRG. 2) This is complete.	5/1/2026	8/14/2026
IVEC Playground Equipment	Part of the playground equipment at IVEC needs to be replaced. The equipment dates to 1999 and was moved from another school. 1) The old equipment and footers have been removed in preparation for the new installation. 2) The new install was scheduled for August 17th.	4/27/2026	10/16/2026
MCJH bathroom floor renovation.	The epoxy floor coating is peeling in 12 bathrooms. 1) The flooring is completed. 2) MCSD personnel are re-installing the toilets, dividers, and other fixtures. 3) This project is complete.		

Paving Project	The approved paving projects are out for bid. 1) The playground and both entrances at EDES are in need of paving. 2) The parking area along the field and the bus lane at SMES need paving repairs. 3) This project is complete. MCSD backed up the new asphalt with stone and completed grass restoration.	5/1/2026	08/14/2026
Marcal Field	Install a sidewalk along the parking lot. 1) This will be in the fall.	6/1/2026	11/28/2026
MCMS stage lighting.	The stage lighting and house lights need to be updated. 1) This was awarded to Illuminated Integration. 2) MCSD has been meeting with the contractor to get the work started.	5/1/2026	8/14/2027
MCMS stage floor.	The stage floor needs to be replaced. There are many repairs and soft spots. 1) The cost to replace the floor is \$39,788.00. In lieu of maple flooring, engineered panels are being installed for optimal acoustics, resilience, aesthetic appeal, and cost savings. This is just the back 75% of the stage behind the curtain. 2) MCSD is planning to get this completed over Christmas break.	5/1/2026	8/14/2027
MCHS scoreboard.	Board consideration of the following items to be purchased from the Capital Improvement Fund. 1) New scoreboard and video board in the MCHS gym. This will include shot clocks that will be required in the future. \$155,000 2) I have been in touch with Kish Bank.	Ongoing	



Committee of the Whole Meeting Minutes

Thursday, July 16, 2026 at 6:30 PM

1. **OPENING ITEMS**

1.A. **Call To Order**

The Committee Of The Whole of the Mifflin County School District was held Thursday, July 16, 2026 at 6:30 PM at the Administration Building Board Room, 201 Eighth Street, Highland Park, Lewistown, PA 17044.

1.B. **Roll Call**

Mark Baker:	Present
Erin Barlup:	Absent
Jessica Baumgardner:	Absent
Paula Dickson:	Present
Brent Erb:	Present
Zeb Harshbarger:	Absent
R. Brian Ketchem:	Present via Zoom
E. Terry Styers:	Present
Cody Wian:	Present

Others in Attendance

Mr. Vance S. Varner, Superintendent
Mr. Steven DeArment, Chief Academic Officer
Mr. Clint N. Aurand, Chief Operations Officer
Mrs. Jennifer Wingard, Chief Financial Officer
Mr. Thomas G. White Jr., Director of Buildings & Grounds
Mr. A. Michael Durn, Academy Director
Mrs. Nicole M. Lewis, Board Secretary
Mr. Mark Remy, Knepp & Snook
Mr. Doug Cunningham, Director of Technology
6 citizens

2. **COMMUNICATION REPORTS**

2.A. **School Board Secretary** – Nothing at this time.

2.B. **School Board Members** – Nothing at this time.

2.C. **Superintendent**

- All board members were provided with the newest edition of The Pawprint.
- Policy 004: Policy & Principles of Governance and Leadership – Copies of this were handed out this evening per our policy.

- At the next meeting, we will be moving forward with Mr. Harshbarger's resignation and filling the vacant seat.
- At the June 25th Meeting, the Executive Session included contractual topics as well as personnel.
- After tonight's meeting, we will need an executive session for contractual, student, legal, and personnel topics.

2.D. **Chief Academic Officer – Mr. DeArment:**

- There is a lot of hiring going on right now. There are people who were hired for positions and are now transferring due to other vacancies that have since come about. There is a lot of movement this summer, but we are getting quality candidates. Please bear with us as we fill all of our vacant positions.

2.E. **Chief Operations Officer – Nothing at this time.**

2.F. **Director of Buildings and Grounds – Nothing at this time.**

2.G. **Mifflin County Academy of Science and Technology**

- Mr. Erb welcomed Mr. Durn.
- Mr. Durn read a statement thanking the board and administration for trusting him, Mrs. Hicks, and the staff at The Academy.
- Mr. Varner stated that Mrs. Hicks left a nice transition plan for Mr. Durn, including CTE information involving PDE.

2.H. **Committee Reports**

- Policy Committee meeting on 6/17/26 at 1:30 PM
 - Mr. Styers discussed what was covered in the Policy Committee meeting.
- Performance, Recognition and Development Committee meeting on 6/23/26 at 5:00 PM
 - Mr. Erb and Dr. Ketchem discussed what was covered in the Performance, Recognition and Development Committee meeting.

3. **PUBLIC COMMENT**

Public comment at this point in the agenda should pertain only to items listed on the agenda. Please state your first and last name and the town you reside in. Comments will be limited to 5 minutes.

Nothing at this time.

4. **BOARD DIRECTOR VACANCY**

4.A. **Resignation of Board Director, Zeb Harshbarger**

Accept the resignation of Board Director, Zeb I. Harshbarger, effective today 7/23/2026. Mr. Harshbarger also served as the TIU 11 Board representative for MCSD. With his resignation, this position also becomes vacant and will need to be filled.

4.B. Director Candidate Interviews

Board Director interviews to fill the vacant seat for a term ending December 6, 2027. Candidates will be interviewed by random selection:

-
-
-
-
-

4.C. Nominations for Board Director

_____, nominated by _____

_____, nominated by _____

_____, nominated by _____

_____, nominated by _____

_____, nominated by _____

_____, nominated by _____

Nominations for appointment of School Director to fill the board seat vacancy and to serve as a member of the Mifflin County School District Board of Directors beginning tonight, July 23, 2026 through December 6, 2027. (Nominations do not need a second.)

4.D. Appointment of Board Director

Recommendation to appoint _____ to fill the board seat vacancy and to serve as a member of the Mifflin County School District Board of Directors beginning tonight, July 23, 2026 through December 6, 2027. (Repeat as necessary until a majority vote is received.)

4.E. Nominations for President

Nominations for election of President. (Nominations do not need a second.)

_____, nominated by _____

_____, nominated by _____

_____, nominated by _____

_____, nominated by _____

4.F. Election of President to Serve Until December Organization Meeting

Approval of _____ to serve as President until the December organization meeting. (Roll Call Vote)

4.G. Nominations for Vice President (If needed)

Elected President assumes chair and presides over nominations for and election of Vice President to serve until December organization meeting. (Section 404)

_____, nominated by _____

_____, nominated by _____

_____, nominated by _____

_____, nominated by _____

4.H. Election of Vice President to Serve Until December Organization Meeting (If needed)

Approval of _____ to serve as Vice President until the December organization meeting. (Roll Call Vote)

4.I. Tuscarora Intermediate Unit #11 Board Member

Nominations for TIU #11 Board of Directors Representative for a 3-year term.

_____, nominated by _____

_____, nominated by _____

_____, nominated by _____

_____, nominated by _____

Recommend approval of _____ to serve as the MCSD representative on the Tuscarora Intermediate Unit #11 Board of Directors until June 30, 2027, finishing the term held by Zeb Harshbarger.

5. CONSENT AGENDA

Our adopted rules of Parliamentary Procedure, Robert's Rules, provide for a consent agenda listing several items for Board approval by a single motion. Most of the items listed under the consent agenda have gone through Board subcommittee review and recommendation. Documentation concerning these items has been provided to all board members and the public in advance to ensure an extensive and thorough review. Items may be removed from the consent agenda at the request of any board member.

5.A. **Approval of Minutes**

- Approval of minutes of the Committee of the Whole meeting held on June 18, 2026.
- Approval of minutes of the Special Voting meeting held on June 25, 2026.
- Approval of minutes of the Regular Board meeting held on June 25, 2026.

5.B. **Policies and Curriculum**

Approve the following draft policies as a first reading, to replace the board's previously adopted board policies of the same number if they exist:

First Reading:

105.2 - Exemption From Instruction - PSBA Updates

122 - Extracurricular Activities - PSBA Updates

122.1 - Noncurriculum-Related, Nonschool-Sponsored, Student-Initiated Groups - first time policy adoption

304.1 - Nepotism - Committee recommended changes

609 - Investment of District Funds - PSBA updates

5.C. **Custodial/Maintenance** - Nothing at this time

5.D. **Finance** – Mrs. Wingard:

1. Review of Treasurer Reports for month ended June 30, 2026
 - a. Kish Bank
 - b. PSDLAF / PSDMAX
 - c. Capital Projects Fund (PLGIT)
 - d. Athletic Project
2. Review of listing of bills for payment
3. Review of Revenue and Expense Summaries
4. Real Estate and Per Capita Tax Collector Report
5. Informational: Multi-Sports Facilities Expenses/Foundation Receipts
6. Recommend approval of Offer on Repository on property map 16 ,23-0815-- ,000
7. Informational: Results of 2025 Judicial Sale - Tax Sale
8. Informational: 2026-2027 Budget Update - State Revenue
9. Per Capita Tax Exoneration Requests from former Burnham Borough Tax Collector retroactive to December 31, 2025 (if received - all other collectors received and approved)
10. Recommend permission to make the necessary budget transfers for 2025-2026 with the understanding a list of transfers will be brought back to the Board as information.

- Stated her transition time with Mrs. Kenepp has been invaluable, and she thanked the board for approving that time.
- \$34,000 less in state funding for basic education, \$17,000 more for special education, will receive \$2.4 million in adequacy funding. This includes the tax increase that was voted on at the last meeting.
- Mr. Varner explained additional changes that were approved in the PA state budget.

5.E. **Cafeteria**

- Approval of the Cafeteria Financial Report for **June 2026**.
- Authorization to pay Cafeteria Bills for **June 2026**.

5.F. **Transportation** - Nothing at this time.

5.G. **Student Related** - Nothing at this time.

5.H. **Personnel**

Approval of all personnel items listed below and on the attached personnel sheet.

- Name corrections from May's Personnel Sheet:
 - Auxiliary Personnel - Leslie Knable should be Leslie Hannon
 - Auxiliary Personnel - Jaden Palladino should be Jamen Palladino
- Mr. Baker asked if all of the teachers needed have been hired for the year. Mr. DeArment stated that we are still interviewing through next week.
- August 20th may be a Special Voting Meeting for Personnel.
- Discussion occurred regarding Emergency Permits.

5.I. **Athletics and Activities** - Nothing at this time

5.J. **Consent Agenda Approval**

Approval of Consent Agenda Items 5A - 5I as presented.

6. **BOARD ACTION/ROLL CALL ITEMS**

6.A. **Contracted Special Education Review Services for School-Based Access Program**

Approve the contract with Lynne Garvey, CRNP, to review and approve special education evaluations/reevaluations and IEPs at a rate of \$15.00 per evaluation/reevaluation and/or IEP for the School-Based Access Program.

- Mrs. Dickson asked if this is new or if we have done it in the past. Mr. Varner explained that this is a new person for us, but we have done this in the past. This is a requirement to receive funding from Medicaid. This is a \$5 increase from the 2016 rate.

6.B. **Job Description - Assistant Athletic Director**

Approve the job description for the Assistant Athletic Director.

6.C. **Sponsor-to-Sponsor Agreement and Addendum with Summit Early Learning - 26-27**

Approve the Sponsor-to-Sponsor Agreement between Summit Early Learning, Inc. and MCSD for October 1, 2026 through September 30, 2027 along with the Addendum to include August 31, 2026 - September 30, 2026.

6.D. **Food Service Budget** – Mrs. Wingard:

Approve the Food Service Budget for the 2026-2027 school year.

- Please note that the budget packet will be a handout.
- Discussed increased price per meal of \$0.05 for the 2026-2027 school year.
- Mr. Wian asked when the Free Breakfast program started. Discussed that the free breakfast program started in 2020 during COVID. He also asked why participation went down. Mrs. Wingard explained that students may not get to school on time to get the meal.
- \$50,000 donation from last year. There is over \$11,000 in the negative balances for student meal accounts.

6.E. **Cafeteria Substitute Rate Change for 2026-2027**

Approve an increase to the Cafeteria Substitute rate from \$13.25/hour to \$14.00/hour beginning the 2026-2027 school year.

6.F. **Inter-District Agreement for Non-Public Title I Services - Sacred Heart**

Approve the 2026-2027 Inter-District Agreements for Non-Public Title I Services with Sacred-Heart and Mifflin County Christian Academy.

- Mr. DeArment stated there would be a title change on this item: Midd-West School District instead of Sacred Heart.
- Mr. DeArment explained that students attending Our Lady of Victory in State College are being serviced via Zoom, so the district will no longer be entering into an agreement with SCASD.

7. **OTHER BUSINESS** – Nothing at this time.

8. **PUBLIC COMMENT**

Public comment at this point in the agenda may pertain to any district-related items. Please state your first and last name and the town you reside in. Comments will be limited to 5 minutes.

- Diane Stewart, Lewistown - Cyber Charter Reform, Additional Administrative Duties

9. **EXECUTIVE SESSION**

9.A. **June Executive Sessions**

- Executive Session held on 6/8/2026 at 5:45 PM - 7:05 PM for the Board Self-Assessment workshop with PSBA representatives.
- Executive Session held on 6/18/2026 at 7:44 PM - 8:50 PM for school security, personnel and contractual issues.
- Executive Session held on 6/25/2026 at 7:49 PM - 8:15 PM for personnel and contractual issues.

9.B. **Convene into Executive Session**

9.C. **Reconvene to Regular Session**

10. **ADJOURNMENT BY PRESIDENT** – With no further business before the Board, the meeting adjourned at 7:26 pm.

Respectfully Submitted,



Nicole M. Lewis, Board Secretary



Regular Board Meeting Meeting Minutes

Thursday, July 23, 2026 at 6:30 PM

1. **OPENING ITEMS**

1.A. **Call To Order**

The Regular Board Meeting of the Mifflin County School District was held on Thursday, July 23, 2026, at 6:30 PM at the Administration Building, 201 Eighth Street, Highland Park, Lewistown, PA 17044.

1.B. **Roll Call**

Mark Baker:	Present
Erin Barlup:	Present
Jessica Baumgardner:	Present
Paula Dickson:	Present
Brent Erb:	Present
Zeb Harshbarger:	Absent
R. Brian Ketchem:	Present
E. Terry Styers:	Present
Cody Wian:	Present

Others in Attendance

Mr. Vance S. Varner, Superintendent
Mr. Steven DeArment, Chief Academic Officer
Mr. Clint N. Aurand, Chief Operations Officer
Mrs. Jennifer Wingard, Chief Financial Officer
Mrs. Nicole M. Lewis, Board Secretary
Mr. Orris Knepp, Knepp & Snook
Mr. Doug Cunningham, Director of Technology
22 citizens

2. **COMMUNICATION REPORTS**

2.A. **School Board Secretary** – Nothing at this time.

2.B. **School Board Members**

- Mr. Styers made a statement regarding the School Board. He stated that the Board needs to do a better job, or the Board is going to fail those who voted the members in. The Board members were not elected to be self-serving, but to serve the people of the community.

- Mr. Baker made a statement regarding the differences among the 9 members around the table. Members need to work to come up with a compromise instead of working against each other. He also read a list of responsibilities of a school board that he found online. "The school board decides **what** needs to happen while the Superintendent and staff determine **how**."
- Dr. Ketchem commented that the Board should start to set goals if it has not done that in the past. Mr. Erb suggested setting up a separate workshop to set these goals.

2.C. **Superintendent**

- We plan to make August 20, 2026 a special voting meeting for personnel topics. This will be for last minute hires and transfers needed for the 2026-2027 school year. This will run before the regular Committee of the Whole August 20th meeting.
- There is one change on the personnel sheet: Under New Hires, Administrative Support, Holly Bailor's start date should be changed to August 3, 2026, not August 10, 2026. Nicole Lewis' last day working in HR will be on August 14, 2026 instead of August 21, 2026.
- After tonight's meeting, we will need to have an executive session at the end of the meeting for contractual, student, and legal topics.

2.D. **Chief Academic Officer**

- Mr. Baker asked a question about Elementary Building Subs being the bullpen and moving into classroom positions, so I went back through the years to gather some information.
 - 2022-2023 was the first year for Elementary Building Subs. By my count, and I could have missed someone, but I should be pretty close, from 2022-2023 through 2025-2026, we hired 24 teachers in full-time elementary building substitute positions.
 - Of those 24, 23 were moved out of their building sub role and into a classroom position.
 - Of those 23, 18 are still working for Mifflin County School District.
- For 2026-2027:
 - All 5 elementary building sub positions are new teachers to the district.
 - Of those 5, 3 are already scheduled to be in a classroom for the entire school year to cover a leave of absence.
 - There are long-term subs in place to cover those building sub positions for the year.

2.E. **Chief Operations Officer**

- Gave an update on the hiring process:
 - There are still 4 professional teaching positions that are not reflected on this month's personnel sheet.

2.F. **Director of Buildings and Grounds** – Not present.

3. **PUBLIC COMMENT**

Public comment at this point in the agenda should pertain only to items listed on the agenda. Please state your first and last name and the town you reside in. Comments will be limited to 5 minutes.

- Del Fuller, AMCE - Principal Position at MCHS

4. **BOARD DIRECTOR VACANCY**

4.A. **Resignation of Board Director, Zeb Harshbarger**

Accept the resignation of Board Director, Zeb I. Harshbarger, effective today 7/23/2026. Mr. Harshbarger also served as the TIU 11 Board representative for MCSD. With his resignation, this position also becomes vacant and will need to be filled.

- Jessica Baumgardner asked about changing the date of the resignation to June 26th. Orris explained that the resignation is effective when the board acts on it. The action is not being taken until today; therefore, the resignation date is today. The Board could have taken action during the June meeting to accept the resignation, but that did not occur.
- Additional discussion occurred regarding the date of resignation.
- It was suggested to update the AR moving forward that the Board be asked about having a special voting meeting to accept a resignation from the Board.

Motion made by Cody Wian and seconded by Mark Baker.

ROLL CALL VOTE:

Mark Baker:	Yes
Erin Barlup:	Yes
Jessica Baumgardner:	Yes
Paula Dickson:	Yes
Brent Erb:	Yes
R. Brian Ketchem:	Yes
E. Terry Styers:	Yes
Cody Wian:	Yes
Yes: 8, No: 0	

Passed.

4.B. **Director Candidate Interviews**

Board Director interviews to fill the vacant seat for a term ending December 6, 2027. Candidates will be interviewed by random selection:

- Duane K. McMullen Jr. (3)
- Rose Salvo - Cannot be present
- Daniel Schomaker (1)
- Diane Stewart (2)

Additional Questions Asked:

Wian - If you are faced with a budget shortfall, what areas would you prioritize protecting, and where would you support first for potential cost savings?

Ketchem - Having watched the board meetings that we have had, what would you be able to contribute to and navigate that deliberation?

Barlup - What have you done to prepare for potentially being seated tonight as a voting member?

4.C. Nominations for Board Director

Nominations for appointment of School Director to fill the board seat vacancy and to serve as a member of the Mifflin County School District Board of Directors beginning tonight, July 23, 2026 through December 6, 2027.

- Diane Stewart, nominated by Terry Styers
- Rose Salvo, nominated by Paula Dickson
- Dr. Ketchem asked if Ms. Salvo provided a statement to read. Mr. Varner clarified that she did not.
- Mr. Styers stated that she was not subjected to the questions that were asked of the other three candidates.
- Mr. Erb read the letter that Ms. Salvo provided regarding her absence.

4.D. Appointment of Board Director

Recommendation to appoint Diane Stewart to fill the board seat vacancy and to serve as a member of the Mifflin County School District Board of Directors beginning tonight, July 23, 2026 through December 6, 2027. Motion made by E. Terry Styers, second by Cody Wian.

ROLL CALL VOTE:

Mark Baker:	No
Erin Barlup:	No
Jessica Baumgardner:	No
Paula Dickson:	No
Brent Erb:	No
R. Brian Ketchem:	No
E. Terry Styers:	Yes
Cody Wian:	Yes

Yes: 2, No: 6

Failed.

Recommendation to appoint Rose Salvo to fill the board seat vacancy and to serve as a member of the Mifflin County School District Board of Directors beginning tonight, July 23, 2026 through December 6, 2027.

ROLL CALL VOTE:

Mark Baker: Yes
Erin Barlup: Yes
Jessica Baumgardner: Yes
Paula Dickson: Yes
Brent Erb: Yes
R. Brian Ketchem: No
E. Terry Styers: No
Cody Wian: No
Yes: 5, No: 3

Passed.

4.E.Nominations for President

Nominations for election of President.

- Brent Erb, nominated by Dr. Ketchem
- Cody Wian, nominated by Mr. Styers

4.F.Election of President to Serve Until December Organization Meeting

Approval of Brent Erb to serve as President until the December organization meeting.

ROLL CALL VOTE:

Mark Baker: Yes
Erin Barlup: No
Jessica Baumgardner: Yes
Paula Dickson: Yes
Brent Erb: Yes
Rose Salvo: Absent
R. Brian Ketchem: Yes
E. Terry Styers: No
Cody Wian: Yes
Yes: 6, No: 2

Passed.

4.G. Nominations for Vice President

Elected President assumes chair and presides over nominations for and election of Vice President to serve until the December organization meeting. (Section 404)

- Mr. Wian, nominated by Mr. Baker

4.H. **Election of Vice President to Serve Until December Organization Meeting**

Approval of Cody Wian to serve as Vice President until the December organization meeting.

Motion made by Cody Wian and seconded by Erin Barlup.

ROLL CALL VOTE:

Mark Baker:	Yes
Erin Barlup:	Yes
Jessica Baumgardner:	Yes
Paula Dickson:	Yes
Brent Erb:	Yes
Rose Salvo:	Absent
R. Brian Ketchem:	Yes
E. Terry Styers:	Yes
Cody Wian:	Yes

Yes: 8, No: 0

Passed.

4.I. **Tuscarora Intermediate Unit #11 Board Member**

Recommend approval of _____ to serve as the MCSD representative on the Tuscarora Intermediate Unit #11 Board of Directors until June 30, 2027, finishing the term held by Zeb Harshbarger.

- Discussion occurred regarding tabling the motion until Ms. Salvo can be present.

Motion made by Mark Baker and seconded by E. Terry Styers to table item 4.I.

ROLL CALL VOTE:

Mark Baker:	Yes
Erin Barlup:	Yes
Jessica Baumgardner:	Yes
Paula Dickson:	Yes
Brent Erb:	Yes
Rose Salvo:	Absent
R. Brian Ketchem:	Yes
E. Terry Styers:	Yes
Cody Wian:	Yes

Yes: 8, No: 0

Passed.

5. **CONSENT AGENDA**

Our adopted rules of Parliamentary Procedure, Robert's Rules, provide for a consent agenda listing several items for Board approval by a single motion. Most of the items listed under the consent agenda have gone through Board subcommittee

review and recommendation. Documentation concerning these items has been provided to all board members and the public in advance to ensure an extensive and thorough review. Items may be removed from the consent agenda at the request of any board member.

5.A. Approval of Minutes

- Approval of minutes of the Committee of the Whole meeting held on June 18, 2026.
- Approval of minutes of the Special Voting meeting held on June 25, 2026.
- Approval of minutes of the Regular Board meeting held on June 25, 2026.

5.B. Policies and Curriculum

Approve the following draft policies as a first reading, to replace the board's previously adopted board policies of the same number if they exist:

First Reading:

105.2 - Exemption From Instruction - PSBA Updates

122 - Extracurricular Activities - PSBA Updates

122.1 - Noncurriculum-Related, Nonschool-Sponsored, Student-Initiated Groups - first time policy adoption

304.1 - Nepotism - Committee recommended changes

609 - Investment of District Funds - PSBA updates

5.C. Custodial/Maintenance - Nothing at this time.

5.D. Finance

1. Review of Treasurer Reports for month ended June 30, 2026
 - a. Kish Bank
 - b. PSDLAF / PSDMAX
 - c. Capital Projects Fund (PLGIT)
 - d. Athletic Project
2. Review of listing of bills for payment
3. Review of Revenue and Expense Summaries
4. Real Estate and Per Capita Tax Collector Report
5. Informational: Multi-Sports Facilities Expenses/Foundation Receipts
6. Recommend approval of Offer on Repository on property map 16 ,23-0815-- ,000
7. Informational: Results of 2025 Judicial Sale - Tax Sale
8. Informational: 2026-2027 Budget Update - State Revenue
9. Per Capita Tax Exoneration Requests from former Burnham Borough Tax Collector retroactive to December 31, 2025 (if received - all other collectors received and approved)

10. Recommend permission to make the necessary budget transfers for 2025-2026 with the understanding a list of transfers will be brought back to the Board as information.

- Mrs. Wingard provided an update to the information requested last week.

5.E. Cafeteria

- Approval of the Cafeteria Financial Report for **June 2026**.
- Authorization to pay Cafeteria Bills for **June 2026**.

5.F. Transportation - Nothing at this time

5.G. Student Related - Nothing at this time

5.H. Personnel

Approval of all personnel items listed below and on the attached personnel sheet.

Name corrections from May's Personnel Sheet:

- Auxiliary Personnel - Leslie Knable should be Leslie Hannon
- Auxiliary Personnel - Jaden Palladino should be Jamen Palladino

5.I. Athletics and Activities - Nothing at this time

5.J. Consent Agenda Approval

Approval of Consent Agenda Items 5A - 5I as presented.

- Mr. Baker requested that the First Assistant Basketball Coach – Christopher Lehman be pulled for a Roll Call vote.

Motion made by Mark Baker and seconded by Cody Wian.

ROLL CALL VOTE:

Mark Baker:	Yes
Erin Barlup:	Yes
Jessica Baumgardner:	Yes
Paula Dickson:	Yes
Brent Erb:	Yes
Rose Salvo:	Absent
R. Brian Ketchem:	Yes
E. Terry Styers:	Yes
Cody Wian:	Yes
Yes: 8, No: 0	

Passed.

6. **BOARD ACTION/ROLL CALL ITEMS**

6.A. **Contracted Special Education Review Services for School-Based Access Program**

Approve the contract with Lynne Garvey, CRNP, to review and approve special education evaluations/reevaluations and IEPs at a rate of \$15.00 per evaluation/reevaluation and/or IEP for the School-Based Access Program.

Motion made by Cody Wian and seconded by Erin Barlup.

ROLL CALL VOTE:

Mark Baker:	Yes
Erin Barlup:	Yes
Jessica Baumgardner:	Yes
Paula Dickson:	Yes
Brent Erb:	Yes
Rose Salvo:	Absent
R. Brian Ketchem:	Yes
E. Terry Styers:	Yes
Cody Wian:	Yes
Yes: 8, No: 0	

Passed.

6.B. **Job Description - Assistant Athletic Director**

Approve the job description for the Assistant Athletic Director.

Motion made by Cody Wian and seconded by Jessica Baumgardner.

ROLL CALL VOTE:

Mark Baker:	Yes
Erin Barlup:	Yes
Jessica Baumgardner:	Yes
Paula Dickson:	Yes
Brent Erb:	Yes
Rose Salvo:	Absent
R. Brian Ketchem:	Yes
E. Terry Styers:	Yes
Cody Wian:	Yes
Yes: 8, No: 0, Abstain (With Conflict): 1	

Passed.

6.C. Sponsor-to-Sponsor Agreement and Addendum with Summit Early Learning - 26-27

Approve the Sponsor-to-Sponsor Agreement between Summit Early Learning, Inc. and MCSD for October 1, 2026 through September 30, 2027 along with the Addendum to include August 31, 2026 - September 30, 2026. - Attached.

Motion made by Jessica Baumgardner and seconded by Cody Wian.

ROLL CALL VOTE:

Mark Baker:	Yes
Erin Barlup:	Yes
Jessica Baumgardner:	Yes
Paula Dickson:	Yes
Brent Erb:	Yes
Rose Salvo:	Absent
R. Brian Ketchem:	Yes
E. Terry Styers:	Yes
Cody Wian:	Yes
Yes: 8, No: 0	

Passed.

6.D. Food Service Budget

Approve the Food Service Budget for the 2026-2027 school year.

- Mrs. Wingard provided the Federal Reimbursement Rates. There is a 16-cent increase in lunches. \$41,000 in additional subsidy.
- Mrs. Baumgardner and Mrs. Barlup asked if we still needed to increase the lunch prices since we received additional money. Mrs. Wingard stated that we do so due to the increase in wages of the cafeteria staff.

Motion made by Cody Wian and seconded by Mark Baker.

ROLL CALL VOTE:

Mark Baker:	Yes
Erin Barlup:	No
Jessica Baumgardner:	No
Paula Dickson:	No
Brent Erb:	Yes
Rose Salvo:	Absent
R. Brian Ketchem:	Yes
E. Terry Styers:	Yes
Cody Wian:	Yes
Yes: 5, No: 3	

Passed.

6.E. Cafeteria Substitute Rate Change for 2026-2027

Approve an increase to the Cafeteria Substitute rate from \$13.25/hour to \$14.00/hour beginning the 2026-2027 school year.

Motion made by Mark Baker and seconded by Cody Wian.

ROLL CALL VOTE:

Mark Baker:	Yes
Erin Barlup:	Yes
Jessica Baumgardner:	Yes
Paula Dickson:	Yes
Brent Erb:	Yes
Rose Salvo:	Absent
R. Brian Ketchem:	Yes
E. Terry Styers:	Yes
Cody Wian:	Yes

Yes: 8, No: 0, Abstain (With Conflict): 1

Passed.

6.F. Inter-District Agreement for Non-Public Title I Services with Midd West School District

Approve the 2026-2027 Inter-District Agreements with Midd West School District for Non-Public Title I Services for Sacred Heart and Mifflin County Christian Academy.

Motion made by Cody Wian and seconded by Erin Barlup.

ROLL CALL VOTE:

Mark Baker:	Yes
Erin Barlup:	Yes
Jessica Baumgardner:	Yes
Paula Dickson:	Yes
Brent Erb:	Yes
Rose Salvo:	Absent
R. Brian Ketchem:	Yes
E. Terry Styers:	Yes
Cody Wian:	Yes

Yes: 8, No: 0

Passed.

6.G. Board Secretary Appointment

Approve KOLEEN J. NICKEL as School Board Secretary from August 1, 2026 through June 30, 2029 to complete the 4-year term served by Nicole Lewis. Koleen will receive a prorated yearly stipend of \$3,000.

- Mr. Varner stated that he appreciates Mrs. Nickel stepping up to the role of Board Secretary.

Motion made by Mark Baker and seconded by Cody Wian.

ROLL CALL VOTE:

Mark Baker:	Yes
Erin Barlup:	Yes
Jessica Baumgardner:	Yes
Paula Dickson:	Yes
Brent Erb:	Yes
Rose Salvo:	Absent
R. Brian Ketchem:	Yes
E. Terry Styers:	Yes
Cody Wian:	Yes
Yes: 8, No: 0	

Passed.

6.H. Discussion of Filling Assistant Athletic Director

- Mr. Baker asked what the salary would be. Mr. Varner explained it would be a stipend of \$2,240 with no experience.
- Mr. Baker asked if Mr. Lepley is asking for this position to be filled. Mr. Varner stated that yes, but he is unsure if we can even fill it due to how late this is occurring in the summer.
- Discussion occurred regarding this individual being a coach and assistant AD.
- Mr. Crosson explained that Mr. Lepley felt it was not feasible for the assistant AD to also be a coach.
- Mr. Varner explained this is the reason for that being added to the job description.
- Mrs. Baumgardner asked if students could be utilized for this.
- There is going to be a student intern.
- Mrs. Baumgardner suggested increasing this to a second student.
- Mr. Campagna will follow-up with Mr. Lepley regarding an additional intern.

6.I. Discussion of Filling 210-Day Assistant Principal

- Mr. Campagna explained that this position is absolutely needed, especially with the changes in truancy at the state level. Explained the differences between the Principal and Assistant Principal positions. Explained that there are increased needs for the students, such as mental health, where the issue of discipline may turn into something greater.
- Mrs. Ruble explained the SAIC (Student Attendance Improvement Conference) process. Last year, there were 225 SAI conferences.
- Mr. Varner explained increased communications that are now included in the requirements for handling student attendance.
- Mr. Crosson provided his experiences with having one Assistant Principal versus two.
- Mrs. Manges echoed what Mr. Crosson stated.

- Mr. Wian stated that there is nothing wrong with having these discussions on the agenda, and he wanted the public to know that the Board wants to hear from the administrative teams regarding these "high dollar" positions.
- Mr. Strausburg spoke on the greater needs of the students that are coming into the District.

6.J. Hiring of 210-Day Assistant Principal at MCHS

Approve Joseph V. Daubert as the 210-day Assistant Principal position at Mifflin County High School at a salary of \$87,388 with a start date of 7/27/2026.

- Mr. Erb expressed his frustration with the state government forcing the district to spend money that they do not reimburse for, speaking on the topic of SAIC requirements.

Motion made by Mark Baker and seconded by Cody Wian.

ROLL CALL VOTE:

Mark Baker:	Yes
Erin Barlup:	Yes
Jessica Baumgardner:	Yes
Paula Dickson:	Yes
Brent Erb:	Yes
Rose Salvo:	Absent
R. Brian Ketchem:	Yes
E. Terry Styers:	Yes
Cody Wian:	Yes
Yes: 8, No: 0	

Passed.

6.K. Hiring of MCJHS/East Derry Health and PE Teacher

Approve Jordan S. Wise as the MCJHS/East Derry Health and PE Teacher for the start of the 2026-2027 school year at a salary of \$52,133 at a Bachelor's, Step 2.

Motion made by Cody Wian and seconded by Erin Barlup.

ROLL CALL VOTE:

Mark Baker:	Yes
Erin Barlup:	Yes
Jessica Baumgardner:	Yes
Paula Dickson:	Yes
Brent Erb:	Yes
Rose Salvo:	Abstain (With Conflict)
R. Brian Ketchem:	Yes
E. Terry Styers:	Yes
Cody Wian:	Yes
Yes: 8, No: 0	

Passed.

6.L. Hiring of Bus Driver

Approve Jessica K. Yoder as a driver for KV Bus Line to begin with the start of the 2026-2027 school year.

Motion made by Erin Barlup and seconded by Jessica Baumgardner.

ROLL CALL VOTE:

Mark Baker:	Yes
Erin Barlup:	Yes
Jessica Baumgardner:	Yes
Paula Dickson:	Yes
Brent Erb:	Yes
Rose Salvo:	Absent
R. Brian Ketchem:	Yes
E. Terry Styers:	Yes
Cody Wian:	Yes
Yes: 8, No: 0	

Passed.

6.M. Personnel Item – Mentor

Approve Rebekah J. Wagner as Mentor for Madeline E. Marsh, School Psychologist at LIS/EDES, for the full induction program with a \$1,000 stipend.

Motion made by E. Terry Styers and seconded by Cody Wian.

ROLL CALL VOTE:

Mark Baker:	Yes
Erin Barlup:	Yes
Jessica Baumgardner:	Yes
Paula Dickson:	Yes
Brent Erb:	Yes
Rose Salvo:	Absent
R. Brian Ketchem:	Yes
E. Terry Styers:	Yes
Cody Wian:	Yes
Yes: 8, No: 0	

Passed.

6.N. **Personnel – Transfer**

Approve the transfer of Hannah E. Smith from a Part-Time Learning Support Paraprofessional at EDES to a Full-Time Autistic Support Paraprofessional at LES for the start of the 2026-2027 SY.

Motion made by Mark Baker and seconded by Jessica Baumgardner.

ROLL CALL VOTE:

Mark Baker:	Yes
Erin Barlup:	Yes
Jessica Baumgardner:	Yes
Paula Dickson:	Abstain (With Conflict)
Brent Erb:	Yes
Rose Salvo:	Absent
R. Brian Ketchem:	Yes
E. Terry Styers:	Yes
Cody Wian:	Yes

Yes: 7, No: 0, Abstain (With Conflict): 1

Passed.

6.O. **Sign Language Specialist Agreement**

Approve letter of agreement with SLSWPA for educational interpreter services for the 2026-27 school year at a rate of \$56.00 per hour.

Motion made by Jessica Baumgardner and seconded by Erin Barlup.

ROLL CALL VOTE:

Mark Baker:	Yes
Erin Barlup:	Yes
Jessica Baumgardner:	Yes
Paula Dickson:	Yes
Brent Erb:	Yes
Rose Salvo:	Absent
R. Brian Ketchem:	Yes
E. Terry Styers:	Yes
Cody Wian:	Yes

Yes: 8, No: 0

Passed.

Motion to add to the agenda item 6.P.: Approve Chris Lehman as First Assistant Girls Basketball Coach.

Motion made by R. Brian Ketchem and seconded by Jessica Baumgardner.

ROLL CALL VOTE:

Mark Baker:	Yes
Erin Barlup:	Yes
Jessica Baumgardner:	Yes
Paula Dickson:	Yes
Brent Erb:	Yes
Rose Salvo:	Absent
R. Brian Ketchem:	Yes
E. Terry Styers:	Yes
Cody Wian:	Yes
Yes: 8, No: 0	

Passed.

6.P. - Approve Chris Lehman as First Assistant Girls Basketball Coach.

Motion made by Cody Wian and seconded by E. Terry Styers.

ROLL CALL VOTE:

Mark Baker:	No
Erin Barlup:	Yes
Jessica Baumgardner:	Yes
Paula Dickson:	Yes
Brent Erb:	No
Rose Salvo:	Absent
R. Brian Ketchem:	Yes
E. Terry Styers:	Yes
Cody Wian:	Yes
Yes: 6, No: 2	

Passed.

7. OTHER BUSINESS

- Mr. Wian brought up changing the AR for accepting board member resignations.
- Dr. Ketchem asked for an update on Jr. ROTC. Mr. Varner provided an update. Mr. Campagna provided the process of starting up the Jr. ROTC program. Explained that 2 staff members would need to be hired and the district would have to pay for some of the cost. This would also go through the elective process and require storage space and uniforms. Mr. Crosson stated that there were two big concerns when he looked into this in the past: which branch and the coverage that would be required. Mr. Campagna explained that 1-2 times per month, one of the branches are set up at lunch at MCHS. Dr. Ketchem would like to know why districts similar to ours opt-in to this and others do not. Mr. Varner recommended for the board to make a motion for the directive to have this happen. This will be reported back at the November meeting. Mrs. Baumgardner gave her support for the program.

- Mr. Styers felt that the selection of the new board member was an unfair process. Ms. Salvo did not answer a single question. Felt that the decision was made before the meeting even started and that we owe the candidates an apology. Mr. Wian stated that this is a process issue and we should update the policy regarding the selection and interviewing of the candidates.

Motion to add to the agenda: Provide directive for MCHS Administration to review the possible implementation of Jr. ROTC with a report back to the board members at the November board meeting.

Motion to approve motion. Motion made by Mark Baker and seconded by Cody Wian.

ROLL CALL VOTE:

Mark Baker:	Yes
Erin Barlup:	Yes
Jessica Baumgardner:	Yes
Paula Dickson:	Yes
Brent Erb:	Yes
Zeb Harshbarger:	Abstain (With Conflict)
R. Brian Ketchem:	Yes
E. Terry Styers:	Yes
Cody Wian:	Yes
Yes: 8, No: 0, Abstain (With Conflict): 1	

Passed.

8. **PUBLIC COMMENT**

Public comment at this point in the agenda may pertain to any district-related items. Please state your first and last name and the town you reside in. Comments will be limited to 5 minutes.

9.

- Diane Stewart, Lewistown - Thanked Mr. Styers for his apology and said that she already knew the answer as well. Stated she wants nothing but the best for this board. The board is affecting the students and staff. The perception that the board is a "good ol' boys" club is apparent. Give the public the reason that you are voting no. The public is not getting the transparency that was preached about in the past. Discussed that the comprehensive plan that is completed every 5 years has the list of goals for the board. The process for selecting board candidates is not fair.

10. **EXECUTIVE SESSION**

10.A. **June Executive Sessions**

- Executive Session held on 6/8/2026 at 5:45 PM - 7:05 PM for the Board Self-Assessment workshop with PSBA representatives.
- Executive Session held on 6/18/2026 at 7:44 PM - 8:50 PM for school security, personnel and contractual issues.
- Executive Session held on 6/25/2026 at 7:49 PM - 8:15 PM for personnel and contractual issues.

10.B. **Convene into Executive Session**

10.C. **Reconvene to Regular Session**

11. **ADJOURNMENT BY PRESIDENT**

With no further business before the board, the meeting adjourned at 9:21 pm.

Respectfully Submitted,

A handwritten signature in blue ink that reads "Nicole Lewis". The signature is written in a cursive, flowing style.

Nicole M. Lewis, Board Secretary



Policy Number 231-2
Title Social Events And Class Trips
Version v1 · 7/22/2026

Social Events And Class Trips

Purpose

The Board recognizes the value of student social events and class trips in enhancing and enriching the school experience for students.

Authority

The Board shall make school facilities available and provide appropriate staff for social events within the school facilities that have been approved by the building principal.[\[1\]](#)

Social events require approval by the building principal. Class **trips** and social events that take place outside of school facilities or on a Sunday **require prior approval by the Board.**[\[2\]](#)

As voluntary participants in school social events and class trips, students shall be held responsible for compliance with district policies and rules. Infractions of those policies or rules will be subject to the same disciplinary measures applied during the regular school program.[\[3\]](#)

Participation in school events is not a right and may be denied to any student who has demonstrated disregard for Board policies, administrative regulations or school rules.

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations governing the conduct of student social events and class trips.

Footnotes

[1] 24 P.S. 511
Legal Reference [View source](#) 

[2] 24 P.S. 517
Legal Reference [View source](#) 

[3] 24 P.S. 510
Legal Reference [View source](#) 



Policy Number 233
Title Suspension and Expulsion
Adopted 11/17/2022
Revised 2/23/2023
Version v1 · 7/22/2026 · DRAFT

Suspension and Expulsion

Purpose

The Board recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and one that cannot be imposed without due process. The Board shall define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting students with disabilities shall be governed by applicable state and federal law and regulations.[\[1\]](#) [\[2\]](#) [\[3\]](#) [\[4\]](#) [\[5\]](#)

Authority

The Board may, after a proper hearing, suspend or expel a student for such time as it deems necessary, or may permanently expel a student.[\[1\]](#) [\[6\]](#) [\[7\]](#)

Guidelines

Exclusion From School - Suspension

The principal or person in charge of the school may suspend any student for disobedience or misconduct for a period of one (1) to ten (10) consecutive school days and shall immediately notify the parent/guardian in writing when the student is suspended.[\[1\]](#) [\[7\]](#)

No student may be suspended without notice of the reasons for which the student is suspended and an opportunity to be heard on their own behalf before the school official who holds the authority to reinstate the student. Prior notice is not required where it is clear that the health, safety or welfare of the school population is threatened. Suspensions may not be made to run consecutively beyond the ten-school day period.[\[1\]](#)

When a suspension exceeds three (3) school days, the student and parent/guardian shall be given the opportunity for an informal hearing with the designated school official. Such hearing shall take place as soon as possible after the suspension, and the district shall offer to hold it within the first five (5) days of the suspension.[\[1\]](#) [\[6\]](#)

Informal hearings under this provision shall be conducted by an administrator designated by the Superintendent.

Purpose of Informal Hearing

The purpose of the informal hearing is to permit the student to explain the circumstances surrounding the event leading to the suspension, to show why the student should not be suspended, and to discuss ways to avoid future offenses.[\[6\]](#)

Due Process Requirements for Informal Hearing[\[6\]](#)

1. The student and parent/guardian shall be given written notice of the reasons for the suspension.
2. The student and parent/guardian shall receive sufficient notice of the time and place of the informal hearing.
3. The student may question any witnesses present at the informal hearing.
4. The student may speak and produce witnesses who may speak at the informal hearing.
5. The district shall offer to hold the informal hearing within five (5) days of the suspension.

Exclusion From Class - In-School Suspension

No student may receive an in-school suspension without notice of the reasons for which the student is suspended and an opportunity to be heard prior to the time the suspension becomes effective. The parent/guardian shall be informed of the suspension action taken by the school.[\[2\]](#)

Should the in-school suspension exceed ten (10) consecutive school days, the student and parent/guardian shall be offered an informal hearing with the building principal. Such hearing shall take place prior to the eleventh day of the in-school suspension. The procedure shall be the same as the procedure for informal hearings held in connection with out-of-school suspensions.[\[2\]](#) [\[6\]](#)

The district shall provide for the student's education during the period of in-school suspension.
[\[2\]](#)

Expulsion

Expulsion is exclusion from school by the Board for a period exceeding ten (10) consecutive school days. The Board may permanently expel from the district rolls any student whose misconduct or disobedience warrants this sanction. No student shall be expelled without an opportunity for a formal hearing before the Board, a duly authorized committee of the Board, or a qualified hearing examiner appointed by the Board, and upon action taken by the Board after the hearing.[\[1\]](#)[\[6\]](#)[\[7\]](#)

Expulsion Hearings

A formal hearing shall be required in all expulsion actions.[\[1\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)

The formal hearing shall observe the due process requirements of: [\[6\]](#)

1. Notification of the charges in writing by certified mail to the student's parent/guardian.
2. At least three (3) days' notice of the time and place of the hearing, which shall include a copy of this policy, hearing procedures and notice of the right to representation by legal counsel. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
3. The hearing shall be private unless the student or parent/guardian requests a public hearing.
4. Representation by counsel at the parent's/guardian's expense and parent/guardian may attend the hearing.
5. Disclosure of the names of witnesses against the student and copies of their written statements or affidavits.
6. The right to request that witnesses against the student appear in person and answer questions or be cross-examined.
7. The right to testify and present witnesses on the student's behalf.

8. A written or audio record shall be kept of the hearing and a copy made available to the student at the student's expense, or at no charge if the student is indigent.
9. The hearing shall be held within fifteen (15) school days of the notice of charges, unless a delay is mutually agreed to by both parties or is delayed by:
 - a. The need for laboratory reports from law enforcement agencies.
 - b. Evaluations or other court or administrative proceedings are pending due to a student's invoking their rights under the Individuals with Disabilities Education Act (IDEA).
 - c. Delay is necessary due to the condition or best interests of the victim in cases of juvenile or criminal court involving sexual assault or serious bodily injury.
10. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

Adjudication

A written adjudication shall be issued after the Board has acted to expel a student. The adjudication may include additional conditions or sanctions.[\[9\]](#)

Attendance/School Work During Suspension and Prior to Expulsion

Students serving an out-of-school suspension must make up missed exams and work, and shall be permitted to complete assignments pursuant to established guidelines.[\[1\]](#) [\[10\]](#)

Students who are facing an expulsion hearing must be placed in their normal classes if the formal hearing is not held within the ten-school day suspension.

If it is not possible to hold the formal hearing within the first ten (10) school days, the school district may exclude such a student from class for up to five (5) additional – fifteen (15) total – school days if, after an informal hearing, it is determined that the student's presence in their normal class would constitute a threat to the health, safety or welfare of others.

Any further exclusion prior to a formal hearing may be only by mutual agreement. Such students shall be given alternative education, which may include home study.

Attendance/School Work After Expulsion

Students who are under eighteen (18) years of age are still subject to compulsory school attendance even though expelled and shall be provided an education. [\[1\]](#) [\[10\]](#) [\[11\]](#)

The parent/guardian has the initial responsibility of providing the required education and shall, within thirty (30) days, submit written evidence to the school that the required education is being provided or that they are unable to do so. If the parent/guardian is unable to provide for the required education, the school district shall, within ten (10) days of receipt of the parent's/guardian's notification, make provision for the student's education.

The Board may provide an educational program to the student immediately upon expulsion and may waive the 30-day period, at its discretion.

Students With Disabilities

A student with a disability shall be provided educational services as required by state and federal laws and regulations and Board policies. [\[12\]](#) [\[13\]](#)

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations to implement this policy which include:

1. Publication of a Code of Student Conduct, in accordance with Board policy on student discipline. [\[14\]](#)
2. Procedures that ensure due process when a student is being deprived of the right to attend school.
3. Regulations regarding student records which require that records of disciplinary suspension be maintained in accordance with Board policy on student records. [\[15\]](#) [\[16\]](#)
4. The name of a student who has been disciplined shall not become part of the agenda or minutes of a public meeting, nor part of any public record of the Board. Such students may be designated by code.
5. Any student who has been expelled may apply for readmission to school upon such conditions as may be imposed by the Board.

Footnotes

- [1] 22 PA Code 12.6
Legal Reference

[View source](#) 
- [2] 22 PA Code 12.7
Legal Reference

[View source](#) 
- [3] 22 PA Code 14.143
Legal Reference

[View source](#) 
- [4] 20 U.S.C. 1400 et seq
Legal Reference

[View source](#) 
- [5] 34 CFR Part 300
Legal Reference

[View source](#) 
- [6] 22 PA Code 12.8
Legal Reference

[View source](#) 
- [7] 24 P.S. 1318
Legal Reference

[View source](#) 
- [8] 2 Pa. C.S.A. 101 et seq
Legal Reference

[View source](#) 
- [9] 2 Pa. C.S.A. 101
Legal Reference

[View source](#) 
- [10] Pol. 204
Policy Reference

[Open policy](#) 
- [11] 24 P.S. 1326
Legal Reference

[View source](#) 
- [12] Pol. 113
Policy Reference

[Open policy](#) 
- [13] Pol. 113.1
Policy Reference

[Open policy](#) 
- [14] Pol. 218
Policy Reference

[Open policy](#) 

[15] **Pol. 216**

Policy Reference

[Open policy](#) 

[16] **Pol. 113.4**

Policy Reference

[Open policy](#) 



Policy Number 716
Title Integrated Pest Management - Vol II 2026
Version v1 · 7/23/2026 · DRAFT

Integrated Pest Management - Vol II 2026

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.

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 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 **IPM** Plan for district buildings and grounds that complies with policies and regulations promulgated by the Department of Agriculture.[\[2\]](#) [\[4\]](#)

The Board shall designate an employee to **facilitate IPM for the district. The designated employee will be referred to as the district's IPM Coordinator or as otherwise specified at the district.**

DELEGATION OF RESPONSIBILITY

The IPM Coordinator shall be responsible to implement the **IPM** Plan and to coordinate communications between the district and the approved contractor.

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 school 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 **periodic** training, **as needed**.

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 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 in place for at least two (2) days following each planned treatment.**
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]

PSBA Revision 5/26 © 2026 PSBA

Footnotes

[1] 7 PA Code 128.2 [View source ↗](#)
Legal Reference

[2] 24 P.S. 772.1 [View source ↗](#)
Legal Reference

[3] 3 P.S. 111.21 et seq [View source ↗](#)
Legal Reference

[4] 7 PA Code 128.1 et seq [View source ↗](#)
Legal Reference

[5] 24 P.S. 772.2 [View source ↗](#)
Legal Reference

Applied Math

Mifflin County School District

UNITS (6/6 SELECTED)		SUGGESTED DURATION
Unit 1: Foundations of Math		40 lessons
Unit 2: Graphs, Charts, and Tables		1 lesson
Unit 3: Data Analysis		1 lesson
Unit 4: Measurement		1 lesson
Unit 5: Ratios and Proportions		1 lesson
Unit 6: Math in Career		1 lesson

Unit 1: Foundations of Math

Applied Math

UNIT OVERVIEW

This unit will cover the essential mental math skills that students need to be able to do to be successful after school. These skills include addition, subtraction, multiplying, and division without a calculator as well as fractions, decimals, percentages and time.

COMMON MISCONCEPTIONS

- When to borrow and when to carry over when doing simple addition and subtraction
- Misaligning numbers in multi-digit multiplication.
- Setting up division problems, confusing divisor and dividend
- Misunderstanding remainders and decimal conversions.
- Misunderstanding decimal place values (0.5 vs. 0.05)
- Confusing percentage conversions (0.25% vs 25%)
- Not recognizing percentages can be greater than 100%.
- Using an equal's sign when only an expression is needed.
- Ignoring implied operations (such as "twice a number")
- Confusing math terms when reading a word problem ("more than", "less than", "half of")
- Forgetting PEMDAS rules.
- Ignoring parentheses.
- Not performing operations equally on both sides.
- Forgetting negative signs during steps.

ESSENTIAL QUESTIONS / BIG IDEAS

Essential Questions	Big Ideas
• What math skills do I need to know without a calculator? • How does knowing these skills mentally help me for my career? • Why is it important to be able to convert numbers to different units? • How do I fill out a time sheet?	• Mental Math Skills: add, subtract, multiply, divide • Simplifying Fractions • Adding and Subtracting Fractions • Multiplying and Dividing Fractions • Conversions: Fractions, decimals and percentages • Comparing: Fractions, decimals and percentages • Reading Analog Clock • Calculating elapsed time

Unit 1: Foundations of Math

Applied Math

CONCEPTS / COMPETENCIES

Concepts	Competencies
• Mental Math Skills • Fact Fluency • Time	• Solving Addition, Subtraction, Multiplication and Division problems without a calculator • Completing operations involving fractions and decimals without calculator • Converting and comparing between fractions, decimals and percentages without calculator • Completing timed drills and graphing progress • Reading Analog Clocks • Calculating Elapse Time

STANDARDS AND ELIGIBLE CONTENT

M03.D-M.1.1

Determine or calculate time and elapsed time.

M03AF1.1.1a

Identify the unit fraction or other proper fraction (denominators = 2, 3, 4, 6) that matches the representation

M03AF1.1.3b

Identify equivalent fractions using representations

M04AF1.1.1a

Identify equivalent fractions

M04AF1.1.2a

Compare two fractions with like denominators

M04AF.2.1.1a

Add or subtract fractions with common denominators (denominators limited to 2, 3, 4, or 8)

Unit 1: Foundations of Math

Applied Math

M06AR1.1.4a

Solve a 1-step real-world problem given the unit rate

M04AF.2.1.2a

Decompose a proper fraction into multiple copies of a unit fraction (denominators limited to 3, 4, or 8)

M07AR1.1.1a

Find the unit rate in a real-world problem

M08AN1.1.2a

Convert a fraction to a decimal up to the hundredths place

ASSESSMENTS

REFLECTIONS

RESOURCES

Unit 2: Graphs, Charts, and Tables

Applied Math

UNIT OVERVIEW

This unit will cover the essential graphs, charts, and tables that students may encounter in real-world applications. Students will learn how to graph data in a coordinate plane using a table of values and will analyze data trends. Students will learn how to draw lines of best fit to make predictions based off of data trends. Students will learn how to create, read, and interpret bar graphs, line graphs, pie graphs, charts, tables, and diagrams.

COMMON MISCONCEPTIONS

- Reversing x- and y-coordinates
- Miscounting spaces instead of lines on the grid.
- Confusing quadrants.
- Plotting points inaccurately from the table
- Mistaking patterns in table values
- Believing all data must perfectly touch the trend line
- Misreading axes or labels
- Confusing parts of a pie chart as unrelated to the whole
- Not scaling bars correctly

ESSENTIAL QUESTIONS / BIG IDEAS

• Essential Questions	• Big Ideas
• Graphs and tables organize information visually. • Graphs can be used to identify patterns and relationships. • Different types of graphs are suited to different types of data	• How can graphs help us understand and communicate information? • What can different types of graphs show us that raw data cannot? • How do we determine which graph best represents a set of data?

Unit 2: Graphs, Charts, and Tables

Applied Math

CONCEPTS / COMPETENCIES

Concepts	Competencies
- Graphing data - Graphing equations - Analyzing data trends and making predictions based on trends - Creating and reading bar graphs, line graphs, pie graphs, charts, tables, and diagrams	- Graphing ordered pairs on a coordinate plan in all 4 quadrants - Creating a table of values to graph equations - Drawing lines of best fit and making predictions about what trend the data could follow in the future - Organizing data and deciding whether a bar graph, line, graph, pie graph, chart or table would be the best way to represent data - Reading, interpreting, and answering questions about the different types of graphs

STANDARDS AND ELIGIBLE CONTENT

CC.2.4.5.A.2

Represent and interpret data using appropriate scale.

M05DM
2.1.2

Display and interpret data shown in tallies, tables, charts, pictographs, bar graphs, and line graphs, and use a title, appropriate scale, and labels. A grid will be provided to display data on bar graphs or line graphs.

a)

I can display and read data shown in tallies, tables, charts, pictographs, bar graphs, and line graphs.

CC.2.3.5.A.1

Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.

c)

I can represent real-world and mathematical problems by graphing points in the first quadrant of a coordinate plane.

a)

I can understand a coordinate plane and ordered pairs of number coordinates on that plane (Quadrant 1).

d)

I can understand coordinate values in the context of a real-world or mathematical problem.

Unit 2: Graphs, Charts, and Tables

Applied Math

b) I can graph and interpret points in the first quadrant of a coordinate plane.

M07.A-R.1

Demonstrate an understanding of proportional relationships.

M07.A-R.1.1.2 Determine whether two quantities are proportionally related (e.g., by testing for equivalent ratios in a table, or graphing on a coordinate plane and observing whether the graph is a straight line through the origin).

M06.A-N.3

Apply and extend previous understandings of numbers to the system of rational numbers.

M06.A-N.3.1.3 Locate and plot integers and other rational numbers on a horizontal or vertical number line; locate and plot pairs of integers and other rational numbers on the coordinate plane.

M06.A-N.3.2.3 Solve real-world and mathematical problems by plotting points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

M06.A-R.1

Understand ratio concepts and use ratio reasoning to solve problems

M06.A-R.1.1.3 Construct tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and/or plot the pairs of values on the coordinate plane. Use tables to compare ratios.

M08.D-S.1

Investigate patterns of association in bivariate data.

M08.D-S.1.1.2 For scatter plots that suggest a linear association, identify a line of best fit by judging the closeness of the data points to the line.

A1.2.2.2.1

Draw, identify, find, and/or write an equation for a line of best fit for a scatter plot.

ASSESSMENTS

REFLECTIONS

RESOURCES

Unit 2: Graphs, Charts, and Tables

Applied Math

 PowerPoint.pptx

 6_-_Pie_Graph_Budgeting_Activity.docx

 Digital Enrichment Activity

 Check-Point #5 - Charts & Tables

 Check-Point #3 - Pie Graphs

 Check-Point #4 - Diagrams

 Check-Point #2 - Line Graphs

 Check-Point #1 - Bar Graphs

 Unit Exam - Infographics

 Unit Exam (Part II)

Unit 3: Data Analysis

Applied Math

UNIT OVERVIEW

This unit will cover fundamental interpretation, organization and application of data. These skills will include basic probability, percentages, interest, discounts, averages and estimates. Students will strengthen their ability to work with these concepts and apply them to career and everyday applications.

COMMON MISCONCEPTIONS

- Misclassifying data types
- Confusing mean with median or mode
- Forgetting to order numbers before finding median
- Not counting repeated numbers correctly for mode
- Thinking outcomes are affected by previous events
- Misunderstanding what equally likely outcomes are
- Incorrectly moving the decimal when converting
- Forgetting to use correct base value for discounts or interest
- Incorrectly applying simple vs. compound interest

ESSENTIAL QUESTIONS / BIG IDEAS

Essential Questions	Big Ideas
• Data helps us make informed decisions. • Averages and probability describe trends and predict outcomes. • Percentages and interest have real-world applications.	• How can we use data to make predictions and informed decisions? • What do measures like mean, median, and mode tell us about a set of data? • How do percentages and interest impact our everyday lives?

Unit 3: Data Analysis

Applied Math

CONCEPTS / COMPETENCIES

Concepts	Competencies
• Types of data (categorical vs. numerical) • Tables, charts, and graphs (bar, line, pie) • Data collection methods and bias • Measures of central tendency • When and why to use each measure • Probability as a measure of likelihood • Outcomes, events, and sample space • Percent as a part of a whole • Conversion between fractions, decimals, and percentages • Simple vs. compound interest • Components of interest (principal, rate, time) • Percent-off pricing • Comparison of sale and original prices • Average as a measure of central value • Relationship to total and count • Rounding and approximation • Estimation for reasonableness	• Organize data using appropriate visual tools • Interpret information from different data representations • Identify misleading data displays • Calculate mean, median, and mode from data sets • Analyze which measure is most appropriate for a given situation • Determine simple probabilities (e.g., rolling a die, flipping a coin) • Use probability to make predictions • Solve real-world problems involving percent increase/decrease • Calculate percentages of numbers in various contexts • Calculate simple interest using the formula $I = PRT$ or $I = PRTI = PRT$ • Understand and apply compound interest in real-world scenarios • Calculate final prices after applying discounts • Determine the amount saved • Find average in various contexts • Solve problems involving missing values in an average • Estimate results of operations for quick decision-making • Use estimation to verify exact answers

STANDARDS AND ELIGIBLE CONTENT

M06.D-S.1

Demonstrate understanding of statistical variability by summarizing and describing distributions.

M06.D-S.1.1.2 Determine quantitative measures of center (e.g., mean, median, mode) and variability (e.g., range, interquartile range, mean absolute deviation).

CC.2.4.7.B.3

Investigate chance processes and develop, use, and evaluate probability models.

Unit 3: Data Analysis

Applied Math

CC.2.1.7.D.1

Analyze proportional relationships and use them to model and solve real-world and mathematical problems.

M07.D-S.3

Investigate chance processes and develop, use, and evaluate probability models.

M07.D-
S.3.1.1

Predict or determine whether some outcomes are certain, more likely, less likely, equally likely, or impossible (i.e., a probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event).

M07.D-
S.3.2.1

Determine the probability of a chance event given relative frequency. Predict the approximate relative frequency given the probability. Example: When rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.

M07.D-
S.3.2.2

Find the probability of a simple event, including the probability of a simple event not occurring. Example: What is the probability of not rolling a 1 on a number cube?

CC.2.4.HS.B.6

Use the concepts of independence and conditional probability to interpret data.

CC.2.4.HS.B.7

Apply the rules of probability to compute probabilities of compound events in a uniform probability model.

A1.2.3.3.1

Find probabilities for compound events (e.g., find probability of red and blue, find probability of red or blue) and represent as a fraction, decimal, or percent.

M06AR1.1.5a

Calculate a percent of a quantity as a rate per 100

15.1.12.K

Describe, calculate, and journalize the sales and cost of sales including purchases, transportation costs, sales taxes, and trade discounts.

Unit 3: Data Analysis

Applied Math

15.1.12.V

Analyze and explain the use of industry averages in assessing the financial condition, operating results, profitability, liquidity, and capital structure.

CC.2.1.5.C.1

Use the understanding of equivalency to add and subtract fractions.

j)

I can use number sense and fractions that I know to estimate the reasonableness of answers to fraction problems.

CC.2.1.5.B.2

Extend an understanding of operations with whole numbers to perform operations including decimals.

k)

I can estimate answers to addition, subtraction, multiplication, and division problems.

CC.2.4.3.A.1

Solve problems involving measurement and estimation of temperature, liquid volume, mass, and length.

M03.DM
1.2.1

Measure and estimate liquid volumes and masses of objects using standard units (cups [c], pints [pt], quarts [qt], gallons [gal], ounces [oz.], and pounds [lb]) and metric units (liters [l], grams [g], and kilograms [kg]).

ASSESSMENTS

REFLECTIONS

RESOURCES



1_-_Measures_of_Central_Tendency.pdf



2_-_Basic_Stats_Review_KEY.pdf



1_-_Measures_of_Central_Tendency_KEY.pdf



1_-_Measures_of_Central_Tendency.notebook



3_-_Mean__Median__Mode_Activity_KEY.pdf

Unit 3: Data Analysis

Applied Math

 2_-_Basic_Stats_Review.notebook

 3_-_Mean__Median__Mode_Activity.pdf

 2_-_Basic_Stats_Review.pdf

 8_-_Basic_Probability_KEY.pdf

 17_-_Career_Examples.docx

 4_-_Frequency_Distributions_and_Histograms.notebook

 4_-_Frequency_Distributions_and_Histograms_STUDENT.pdf

 17_-_Career_Examples.notebook

 Fundamental_Counting_Principle_Worksheet.pdf

 5_-_Normal_Distribution_KEY.pdf

 7_-_Home_Prices_-_Stats_Project_-_KEY.pdf

 6_-_Reaction_Time_Lab.docx

 7_-_Home_Prices_-_Stats_Project.docx

 6_-_Reaction_Time_Lab.notebook

 5_-_Normal_Distribution.notebook

 5_-_Normal_Distribution.pdf

 3_-_Mean__Median__Mode_Activity.notebook

 8_-_Basic_Probability.pdf

 9_-_Probability_Maze_KEY.pdf

 12_-_Counting_Principle.pdf

 12_-_Counting_Principle_KEY.pdf

 13_-_Compound_Events.pdf

Unit 3: Data Analysis

Applied Math

 9_-_Probability_Maze.pdf

 11_-_Tree_Diagrams.pdf

 10_-_Theoretical___Experimental_Probability_KEY.pdf

 15_-_Population_vs._Sample.pdf

 15_-_Population_vs._Sample_KEY.pdf

 7_-_Home_Prices_-_Stats_Project.notebook

 18_-_Board_Game_Probability_Project.pdf

 13_-_Compound_Events_KEY.pdf

 14_-_Compound_Probability_Maze.pdf

 10_-_Theoretical___Experimental_Probability.pdf

 11_-_Tree_Diagrams_KEY.pdf

 14_-_Compound_Probability_Maze_KEY.pdf

 16_-_Probability_Review_KEY.pdf

 14_-_Compound_Probability_Maze.notebook

 Probability_Notes_Packet.pdf

 Fundamental_Counting_Principle_Project.pdf

 Probability_Notes_Packet.notebook

 4_-_Frequency_Distributions_and_Histograms.pdf

 16_-_Probability_Review.pdf

Unit 4: Measurement

Applied Math

UNIT OVERVIEW

This unit will teach students to use different devices to find measurements both in standard (up to 1/16th inch) and metric units. They will also learn how to convert one unit of measure to another.

COMMON MISCONCEPTIONS

- When measuring misreading marks between numbers
- Confusing units
- Mixing up metric prefixes
- Incorrect conversions
- Confusing perimeter with area
- When calculating surface area forgetting to find all surfaces
- Confusing volume with surface area
- Incorrectly using midpoint formula
- Mixing up distance with change in one coordinate

ESSENTIAL QUESTIONS / BIG IDEAS

Essential Questions	Big Ideas
◦ Which instrument is appropriate to measure different objects? ◦ What is the difference between metric and standard units? ◦ How do I convert between units of measurement? ◦ What different instruments are used for dry vs liquid measurement? ◦ How do I find the area and volume of regular and irregular shapes? ◦ How do I find the distance between two points in a coordinate plane?	◦ Using a variety of instruments to find different measures ◦ Converting one unit of measure to another ◦ Using known formulas to find area, perimeter, surface area, volume, distance, and midpoint

Unit 4: Measurement

Applied Math

CONCEPTS / COMPETENCIES

Concepts	Competencies
- Using a variety of instruments (tape measurer, rulers/yardsticks) to find length, width, and height - Using a protractor to measure angles - Using a thermometer to find temperature - Using a variety of equipment to find kitchen measurements (dry and liquid measurements) - Converting one unit of measurement to another - Finding the area and perimeter of geometric shapes - Finding the surface area and volume of common 3-D figures - Finding the distance and midpoint between two points in the coordinate plane	- Measuring length to 1/16 of an inch - Measuring angles within 1 degree - Accurately measuring dry and liquid ingredients using measuring spoons and measuring cups - Converting within standard and metric units - Converting between standard and metric units - Using the distance and midpoint formulas

STANDARDS AND ELIGIBLE CONTENT

G.2.2.2.2

Find the measurement of a missing length, given the perimeter, circumference, or area.

G.2.3.1.3

Find the measurement of a missing length given the surface area or volume.

CC.2.4.5.A.1

Solve problems using conversions within a given measurement system.

M05.DM
1.1.1

Convert between different-sized measurement units within a given measurement system. A table of equivalencies will be provided. Example: Convert 5 cm to meters.

a)

I can convert different-sized measurements within the same measurement system.

b)

I can use measurement conversions to solve real-world problems.

Unit 4: Measurement

Applied Math

c)

I can convert measurements within a word problem.

G.2.2.2.3

Find the side lengths of a polygon with a given perimeter to maximize the area of the polygon.

G.2.2.2.4

Develop and/or use strategies to estimate the area of a compound/composite figure.

G.2.3.1.1

Calculate the surface area of prisms, cylinders, cones, pyramids, and/or spheres. Formulas are provided on a reference sheet.

M06.B-E.1

Apply and extend previous understandings of arithmetic to numerical and algebraic expressions.

M06.C-
G.1.1.1

Determine the area of triangles and special quadrilaterals (i.e., square, rectangle, parallelogram, rhombus, and trapezoid). Formulas will be provided.

M06.C-
G.1.1.2

Determine the area of irregular compound polygons.

M06.C-
G.1.1.4

Given coordinates for the vertices of a polygon in the plane, use the coordinates to find side lengths and area of the polygon (limited to triangles and special quadrilaterals). Formulas will be provided.

M06.A-N.3

Apply and extend previous understandings of numbers to the system of rational numbers.

M06.A-
N.3.2.3

Solve real-world and mathematical problems by plotting points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

M08.C-G.2

Understand and apply the Pythagorean theorem.

M08.C-
G.2.1.3

Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Unit 4: Measurement

Applied Math

G.2.1.2.1

Calculate the distance and/or midpoint between two points on a number line or on a coordinate plane.

G.2.1.2.3

Use slope, distance, and/or midpoint between two points on a coordinate plane to establish properties of a two - dimensional shape.

ASSESSMENTS

REFLECTIONS

RESOURCES

 Reading_a_Ruler_Unit.pdf

 3_-_Lab__2_Refinishing_Classroom_Walls.docx

 8_-_Measurements.docx

 10_-_US_Unit_Conversion.pdf

 10_-_Metric_Unit_Conversions.pdf

 9_-_Common_Unit_Conversion.pdf

 Measurement_Conversion_Chart.pdf

 Measurements_in_Cooking.pdf

 Metric_and_Customary_Measurement_Find_Someone_Who_Activity.pdf

 Stem_Project_-_Area_and_Perimeter.pdf

 Fun_with_Measurement_Lab.pdf

Unit 5: Ratios and Proportions

Applied Math

UNIT OVERVIEW

This unit will cover using ratios and proportions on real life problems. This section will cover looking at blueprints and designs and applying proportional properties. Students will learn how ratios have applications to items from everyday work such as baking to job related applications such as reading and drawing a schematic.

COMMON MISCONCEPTIONS

- Confusing order in ratios
- Mixing up part-to-part and part-to-whole relationships
- Cross-multiplying incorrectly
- Forgetting to simplify fractions
- Misinterpreting scale
- Confusing scale factor with actual measurements

ESSENTIAL QUESTIONS / BIG IDEAS

Essential Questions	Big Ideas
• Ratios and proportions compare relationships between numbers. • Proportions are essential for scaling and modeling. • Understanding ratios and proportions aids real-world problem-solving.	• How do ratios and proportions help us compare quantities and solve problems? • Why is proportional reasoning important in real-world situations like scale drawings or maps? • How can we use proportions to solve complex problems easily?

Unit 5: Ratios and Proportions

Applied Math

CONCEPTS / COMPETENCIES

Concepts	Competencies
• Part-to-part and part-to-whole relationships • Equivalent ratios • Proportional relationships • Cross-multiplication • Scale as a ratio • Mapping between real and diagram dimensions • Architectural scaling	• Write ratios in different forms • Simplify and compare ratios • Solve for unknowns in proportion equations • Apply proportions to solve word problems • Interpret scale to find actual or diagram size • Use scale to draw or read maps and plans • Read and interpret blueprints using scale • Convert blueprint measurements to real-world dimensions

STANDARDS AND ELIGIBLE CONTENT

M07.A-N.1

Apply and extend previous understandings of operations to add, subtract, multiply, and divide rational numbers.

M07.A-R.1.1.2

Determine whether two quantities are proportionally related (e.g., by testing for equivalent ratios in a table, or graphing on a coordinate plane and observing whether the graph is a straight line through the origin).

M07.A-R.1

Demonstrate an understanding of proportional relationships.

M07.A-R.1.1.1

Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. Example: If a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.

M07.A-R.1.1.2

Determine whether two quantities are proportionally related (e.g., by testing for equivalent ratios in a table, or graphing on a coordinate plane and observing whether the graph is a straight line through the origin).

M07.A-R.1.1.3

Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

M07.A-R.1.1.4

Represent proportional relationships by equations. Example: If total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.

M07.A-R.1.1.6

Use proportional relationships to solve multi-step ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease.

Unit 5: Ratios and Proportions

Applied Math

G.1.3.1.2

Identify and/or use proportional relationships in similar figures.

CC.2.1.7.D.1

Analyze proportional relationships and use them to model and solve real-world and mathematical problems.

M07.C-G.1

Demonstrate an understanding of geometric figures and their properties.

M07.C-
G.1.1.1

Solve problems involving scale drawings of geometric figures, including finding length and area.

CC.2.4.3.A.4

Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.

M03.DM
2.1.2

Solve one- and two-step problems using information to interpret data presented in scaled pictographs and scaled bar graphs (scales limited to 1, 2, 5, and 10). Example 1: (One-step) “Which category is the largest?” Example 2: (Two-step) “How many more are in category A than in category B?”

M03.DM
2.1.3

Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Display the data by making a line plot, where the horizontal scale is marked in appropriate units – whole numbers, halves, or quarters.

CC.2.4.5.A.2

Represent and interpret data using appropriate scale.

c)

I can represent and interpret data using appropriate scale.

ASSESSMENTS

REFLECTIONS

RESOURCES

 1_-_Notes.docx

 1b_-_Similar_Figures_Notes.docx

Unit 5: Ratios and Proportions

Applied Math

 8_-_Measurements.docx

 6_-_Maps_and_Scale_Drawings_Day_1.docx

 11_-_Blueprint_Rubric.docx

 AD_EB43.tmp

 2_-_Solving_Proportions_Kuta.pdf

 13_-_Build_a_Park_Project_Rubric.docx

 2_-_Solving_Proportions_NO_ANSWERS.pdf

 10_-_Metric_Unit_Conversions.pdf

 7_-_Scale_Drawings_Day_2.doc

 9_-_Common_Unit_Conversion.pdf

 11_-_Drawing_a_Floor_Plan_of_the_Classroom.docx

 3_-_Similar_Figures_Worksheet.pdf

 3_-_Similar_Figures_Worksheet_STUDENT_COPY.pdf

 10_-_US_Unit_Conversion.pdf

 4_-_Scenarios_Packet.docx

 2_-_Solving_Proportions_Kuta.notebook

 13_-_Build_a_Park_Project.docx

 Map_Scale.png

 7_-_Scale_Drawings_Day_2.notebook

 6_-_Maps_and_Scale_Drawings.notebook

 8_-_Measurements.notebook

 3_-_Similar_Figures_Worksheet.notebook

Unit 5: Ratios and Proportions

Applied Math

 10_-_Common_Unit_Conversion.notebook

 1b_-_Similar_Figures_Notes.notebook

 1_-_Notes.notebook

 4_-_Scenarios_Packet.notebook

 1b_-_Similar_Figures_Notes_FILLED_IN.pdf

 5_-_Working_with_Scale_Drawings_Notes.docx

 12_-_Scale_Drawing_Scenarios.notebook

 1_-_Using_Ratios___Proportions_Notes_FILLED_IN.pdf

 12_-_Scale_Drawing_Scenarios_KEY.pdf

 12_-_Scale_Drawing_Scenarios.pdf

 5_-_Working_with_Scale_Drawings_Notes.notebook

Unit 6: Math in Career

Applied Math

UNIT OVERVIEW

Students will complete a research project on a career field of their choosing, to determine how mathematics will be used in their field, as well as the cost of meeting requirements to attain a job in that desired field.

COMMON MISCONCEPTIONS

- Forgetting to account for all expenses
- Assuming income doesn't vary
- Confusing gross pay with net pay
- Misunderstanding deductions
- Mixing up credits and debits

ESSENTIAL QUESTIONS / BIG IDEAS

Essential Questions	Big Ideas
• Math skills are critical for financial literacy and workplace success. • Understanding budgets, payroll, and accounting is essential for personal and professional life. • Financial decision-making relies heavily on mathematical reasoning.	• How is math used in different careers and everyday financial tasks? • Why is it important to understand budgeting, payroll, and accounting? • How can strong math skills impact your future career opportunities?

CONCEPTS / COMPETENCIES

Concepts	Competencies
• Income, expenses, and savings • Financial planning • Gross pay, net pay • Deductions (taxes, insurance, retirement) • Income statements and balance sheets • Debits and credits	• Create and analyze personal or business budgets • Make financial decisions based on budget constraints • Calculate pay based on hourly or salaried work • Determine deductions and net income • Record basic financial transactions • Understand and apply basic bookkeeping practices

STANDARDS AND ELIGIBLE CONTENT

Unit 6: Math in Career

Applied Math

15.1

Accounting

15.1.8.M

Identify and give examples of net pay and gross pay.

15.1.8.P

Identify and describe bank statements.

15.1.8.Q

Identify and recognize financial reports and their purpose.

15.1.8.Y

Identify and list examples of taxes.

15.1.8.Z

Identify the importance of good record keeping for businesses.

15.6.8.B

Discuss the importance of developing short-, medium-, and long-term personal financial goals.

15.6.8.G

Discuss the need for money management.

13.3.8.D

Analyze budgets and pay statements, such as, but not limited to: {Charitable contributions; Expenses; Gross pay; Net pay; Other income; Savings; Taxes}

13.3.8.E

Identify and apply time management strategies as they relate to both personal and work situations.

Unit 6: Math in Career

Applied Math

13.4.8.C

Identify and describe the basic components of a business plan, such as, but not limited to: {Business idea; Competitive analysis; Daily operations; Finances/budget; Marketing; Productive resources (human, capital, natural); Sales forecasting}

15.1.12.D

Analyze, journalize, and post transactions to general & subsidiary ledgers.

15.1.12.E

Perform accounting functions using technology as a tool.

15.1.12.J

Analyze the various methods for maintaining and valuing inventory (FIFO, LIFO, etc.) and describe their effect on financial statements.

15.1.12.K

Describe, calculate, and journalize the sales and cost of sales including purchases, transportation costs, sales taxes, and trade discounts.

15.1.12.L

Describe and explain the criteria used to determine expenses and journalize the expense transactions.

15.1.12.M

Analyze and calculate gross pay and net pay, including regular and overtime wages, commission, and piece rate.

15.1.12.N

Explain how the different forms of business ownership and business operations are reported on financial statements.

15.1.12.X

Analyze and perform breakeven and cost benefit analyses to support financial decisions.

Unit 6: Math in Career

Applied Math

15.6.12.E

Assess the purpose, source, and impact of various taxes.

15.6.12.H

Evaluate payment methods for major purchases.

15.6.12.J

Analyze the total cost of a major purchase loan agreement using fixed and variable interest rates, calculated over time.

M03.D-M.1

Solve problems involving measurement and estimation of intervals of time, money, liquid volumes, masses, and lengths of objects.

M03.D-M.1.3

Count, compare, and make change using a collection of coins and one-dollar bills.

M03.D-M.1.1

Determine or calculate time and elapsed time.

ASSESSMENTS

REFLECTIONS

RESOURCES

 2_-_Creating_a_Savings_First_Aid_Kit_VIDEOS.docx

 3_-_Reality_Check_Website.docx

 1_-_Buying_Plan.pdf

 Budgeting_Project_Rubric___Checklist.docx

 4_-_Reflect_on_Wants___Needs.pdf

 Example_Budgeting_Project.xlsx

Unit 6: Math in Career

Applied Math

 5_-_Saving_Each_Payday.pdf

 4_-_Reflect_on_Wants____Needs_-_Teacher_s_Guide.pdf

 2_-_Savings_First_Aid_-_Teacher_s_Guide.pdf

 2_-_Savings_First_Aid_Kit.pdf

 5_-_Saving_Each_Payday_-_Teacher_s_Guide.pdf

 6_-_Saving____Investing_Bean_Activity.pdf

 1_-_Buying_Plan_-_Teacher_s_Guide.pdf

 Minimum_Wage_Budget.pdf

 8_-_Realistic_Budgeting_Project.doc

 8_-_Realistic_Budgeting_Project.pdf

 7_-_Budget_Worksheet.pdf

 Shopping_on_a_Budget.pdf

 6_-_Saving____Investing_Infographic.pdf

 Accounting_Exam_Review.docx

 Notes_for_Balance_Sheet_Activity.docx

 The_Accounting_Equation_Practice.doc

 1_-_Intro_to_Business_Finance_Notes.docx

 The_Accounting_Equation_Practice.notebook

 Accounting_Booklet_-_Key.xlsm

 2_-_Accounting_Booklet_-_Student.xlsm

 1_-_Intro_to_Business_Finance_Notes.notebook

 The_Accounting_Equation_Practice_Answer_Key.pdf

Unit 6: Math in Career

Applied Math

 Accounting_Practice.docx

 Accounting_Practice_-_Key.docx

 Accounting_Multiple_Choice.pdf

 Accounting_101_PP.pptx

 Balance_Sheet_Game_Instructions.mp4

 Asset____Liability_Cards.pdf

 6_-_Payroll_Simulator.xlsx

 1_-_Understanding_Paycheck_Deductions.pdf

 6_-_Payroll_Simulator_KEY.xlsx

 2_-_Investigating_Payroll_Taxes_KEY.pdf

 4_-_W-4_and_Paystub_Practice.pdf

 2_-_Investigating_Payroll_Taxes.pdf

 3_-_W_is_for_Wages__W-2__and_W-4_KEY.pdf

 2_-_Investigating_Payroll_Taxes.notebook

 1_-_Understanding_Paycheck_Deductions.notebook

 3_-_W_is_for_Wages__W-2__and_W-4_NOTES.docx

 3_-_W_is_for_Wages__W-2__and_W-4.pptx

 Solutions_to_Payroll_Project.docx

 Payroll_Project_Rubric.pdf

 Payroll_Project.pdf

 Payroll_Project_Examples.pdf

 Payroll_Project_KEY.pdf

Unit 6: Math in Career

Applied Math

 Payroll_Project.notebook

Mifflin County School District

Treasurer's Report August 2026

Submitted by: Jennifer L Wingard, CFO, Board Treasurer



**Mifflin County
School District**

Your School System of Choice

**MIFFLIN COUNTY SCHOOL DISTRICT
TREASURER'S REPORT
July-26**

KISH BANK - GENERAL FUND

BEGINNING BALANCE			\$ (122,044.46)
PLUS:			
	ACH TSFRS	271,194.56	
	FUND TSFRS	4,817,147.16	
	REVENUE	1,406,832.30	
	PRIOR MONTH VOID	20.00	
	INTEREST EARNED	2.64	6,495,196.66
LESS:			
	EFT STATE TAX	82,810.93	
	EFT EMP RETIREMENT	190,429.96	
	EFT WITHHOLDING TAX	600,953.18	
	FUND TSFRS	258,168.69	
	EXPENDITURES	5,747,909.28	6,880,272.04
ENDING BALANCE KISH BANK - GENERAL FUND			\$ (507,119.84)

KISH BANK - MONEY MARKET

BEGINNING BALANCE			\$ 21,071,770.89
PLUS:			
	FUND TSFRS	-	
	ACH TRANSFERS	258,168.69	
	INTEREST EARNED	57,446.42	315,615.11
LESS:			
	FUND TSFRS	4,817,147.16	4,817,147.16
ENDING BALANCE KISH BANK - MONEY MARKET			\$ 16,570,238.84

PSDLAF/PSDMAX/Full Flex

BEGINNING BALANCE			\$ 5,882,251.92
PLUS:			
	FUND TSFRS	494,900.00	
	ACH TRANSFERS	918,884.03	
	PSDLAF INTEREST	21,961.96	1,435,745.99
LESS:			
	FUND TSFRS	1,000,000.00	1,000,000.00
	PSDLAF MAX		\$ 6,317,997.91
FULL FLEX			
BEGINNING BALANCE			7,183,249.92
PLUS:			
	FUND TSFRS	1,000,000.00	
	PSDLAF INTEREST	15,553.32	1,015,553.32
LESS:			
	FUND TSFRS	494,900.00	494,900.00
	PSDLAF FLEX		7,703,903.24
ENDING BALANCE PSDLAF			\$ 14,021,901.15

TOTAL ALL FUNDS \$ 30,085,020.15

INTEREST INCOME July 94,964.34
YTD INTEREST INCOME 2026-27 94,964.34

AVERAGE INTEREST RATES:
KISH BANK Munc Adv Account 3.660%
PSDLAFMAX 3.423%
PSDLAFFLEX 3.500%
PLGIT PRIME 3.740%
PLGIT Class 3.470%

8/18/2026

**MIFFLIN COUNTY SCHOOL DISTRICT
TREASURER'S REPORT PLGIT
July-26**

PLGIT CAPITAL PROJECTS FUND

BEGINNING BALANCE			8,678,444.96
PLUS:	DEPOSITS	-	
	INTEREST	27,565.06	27,565.06
LESS:	WITHDRAWAL	271,194.56	
	LOAN TO GF	-	271,194.56
ENDING BALANCE			\$ 8,434,815.46

8/18/2026

CHECK #	VENDOR	INVOICE DESCRIPTION	AMOUNT
28087	BRAIN POP	SUBSCRIPTION RENEWAL 9/22/26-9/21/27	39,828.50
28088	BRIGHTSPEED	IVEC VOICE 6/16-7/15/26	101.76
28089	CLASS LINK, INC	SUBSCRIPTION RENEWAL 7/1/26-6/30/27	19,072.80
28090	COUNCIL FOR EXCEPTIONAL CHILDREN	PROFESSIONAL MEMBERSHIP - DIR. STUDENT SERVICES	279.00
28091	ELECTRONIC SYSTEMS INTEGRATION, INC.	FIRE MONITORING FROM JULY 2026-JUNE 2027 - FIELD HOUSE A & B	1,280.00
28092	FRONTLINE TECHNOLOGIES	ANALYTICS SUBSCRIPTION	25,318.39
28092	FRONTLINE TECHNOLOGIES	SUBSCRIPTION RENEWAL 7/1/26-6/30/27	41,650.02
28093	GLOBAL DATA CONSULTANTS, LLC	ANNUAL INTERNAL PENETRATION TESTING- 2026 RENEWAL	15,650.00
28093	GLOBAL DATA CONSULTANTS, LLC	QUARTERLY EXTERNAL PENETRATION TESTING- 2026 RENEWAL	22,270.00
28094	HSLC	ACCESS PA/POWER LIBRARY TECHNOLOGY SUPPORT 7/1/26-6/30/27 ; INV 311-53,52,51	2,225.00
28095	INTEGRA BUSINESS CENTER	CISCO SMARTNET RENEWAL 8/2/26-8/1/27	4,379.56
28095	INTEGRA BUSINESS CENTER	SUBSCRIPTION RENEWAL 8/1/26-8/1/2027	21,192.29
28096	J C EHRLICH INC	TERMITE WARRANTY 7/1/26-6/30/27 - LIS & MCMS ; INV 97249-271,270,269	1,264.99
28097	JOHNSON CONTROLS SECURITY SOLUTIONS, LLC	FIRE ALARM MONITORING 7/1/26-6/30/27 - SMES, LIS & MCHS	2,867.28
28097	JOHNSON CONTROLS SECURITY SOLUTIONS, LLC	FIRE ALARM MONITORING 7/1/26-6/30/27 - IVES, LES, EDES & MCMS	4,459.89
28098	KINGS III EMERGENCY COMMUNICATIONS	EMERGENCY ELEVATOR PHONE MONITORING 7/1/26-7/31/26 - IVES, LES, LIS, MCMS, MCJHS & MCHS ; INV 3475-861,737,937	274.19
28099	KISH BENEFITS CONSULTING	ADMIN FEES	3,968.00
28100	MY VRSPOT, LLC	RENEWAL 7/1/26-6/30/27	1,995.00
28101	PA PRINCIPALS ASSOCIATION	PA PRINCIPAL MEMBERSHIP	1,210.00
28101	PA PRINCIPALS ASSOCIATION	MEMBERSHIP RENEWAL - A DURN	0.00
28102	PANORAMA EDUCATION	RENEWAL 7/1/26-6/30/27	55,765.00
28103	PARENTSQUARE, INC.	ENGAGE PREMIUM 7/1/26-6/30/27	22,837.50
28103	PARENTSQUARE, INC.	SMART SITES 7/1/26-6/30/27	10,200.00
28104	POWERSCHOOL GROUP LLC	CHALK CURRICULUM SUBSCRIPTION 1/1/27-12/31/27	11,055.82
28104	POWERSCHOOL GROUP LLC	SCHOOL MESSENGER SUBSCRIPTION 7/1/26-6/30/27	10,518.71
28105	PSBA INC	MEMBERSHIP DUES	22,168.70
28106	PSBA INSURANCE TRUST	ADMIN FEE	30,134.50
28107	SCHOOL TECHNOLOGY ASSOCIATES, INC	PASS+ Licenses, MT/MTS, ES/POES/WIFIS, & ID BADGING SERVICE AGREEMENTS 7/1/26-6/30/27	4,497.50
28108	SECURLY INC	WEB FILTERING RENEWAL	31,000.00
28109	SKYWARD, INC	SOFTWARE LICENSES 7/1/26-6/30/27	57,212.41
28110	TRAVELERS CL REMITTANCE CENTER	LIABILITY	16,881.00
28111	WORKPARTNERS	WORKERS COMP	34,687.00
28112	21ST CENTURY CYBER CHARTER SCHOOL	CHARTER TUITION	2,879.13
28113	ACCUWEATHER ENTERPRISE SOLUTIONS, LLC	WEATHER WARNING SERVICE	1,803.06
28114	ACP DIRECT	HEADPHONES	2,712.45
28115	AMERICAN UNITED LIFE INSURANCE CO	AD&D / LIFE INS	6,994.09
28116	APEX WATER AND PROCESS, INC.	QUARTERLY WATER TREATMENT FOR THE CLOSED LOOP HEATING JULY, AUG & SEPT - DW	2,627.50
28117	BIDDLE CONSULTING GROUP, INC	TEST GENIUS RENEWAL	2,670.00
28118	CAPITAL AREA INTERMEDIATE UNIT	ALTERNATIVE EDUCATION	17,362.59
28119	CARDIAC LIFE PRODUCTS, INC	AED REPLACEMENTS	10,820.12
28120	CAROLINA BIOLOGICAL SUPPLY CO	SCIENCE SUPPLIES - P CLAUSE ; INV 53488204	1,930.23
28120	CAROLINA BIOLOGICAL SUPPLY CO	SCIENCE SUPPLIES - J BRANNON	207.44
28121	CLEAR AIR TECHNOLOGIES	AHERA 6 MONTH PERIODIC INSPECTIONS - DW	600.00
28122	CM REGENT INSURANCE CO, LLC	LTD	1,174.78
28123	COMCAST	PRI'S 7/1-7/31/26	1,401.21
28124	CREDIT CONTROL COLLECTIONS	TECHNOLOGY COLLECTIONS	43.20

CHECK #	VENDOR	INVOICE DESCRIPTION	AMOUNT
28125	DELTA DENTAL OF PENNSYLVANIA	BE007127611A, BE007127612A, BE007127751A, BE007127764A, BE007127771A, BE007127773A, BE007127611C, BE007127612C, BE007127751C, BE007127764C, BE007127771C, BE007127773C	31,399.37
28126	DEMCO	SPECIAL SUPPLIES	92.94
28127	DERRY TOWNSHIP SANITARY	SEWAGE 4/1-6/30	17,355.00
28128	DOWNTOWN OIP & GRILLE	BOARD MEMBER DINNER	281.00
28129	EASTERN ELEVATOR SERVICE & SALES CO	ELEVATOR MAINTENANCE JULY & AUG. - LES, IVES, LIS, MCMS, MCJHS & MCHS ; INV-580392-G3C9, INV-580397-W5C7, INV-580385-T1X8, INV-580390-H7Q0, INV-580395-Z5T3	1,529.70
28130	EDUTEK SOLUTIONS, LLC	SUBSCRIPTION- 1 YEAR	8,740.00
28131	FACILITIES MANAGEMENT EXPRESS	ANNUAL FMX SUBSCRIPTION & ARBITERSPORTS INTEGRATION 7/1/26-6/30/27	9,492.52
28132	FLINN SCIENTIFIC INC	SCIENCE SUPPLIES	921.65
28132	FLINN SCIENTIFIC INC	SCIENCE SUPPLIES	1,175.01
28132	FLINN SCIENTIFIC INC	SCIENCE SUPPLIES - A BUBB	321.44
28132	FLINN SCIENTIFIC INC	SCIENCE CLASS SUPPLIES	256.98
28133	FOSTER, DANIEL T SWEEPER REPAIR	MONTHLY SWEEPER REPAIRS FOR JUNE - MCHS	570.00
28134	FRONTLINE TECHNOLOGIES	FRONTLINE SSO SETUP	1,000.00
28135	GLOBAL INDUSTRIAL	CLASSROOM SUPPLIES - LIFE SKILLS - EDES	1,203.04
28136	GOVCONNECTION, INC	ZEBRA SOFTWARE LICENSE	212.83
28137	HIGHMARK BLUE SHIELD	MEDICAL	898,887.48
28138	HILLYARD, INC	QUOTE TO RE-COAT GYM FLOORS - MCMS, MCJHS & MCHS	21,422.68
28138	HILLYARD, INC	QUOTE RE-COAT GYM FLOOR - IVES & LES	5,799.36
28138	HILLYARD, INC	CLEANING SUPPLIES - LIS	126.78
28139	INSECT LORE	2026-2027 SUPPLY ORDER FOR DAVIS	38.94
28140	J C EHRLICH INC	PEST CONTROL FOR JUNE - MCHS	304.45
28141	J W PEPPER & SON INC	MUSIC SUPPLIES	439.75
28142	JAMES ELECTRONICS, LTD	TECH ED SUPPLIES - R CONNER	395.30
28143	JOHNSON PLASTICS PLUS	TECH ED SUPPLIES - A SPECHT	225.89
28144	JUNIATA VALLEY OCCUPATIONAL HEALTH	EMPLOYEE DRUG SCREENING	220.00
28145	JUNIATA COUNTY SCHOOL DISTRICT	ALTERNATIVE EDUCATION	63,600.00
28146	JUNIATA CONCRETE CO	PARKING LOT REPAIR - MCMS	3,012.50
28147	KISH AGENCY INC	INSURANCE RENEWAL	386,219.00
28148	KISH PRINTING & PROMOTIONAL PRODUCTS	OFFICE SUPPLIES	155.00
28148	KISH PRINTING & PROMOTIONAL PRODUCTS	PAWPRINT NEWSLETTER	487.73
28149	KURTZ BROS	GENERAL SUPPLIES	31.62
28149	KURTZ BROS	GENERAL SUPPLIES	394.16
28150	LEWISTOWN FLOOR COMPANY	QUOTE TO REPLACE FLOORING - LES	5,982.76
28151	LONGSTRETH SPORTING GOODS	FIELD HOCKEY ATHLETIC BID ITEMS	2,886.50
28152	M-F ATHLETIC CO, INC	CROSS COUNTRY ATHLETIC BID ITEMS	113.00
28153	MCCLURE COMPANY	CHILLER AND SOLAR MAINTENANCE - MCMS	9,080.50
28154	MCMaster CARR SUPPLY CO	TECH ED SUPPLIES - R CONNER	92.15
28155	MIFFLIN COUNTY ACADEMY OF SCIENCE & TECH	ACADEMY TUITION FOR JULY	193,021.42
28156	MIFFLIN COUNTY REGIONAL POLICE	SRO SERVICES	250.25
28157	MIFFLIN COUNTY PROTHONOTARY	NOTARY RENEWAL	20.00
28157	MIFFLIN COUNTY PROTHONOTARY	NOTARY RENEWAL	-20.00
28158	MIKES LANDSCAPING & EXC, INC	STONE - IVES	493.50
28159	MILLER'S PLUMBING & HEATING OF LEWISTOWN	PLUMBING - SMES & MCMS	115.80
28160	NASCO EDUCATION LLC	SCIENCE SUPPLIES	348.50
28160	NASCO EDUCATION LLC	SCIENCE SUPPLIES - J BRANNON	228.22
28161	NISSANY PRIDE FUELING SYSTEM	VEHICLE FUEL FOR JUNE - MAINT.	3,026.93
28161	NISSANY PRIDE FUELING SYSTEM	BUS CONTRACTOR FUEL	69.31
28162	NORTHWEST AREA SCHOOL DISTRICT	ALTERNATIVE EDUCATION	149.00
28163	ORIENTAL TRADING CO INC	ITEMS FOR PBIS CELEBRATION	337.83

CHECK #	VENDOR	INVOICE DESCRIPTION	AMOUNT
28164	PA LEADERSHIP CHARTER SCHOOL	CHARTER TUITION	12,176.20
28165	PARKS GARBAGE SERVICE INC	TRASH REMOVAL FOR JUNE - DW	4,301.66
28166	PASPA	MEMBERSHIP	275.00
28167	QUILL CORPORATION	SPECIAL SUPPLIES	107.94
28168	RECORDER OF DEEDS	NOTARY RENEWAL	38.50
28169	ROBERTS OXYGEN COMPANY, INC	NITROGEN REFILL - MAINT	90.00
28169	ROBERTS OXYGEN COMPANY, INC	NITROGEN REFILL USED DW - MAINT.	146.68
28170	SCHAEDLER YESCO DISTRIBUTION, INC	AIR CONDITIONING IN CAFE, CAPITAL PROJECT - IVES	50.87
28171	SCHOOL HEALTH CORPORATION	PHYS ED CLASS SUPPLIES	211.55
28172	SHERWIN-WILLIAMS CO	PAINT AND PAINT SUPPLIES - LES, LIS, MCMS & MCJHS ; INV 62597141340626,62993141340626,62837141340626	1,168.63
28172	SHERWIN-WILLIAMS CO	PAINT - ADMIN	300.34
28173	SIGNWAREHOUSE.COM	TECH ED SUPPLIES A SPECHT	369.92
28174	SMART SOURCE OF MICHIGAN, LLC	ELEMENTARY REPORT CARDS	1,238.38
28175	SNEDEKER ENERGY	OFF ROAD DIESEL FUEL - MAINT.	448.58
28176	SPORTSMANS	VOLLEYBALL ATHLETIC BID ITEMS	444.50
28176	SPORTSMANS	GOLF ATHLETIC BID ITEMS	1,310.40
28177	SWEETWATER SOUND INC	MUSIC SUPPLIES	1,129.94
28178	TEACHERS DISCOVERY	SPANISH SUPPLIES D SALDUBEHERE	80.88
28178	TEACHERS DISCOVERY	SPANISH CLASS SUPPLIES	164.98
28179	TUSCARORA INTERMEDIATE UNIT 11	VMWARE SUBSCRIPTION	17,160.00
28179	TUSCARORA INTERMEDIATE UNIT 11	MCSD & TIU11 INSTRUCTIONAL MEDIA SERVICES- 7/1/26-6/30/27	18,695.75
28180	ULINE, INC	TECH ED/MAKERSPACE SUPPLIES - R CONNER	448.39
28181	VISION BENEFITS OF AMERICA	VISION	4,327.40
28182	WHITE, JR, WILLIAM	WATER SYSTEM MONITORING FOR JUNE - SMES	1,250.00
28183	WILMINGTON TRUST FEES COLLECTIONS	TRUST FEES	780.00
28184	YORK BARBELL	WEIGHT ROOM SUPPLIES	358.06
28185	YOUNG SCHOLARS OF CENTRAL PA	CHARTER SCHOOL TUITION	4,116.16
28186	ZAHAROPOULOS, ESQUIRE, JACK	WAGE ATTACH	138.47
28187	ZANER BLOSER, INC	26-27 SUPPLY ORDER FOR RIDEN	16.40
28188	ZITO MEDIA COMMUNICATIONS, LLC	WAN & INTERNET 7/1-7/31/26	4,778.63
28188	ZITO MEDIA COMMUNICATIONS, LLC	ANNUAL DARK FIBER LEASE	9,513.68
28189	3Z'S INSTRUMENTS, LLC	MICROSCOPE SERVICE	2,400.00
28190	ACADEMIC THERAPY PUBLICATIONS	TITLE I LANGUAGE ARTS SUPPLY - EDES	327.04
28191	ACHIEVEMENT HOUSE CYBER CHARTER SCHOOL	CHARTER TUITION	944.62
28192	ADA SPORTS	PHYS ED SUPPLIES	334.00
28192	ADA SPORTS	PE SUPPLIES	1,290.30
28192	ADA SPORTS	PHYSICAL EDUCATION SUPPLIES	86.96
28193	BSN SPORTS, LLC	SOCCER WOMENS ATHLETIC BID ITEMS	48.29
28193	BSN SPORTS, LLC	BASKETBALL WOMENS BID ITEMS	136.34
28193	BSN SPORTS, LLC	SOCCER MENS ATHLETIC BID ITEMS	4,232.06
28193	BSN SPORTS, LLC	BASKETBALL MENS BID ITEMS	2,789.10
28193	BSN SPORTS, LLC	SOFTBALL ATHLETIC BID ITEMS	187.46
28193	BSN SPORTS, LLC	TENNIS ATHLETIC BID ITEMS	897.60
28193	BSN SPORTS, LLC	TRACK AND FIELD ATHLETIC BID ITEMS	24.96
28193	BSN SPORTS, LLC	WRESTLING ATHLETIC BID ITEMS	283.24
28194	CENGAGE LEARNING	CALCULUS FOR AP: A COMPLETE COURSE - MCHS - 6-YEAR TERM BEGINNING 26/27 SY	4,730.00
28195	CMC NEPTUNE LLC	NEPTUNE GAMETIME RENEWAL	5,400.00
28196	COMCAST	INTERNET 7/15/26-8/14/26	329.51
28197	COMMONWEALTH OF PENNSYLVANIA	OPERATOR CERTIFICATION ANNUAL SERVICE FEE FOR WATER SYSTEM - SMES	65.00
28198	CULLIGAN WATER CONDITIONING	SOLAR SALT - SMES	86.00
28199	THE EADS GROUP, INC	PROFESSIONAL SERVICES THROUGH 5/31/26, CAPITAL	7,508.40

CHECK #	VENDOR	INVOICE DESCRIPTION	AMOUNT
		PROJECT - SMES	
28200	EAST DERRY ELEMENTARY SCHOOL	PEPSI FUND PAYOUT	44.98
28201	FISHER SCIENCE EDUCATION	SCIENCE SUPPLIES - J BRANNON	117.92
28202	GAVEK GRAPHICS	BUILDING IMPROVEMENTS - WINDOW GRAPHICS	4,222.00
28203	GRADWEAR INC	CHOIR SUPPLIES	915.45
28204	HEINEMANN	TITLE I LANGUAGE ARTS SUPPLY - EDES - 26-27	164.57
28205	HILLYARD, INC	CLEANING SUPPLIES - SMES, EDES, LES, LIS, MCMS & MCJHS ; INV 902055-79,78	4,881.40
28206	INFOBASE HOLDINGS, INC	CREDO COMPLETE CORE SUBSCRIPTION 7/31/26-7/30/27	5,878.50
28207	INSIGHT PA CYBER CHARTER SCHOOL	CHARTER TUITION	7,349.17
28208	INTEGRA BUSINESS CENTER	CISCO DUO & CISCO FLEX SUBSCRIPTIONS	15,060.96
28209	JR LIBRARY GUILD	LIBRARY SUPPLIES	808.14
28210	KISH PRINTING & PROMOTIONAL PRODUCTS	RENAISSANCE CARDS - 26-27 SY	94.00
28212	KURTZ BROS	GENERAL SUPPLIES	237.66
28212	KURTZ BROS	GENERAL SUPPLIES	117.26
28212	KURTZ BROS	GENERAL SUPPLIES	273.53
28212	KURTZ BROS	GENERAL SUPPLIES	675.75
28212	KURTZ BROS	GENERAL SUPPLIES	26.71
28212	KURTZ BROS	GENERAL SUPPLIES	273.52
28212	KURTZ BROS	GENERAL SUPPLIES	274.25
28212	KURTZ BROS	GENERAL SUPPLIES	446.85
28212	KURTZ BROS	GENERAL SUPPLIES	640.87
28212	KURTZ BROS	GENERAL SUPPLIES	1,025.73
28212	KURTZ BROS	GENERAL SUPPLIES	883.29
28212	KURTZ BROS	GENERAL SUPPLIES	313.82
28212	KURTZ BROS	GENERAL SUPPLIES	648.96
28212	KURTZ BROS	GENERAL SUPPLIES	182.35
28212	KURTZ BROS	GENERAL SUPPLIES	14.81
28212	KURTZ BROS	GENERAL SUPPLIES	424.13
28212	KURTZ BROS	GENERAL SUPPLIES	565.13
28212	KURTZ BROS	GENERAL SUPPLIES	643.06
28212	KURTZ BROS	GENERAL SUPPLIES	424.06
28212	KURTZ BROS	GENERAL SUPPLIES	923.63
28212	KURTZ BROS	GENERAL SUPPLIES	294.13
28212	KURTZ BROS	GENERAL SUPPLIES	1,028.86
28212	KURTZ BROS	GENERAL SUPPLIES	987.78
28212	KURTZ BROS	GENERAL SUPPLIES	489.71
28212	KURTZ BROS	GENERAL SUPPLIES	137.38
28212	KURTZ BROS	GENERAL SUPPLIES	706.67
28212	KURTZ BROS	GENERAL SUPPLIES	427.27
28212	KURTZ BROS	GENERAL SUPPLIES	205.20
28212	KURTZ BROS	GENERAL SUPPLIES	163.19
28212	KURTZ BROS	GENERAL SUPPLIES	507.72
28212	KURTZ BROS	GENERAL SUPPLIES	167.44
28212	KURTZ BROS	GENERAL SUPPLIES	294.91
28212	KURTZ BROS	GENERAL SUPPLIES	54.68
28212	KURTZ BROS	GENERAL SUPPLIES	179.61
28212	KURTZ BROS	GENERAL SUPPLIES	648.51
28212	KURTZ BROS	GENERAL SUPPLIES	649.22
28212	KURTZ BROS	GENERAL SUPPLIES	253.15
28212	KURTZ BROS	GENERAL SUPPLIES	269.96
28212	KURTZ BROS	GENERAL SUPPLIES	80.59
28212	KURTZ BROS	GENERAL SUPPLIES	50.47
28212	KURTZ BROS	GENERAL SUPPLIES	197.55
28212	KURTZ BROS	GENERAL SUPPLIES	1,240.54
28212	KURTZ BROS	GENERAL SUPPLIES	332.45

CHECK #	VENDOR	INVOICE DESCRIPTION	AMOUNT
28212	KURTZ BROS	GENERAL SUPPLIES	324.99
28212	KURTZ BROS	GENERAL SUPPLIES	511.27
28212	KURTZ BROS	GENERAL SUPPLIES	290.38
28212	KURTZ BROS	GENERAL SUPPLIES	118.93
28212	KURTZ BROS	GENERAL SUPPLIES	125.59
28212	KURTZ BROS	GENERAL SUPPLIES	150.74
28212	KURTZ BROS	GENERAL SUPPLIES	165.74
28212	KURTZ BROS	GENERAL SUPPLIES	326.69
28212	KURTZ BROS	GENERAL SUPPLIES	68.32
28212	KURTZ BROS	GENERAL SUPPLIES	665.15
28212	KURTZ BROS	GENERAL SUPPLIES	77.96
28212	KURTZ BROS	GENERAL SUPPLIES	410.35
28213	LAMINATING & BINDING SOLUTIONS, INC	LAMINATOR SUPPLIES	688.32
28214	LEWISTOWN PAPER COMPANY	BUILDING SUPPLIES - MAINT., MCMS & MCJHS	309.89
28214	LEWISTOWN PAPER COMPANY	BUILDING SUPPLIES - ADMIN	179.25
28215	LEWISTOWN FLOOR COMPANY	INSTALL CARPET TILES - MCMS	316.00
28216	LEWISTOWN ELEMENTARY SCHOOL	PEPSI FUND PAYOUT	21.46
28217	LEWISTOWN INTERMEDIATE SCHOOL	PEPSI FUND PAYOUT	55.15
28218	LEXIA VOYAGER SORPRIS INC.	CLASSROOM SUPPLIES - LEARNING SUPPORT - MCMS	3,980.00
28219	LITERACY RESOURCES, LLC	CLASSROOM SUPPLIES - LEARNING SUPPORT - IVEC	102.35
28220	MAKE IT PERSONAL	MAINTENANCE SHIRTS - MAINT.	220.00
28221	MAYER ELECTRIC SUPPLY CO, INC	WIRING SUPPLIES	925.00
28222	MID PENN CONFERENCE	MID PENN CONFERENCE DUES	3,228.00
28223	MIFFLIN COUNTY SCHOOL DISTRICT	K CAMP SNACKS	240.84
28224	MIFFLIN COUNTY SOLID WASTE	TRASH REMOVAL - BUS SHED	28.55
28225	MIFFLIN COUNTY JR HIGH SCHOOL	PEPSI FUND PAYOUT	40.05
28226	MIKES LANDSCAPING & EXC, INC	2A STONE - MCMS	493.50
28227	MYHOUSE SPORTS GEAR	WRESTLING ATHLETIC BID ITEMS	2,668.00
28228	NITTANY BUILDING SPECIALTIES	PROPOSAL, CAPITAL IMPROVEMENT, NEW FLOORING - MCJHS	18,700.00
28229	NRG BUILDING SERVICES INC	QUARLERTLY PREDICTIVE & PREVENTATIVE MAINTENANCE JULY, AUG, SEPT - IVES, EDES, LES, LIS, MCMS & MCHS	19,275.00
28230	OFFICE TECHNOLOGY, LLC	PRINTER FUSING ASSEMBLY	239.99
28231	PA PRINCIPALS ASSOCIATION	MEMBERSHIP FEES	605.00
28232	PENN EQUIPMENT CO ASSOC INC	EQUIPMENT RENTAL - MCMS	4,703.16
28233	PITNEY BOWES BANK INC PURCHASE POWER	POSTAGE	262.87
28234	PITSCO EDUCATION, LLC	TECH ED SUPPLIES - R CONNER	1,090.07
28235	PLAY THERAPY SUPPLY, LLC	CLASSROOM SUPPLIES - EMOTIONAL SUPPORT - MCMS	168.85
28235	PLAY THERAPY SUPPLY, LLC	CLASSROOM SUPPLIES - EMOTIONAL SUPPORT - MCMS	294.21
28236	PYRAMID HEALTHCARE, INC	ALTERNATIVE EDUCATION	19,488.00
28236	PYRAMID HEALTHCARE, INC	ALTERNATIVE EDUCATION	10,235.50
28237	ROBERT M SIDES, INC	INSTRUMENT REPAIR	118.50
28238	SAVVAS LEARNING CO, LLC	SPANISH SUPPLIES D SALDUBEHERE/R NULTON	4,361.70
28239	SEVEN MOUNTAINS MEDIA	ADVERTISING ; 26060-177,178,179	4,720.00
28240	SHERWIN-WILLIAMS CO	PAINT AND PAINT SUPPILES - ADMIN, MCMS & MCJHS ; INV 64684141340726, 64841141340726, 64742141340726	552.83
28240	SHERWIN-WILLIAMS CO	PAINT AND PAINT SUPPLIES - LIS ; INV 65517141340726, 65681141340726	379.87
28241	SPEECH CORNER LLC	CLASSROOM SUPPLIES - SPEECH - LIS	394.95
28242	STAGES LEARNING	CLASSROOM SUPPLIES - SPEECH - MCMS	114.99
28243	STONE VALLEY COMMUNITY CHARTER SCHOOL	CHARTER TUITION	25,097.26
28244	SUSQUEHANNA FIRE PROTECTION CO	TESTING AND INSPECTION OF FIRE EXTINGUISHERS - IVES	244.00
28245	UGI ENERGY SERVICE, LLC	LES, LIS, E DERRY, MCJHS	535.39

CHECK #	VENDOR	INVOICE DESCRIPTION	AMOUNT
28246	UGI UTILITIES, INC	MCMS, E DERRY, MCJHS, LIS, LES	3,044.02
28247	ULINE, INC	SCIENCE CLASS SUPPLIES	30.00
28247	ULINE, INC	ALLERGY SUPPLIES	162.45
28248	VERIZON	BROADBAND 6/10/26-7/9/26	280.07
28248	VERIZON	WIRELESS PHONES 6/10/26-7/9/26	4,919.63
28249	VISTA HIGHER LEARNING, INC	SPANISH SUPPLIES - R NULTON	1,629.62
28250	W.B. WAGNER TIRE, INC.	TIRE REPAIR - AUTO	30.00
28251	WEBSTER'S FITNESS PRODUCTS INC	PHYS ED SUPPLIES	1,747.00
28252	WEST MUSIC COMPANY, INC	SPECIAL SUPPLIES	492.45
28253	WRAY'S LANDSCAPING INC	MULCH - LIS, LES & SMES	250.95
28254	YOUR PLUMBING SUPPLY LLC	PLUMBING - FIELD A	737.98
28255	ZANER BLOSER, INC	TEACHER MANUALS - HANDWRITING PROGRAM - 26/27 - LIS	3,013.56
28255	ZANER BLOSER, INC	ZANER-BLOSER HANDWRITING - 2026-2027 - EDES	4,507.25
28256	AGIA LEWISTOWN	BOND RENEWAL	1,115.00
28257	AIGNER, DEBORAH	SBAP IEP REVIEW & AUTHORIZATION	130.00
28258	ALLEGHENY EDUCATIONAL SYSTEMS	ART SUPPLIES J HARTZLER	1,612.01
28259	ATTAINMENT CO, INC	CLASSROOM SUPPLIES - EMOTIONAL SUPPORT - MCMS	628.95
28260	BIO CORP	SCIENCE SUPPLIES	1,004.66
28261	BRIGHTSPEED	IV VOICE 7/16-8/15/26	104.64
28262	BSN SPORTS, LLC	BASEBALL BID ITEMS	1,380.28
28263	BULK BOOKSTORE	LITERATURE BOOKS	517.25
28264	CAROLINA BIOLOGICAL SUPPLY CO	SCIENCE SUPPLIES - C HUERBIN	1,103.34
28264	CAROLINA BIOLOGICAL SUPPLY CO	SCIENCE SUPPLIES - D RUSSLER	1,583.29
28265	CARRIER COMMERCIAL SERVICE	HVAC MAINTENANCE AGREEMENT JULY 1, 2026-JUNE 30, 2027 - LES & MCHS	12,831.68
28266	CARSON DELLOSA PUBLISHING	TEACHER SUPPLIES	20.24
28267	CUMBERLAND COUNTY CHILDREN AND YOUTH SER	TRANSPORTATION	659.77
28268	DEMCO	TEACHER SUPPLIES	42.42
28269	DIFFERENT ROADS TO LEARNING, INC	CLASSROOM SUPPLIES - AUTISTIC SUPPORT - LES	1,369.84
28270	DOCEO OFFICE SOLUTIONS LLC	COPIER OVERAGES 2025-2026 SY	12,484.48
28271	EAI EDUCATION	CLASSROOM SUPPLIES - LEARNING SUPPORT - MCJH	255.92
28272	FUN AND FUNCTION, LLC	CLASSROOM SUPPLIES - AUTISTIC SUPPORT - LES	126.45
28273	GLOBAL DATA CONSULTANTS, LLC	LENOVO ADAPTER FOR M80Q	80.76
28274	GOVCONNECTION, INC	ZEBRA SCANNERS	1,883.26
28275	GSK AUTISM LLC	SPEECH THERAPY SUPPLIES - MCMS	73.74
28276	GYM CLOSET	TEACHER SUPPLIES	107.94
28276	GYM CLOSET	CLASSROOM SUPPLIES - GYM	488.44
28277	HI-TECH CARPET CLEANING LLC	CARPET CLEANING - SMES & LES	2,216.00
28278	HILLYARD, INC	CLEANING SUPPLIES - LIS & MCMS	711.07
28279	ILLUMINATED INTEGRATION, LLC	QUOTE FOR LIGHTING SYSTEM UPGRADES, CAPITAL PROJECT - MCMS	159,181.67
28280	J C EHRLICH INC	MONTHLY PEST CONTROL MAINTENANCE 7/1/26-6/30/27 - MAINT., ADMIN, IVES, EDES, SMES, LES, LIS, MCMS & MCJHS	11,302.69
28281	KISH BENEFITS CONSULTING	ADMIN FEES	3,648.35
28282	KNEPP & SNOOK	LEGAL FEES	8,781.25
28282	KNEPP & SNOOK	LEGAL FEES	1,218.75
28284	KURTZ BROS	GENERAL SUPPLIES	541.20
28284	KURTZ BROS	GENERAL SUPPLIES	648.74
28284	KURTZ BROS	GENERAL SUPPLIES	499.09
28284	KURTZ BROS	GENERAL SUPPLIES	368.77
28284	KURTZ BROS	GENERAL SUPPLIES	432.61
28284	KURTZ BROS	GENERAL SUPPLIES	665.10
28284	KURTZ BROS	GENERAL SUPPLIES	365.04
28284	KURTZ BROS	GENERAL SUPPLIES	210.94

CHECK #	VENDOR	INVOICE DESCRIPTION	AMOUNT
28284	KURTZ BROS	GENERAL SUPPLIES	622.00
28284	KURTZ BROS	GENERAL SUPPLIES	697.64
28284	KURTZ BROS	GENERAL SUPPLIES	699.70
28284	KURTZ BROS	GENERAL SUPPLIES	186.59
28284	KURTZ BROS	GENERAL SUPPLIES	136.42
28284	KURTZ BROS	GENERAL SUPPLIES	261.13
28284	KURTZ BROS	GENERAL SUPPLIES	112.06
28284	KURTZ BROS	GENERAL SUPPLIES	227.08
28284	KURTZ BROS	GENERAL SUPPLIES	405.03
28284	KURTZ BROS	GENERAL SUPPLIES	501.91
28284	KURTZ BROS	GENERAL SUPPLIES	253.61
28284	KURTZ BROS	GENERAL SUPPLIES	406.26
28284	KURTZ BROS	GENERAL SUPPLIES	388.40
28284	KURTZ BROS	GENERAL SUPPLIES	468.12
28284	KURTZ BROS	GENERAL SUPPLIES	536.05
28284	KURTZ BROS	GENERAL SUPPLIES	235.72
28284	KURTZ BROS	GENERAL SUPPLIES	505.00
28284	KURTZ BROS	GENERAL SUPPLIES	226.40
28284	KURTZ BROS	GENERAL SUPPLIES	523.95
28284	KURTZ BROS	GENERAL SUPPLIES	640.75
28284	KURTZ BROS	GENERAL SUPPLIES	395.17
28284	KURTZ BROS	GENERAL SUPPLIES	36.85
28284	KURTZ BROS	GENERAL SUPPLIES	539.53
28284	KURTZ BROS	GENERAL SUPPLIES	699.25
28284	KURTZ BROS	GENERAL SUPPLIES	399.45
28284	KURTZ BROS	GENERAL SUPPLIES	287.31
28284	KURTZ BROS	GENERAL SUPPLIES	699.76
28284	KURTZ BROS	GENERAL SUPPLIES	680.46
28284	KURTZ BROS	GENERAL SUPPLIES	320.03
28284	KURTZ BROS	GENERAL SUPPLIES	199.07
28284	KURTZ BROS	GENERAL SUPPLIES	1,064.98
28284	KURTZ BROS	GENERAL SUPPLIES	1,184.65
28285	LAKESHORE LEARNING MATERIALS	CLASSROOM SUPPLIES - AUTISTIC SUPPORT - IVEC	116.49
28285	LAKESHORE LEARNING MATERIALS	CLASSROOM SUPPLIES - LEARNING SUPPORT - LES	243.36
28286	LANCASTER LEBANON IU 13	COPILOT FOR MICROSOFT 365, COPILOT STUDIO, M365 A5 UNIFIED SUBSCRIPTION, MICROFT UNIFIED SUPPORT, SQL SERVER ENTERPRISE 2-CORE LICENSE & UNLIMITED SERVER PLATFORM	147,587.65
28286	LANCASTER LEBANON IU 13	MICROSOFT UNIFIED SUBSCRIPTION/SUPPORT- ACADEMY	3,097.35
28287	LAUVER BROTHERS INC	TRANSPORTATION	9,128.35
28288	LEAF CAPITAL FUNDING LLC	TOSHIBA COPIERS	12,655.00
28289	LEWISTOWN PAPER COMPANY	BUILDING SUPPLIES - IVES	52.63
28290	LOBAR ASSOCIATES, INC.	BOILER REPLACEMENT	64,163.65
28291	MAKDAD INDUSTRIAL SUPPLY	HVAC - MCHS	985.84
28292	MERAKEY PENNSYLVANIA	ALTERNATIVE EDUCATION	13,808.71
28293	MIFFLIN COUNTY SOLID WASTE	TRASH REMOVAL - EDES	107.75
28294	NELCO	EOY ENVELOPES	621.72
28295	OFFICE TECHNOLOGY, LLC	PRINTERS & TONERS	8,663.76
28296	PA PRINCIPALS ASSOCIATION	MEMBERSHIP DUES	605.00
28297	PA VIRTUAL CHARTER SCHOOL	CHARTER TUITION	2,729.96
28298	PACE ANALYTICAL SERVICES, LLC	WATER TESTING - SMES	840.90
28299	PITSCO EDUCATION, LLC	TECH ED SUPPLIES - R CONNER	1,898.00
28300	REALLY GOOD STUFF, LLC	SPECIAL SUPPLIES	149.93
28300	REALLY GOOD STUFF, LLC	CLASSROOM SUPPLIES	39.98
28301	RIVERSIDE INSIGHTS	PSYCH TESTING SUBSCRIPTION - DISTRICT WIDE	3,042.00
28302	SAXTON & STUMP LLC	LEGAL FEES	972.00

CHECK #	VENDOR	INVOICE DESCRIPTION	AMOUNT
28303	SCHOOL HEALTH CORPORATION	TEACHER SUPPLIES	34.94
28304	SHERWIN-WILLIAMS CO	PAINT AND PAINT SUPPLIES - IVES & MCHS ; INV 43474105020726, 44324105020726	1,068.22
28305	SKYWARD, INC	PROGRESS 12.8 INPLACE UPGRADE	2,240.00
28306	SPEECH CORNER LLC	SPEECH SUPPLIES - MCJH	408.94
28307	SUPER DUPER PUBLICATIONS	SPEECH SUPPLIES - MCMS	116.81
28307	SUPER DUPER PUBLICATIONS	HEARING SUPPORT SUPPLIES - MCMS	199.84
28308	SUSQUEHANNA FIRE PROTECTION CO	FIRE EXTINGUISHER INSPECTION AND MAINTENANCE - CHAPMAN STADIUM, LES, SMES & MCJHS	2,115.30
28309	TEACHER CREATED RESOURCES	TEACHER SUPPLIES	17.98
28310	THE READING LEAGUE, INC.	TITLE I READING SUPPLY - LES	2,662.95
28310	THE READING LEAGUE, INC.	TITLE I READING SUPPLY - LES	610.24
28311	TUSCARORA INTERMEDIATE UNIT 11	ALPHA CURRICULUM	21,126.50
28311	TUSCARORA INTERMEDIATE UNIT 11	JUNE 2026 PRELIMINARY INVOICE FOR SPECIAL EDUCATION SERVICES	13,324.56
28312	VERIZON	SPECIAL EDU MIFI	15.02
28313	WARDS NATURAL SCIENCE	SCIENCE SUPPLIES - P CLAUSE	1,869.45
28314	WEST MUSIC COMPANY, INC	TEACHER SUPPLIES	442.75
28315	WEWILLWRITE INC.	WE WILL WRITE SUBSCRIPTION - MCMS - 2026-2027 SCHOOL YEAR - 1-YEAR TERM	420.00
28316	WILLIAM H SADLIER, INC	CLASSROOM SUPPLIES - LEARNING SUPPORT - IVEC	173.98
28316	WILLIAM H SADLIER, INC	CLASSROOM SUPPLIES - LEARNING SUPPORT - IVEC	190.64
28316	WILLIAM H SADLIER, INC	CLASSROOM SUPPLIES - LEARNING SUPPORT - IVIS	674.28
28316	WILLIAM H SADLIER, INC	CLASSROOM SUPPLIES - LEARNING SUPPORT - IVEC	329.45
28316	WILLIAM H SADLIER, INC	TITLE I READING SUPPLY - LES - BLEVINS MODULES	908.78
28317	WORTHINGTON DIRECT HOLDINGS LLC	TECH ED SUPPLIES - R CONNER	1,945.70
28318	ZAHAROPOULOS, ESQUIRE, JACK	WAGE ATTACH	138.47
28319	ACADEMIC THERAPY PUBLICATIONS	SPEECH SUPPLIES - SMES	672.00
28320	BLICK ART MATERIALS LLC	ART CLASS SUPPLIES	1,346.26
28321	BROWN TOWNSHIP SEWER SYSTEM	IVEC - QTR ENDING 6/30/26	1,680.20
28322	CAPITAL AREA INTERMEDIATE UNIT	ALTERNATIVE EDUCATION	14,782.42
28323	EVOLUTION CONSULTING SOUTH, LLC	SBAP MANDATORY FRAUD/EXCLUSIONS SERVICE	48.24
28324	FROMUTH TENNIS	TENNIS ATHLETIC BID ITEMS	348.60
28325	GOPHER SPORT	PE SUPPLIES	1,007.86
28326	HILLYARD, INC	CLEANING SUPPLIES - LIS, MCJHS & MCHS	496.55
28327	INDIANA AREA SCHOOL DISTRICT	ALTERNATIVE EDUCATION	12,330.05
28328	JUNIATA COUNTY SCHOOL DISTRICT	TRANSPORTATION REFUND	10,101.22
28329	KEYSTONE CHRISTIAN EDUCATION ASSOCIATION	NON-PUBLIC PD REGISTRATION - KCEA CONFERENCE - MCCA	440.00
28330	KINGS III EMERGENCY COMMUNICATIONS	EMERGENCY ELEVATOR PHONE MONITORING FOR AUG. - IVES, LES, LIS, MCMS, MCJHS & MCHS ; INV 3507-046,252	274.19
28331	KURTZ BROS	CLASSROOM SUPPLIES - LEARNING SUPPORT - SMES	104.03
28332	LAKESHORE LEARNING MATERIALS	CLASSROOM SUPPLIES - AUTISTIC SUPPORT - MCJH	169.02
28333	LEWISTOWN PAPER COMPANY	BUILDING SUPPLIES	1,411.87
28334	LEXIA VOYAGER SORPRIS INC.	SOUND PARTNERS - SMES - TITLE I SUPPLY	610.50
28335	LINCOLN INTERMEDIATE UNIT 12	TRANSPORTATION REIMBURSEMENT	5,338.20
28336	M-F ATHLETIC CO, INC	TRACK ATHLETIC BID ITEM	2,205.00
28336	M-F ATHLETIC CO, INC	TIMING SYSTEM	8,745.00
28337	MIFFLIN COUNTY TREASURER	SMALL GAMES OF CHANCE	125.00
28338	NATIONAL PRINT + PROMO	SECONDARY REPORT CARDS	1,360.00
28339	NEWSELA, INC	NEWSELA SUBSCRIPTION - MCSD 2026-2027	51,913.52
28340	NOLTS FARM & GARDEN INC	MOWER MAINTENANCE - AUTO	2,783.72
28341	NOREDINK CORP	NO RED INK PREMIUM SUBSCRIPTION FOR UP TO 900 STUDENTS - MCHS - 26/27 - 1-YEAR TERM	11,550.00
28341	NOREDINK CORP	NO RED INK PREMIUM SUBSCRIPTION FOR UP TO 711	8,941.79

CHECK #	VENDOR	INVOICE DESCRIPTION	AMOUNT
		STUDENTS - MCJHS - 26/27 - 1-YEAR TERM	
28342	OAK HILL BRANDS CORP	CLASSROOM SUPPLIES - SPEECH - MCMS	253.55
28343	P & A ADMIN SERVICES INC	ADMIN FEE	255.00
28344	PA PRINCIPALS ASSOCIATION	PA PRINCIPALS ASSOCIATION MEMBERSHIP	605.00
28345	PARENTSQUARE, INC.	VIRTUAL TRAININGS	1,350.00
28346	PATEL, DEANNA	CONTRACTED SIGN LANGUAGE INTERPRETER - ESY - JULY 2026	378.00
28347	PEARSON ASSESSMENTS	SPEECH THERAPY TESTING SUPPLIES - IVEC	247.51
28348	PEARSON ASSESSMENTS	SPEECH THERAPISTS - TESTING PROTOCOLS - LES	210.20
28349	PRO-ED, INC	SPEECH SUPPLIES - SMES	118.80
28349	PRO-ED, INC	SPEECH SUPPLIES - MCMS	150.70
28350	PSBA INC	UNEMPLOYMENT CLAIMS	549.13
28351	RIDDELL ALL AMERICAN	FOOTBALL ATHLETIC BID ITEMS	4,079.95
28352	ROBERT M SIDES, INC	INSTRUMENT REPAIR	276.00
28353	RYDIN	MCHS PARKING PASSES	1,719.66
28354	SCENARIO LEARNING, LLC	VECTOR / SAFE SCHOOLS RENEWAL 26/27 (24-MONTH TERM, YEAR 2) ANNUAL PAYMENT	16,879.52
28355	SCHOLASTIC INC	SCHOLASTIC RENEWAL 26-27 SY	714.30
28356	SHERWIN-WILLIAMS CO	PAINT SUPPLIES - MCHS	169.39
28357	SPORTSMANS	SOCCER WOMENS ATHLETIC BID ITEMS	735.45
28358	SUN LIFE FINANCIAL	VOL DEDUCT	228.43
28359	TEACHERS' CURRICULUM INSTITUTE	TCI SOCIAL STUDIES - GRADES 6-8 - 2-YEAR TERM - 26/27 THROUGH 27/28 - MCJHS	47,305.50
28360	THE SENTINEL	ADVERTISEMENT	80.92
28361	TUSCARORA INTERMEDIATE UNIT 11	REFUND TO IU	2,759.86
28362	UGI UTILITIES, INC	MAINT, MCHS,ADM, AUX FIELD, FIELD HOUSE A	307.05
28363	WEST MUSIC COMPANY, INC	2026-2027 SUPPLY ORDER FOR BECKER	166.49
28364	WISE, LINDA	REIMBURSEMENT FOR WHEEL THROWING CLASS - TITLE II	200.00
28365	WRAY'S LANDSCAPING INC	SOLAR PANEL FIELD MAINTENANCE - MCHS	2,304.00
28366	ZANER BLOSER, INC	ZANER-BLOSER HANDWRITING - 2026-2027 - LES	4,589.20
28367	ZIMMERMAN, KATHLEEN	CONTRACTED SIGN LANGUAGE INTERPRETER - ESY	457.68
202600001	BMO - BANK OF MONTREAL	Credit Card Payment AP Invoice.	44,373.01
202600002	MIFFLIN COUNTY MUNICIPAL AUTHORITY	ACH WATER PMT	4,777.42
202600003	PENELEC	PENELEC BILL PAY	4,581.87
202600004	PENELEC	PENELEC BILL PAY	3,815.01
202600005	AMERICAN UNITED LIFE INSURANCE CO	AD&D/LIFE/STD/LTD	7,261.12
202600006	PA DEPT OF LABOR & INDUSTRY	UC	7,082.57
202600007	HIGHMARK BLUE SHIELD	HRA	1,697.96
202600008	EXPERT PAY FOR EMPLOYERS	CHILD SUPPORT	1,361.56
202600009	PA DEPT OF REVENUE	STATE W/HOLD TAX, SALES TAX	82,810.93
202600010	INTERNAL REVENUE SERVICE	FEDERAL TAX DEPOSIT	600,953.18
202600011	VOYA	EE/ER CONTRIBUTIONS	40,346.98
202600012	PNC BANK	ER CONTRIBUTION	1,462.50
202600013	SUBSTITUTE TEACHER SERVICE	SUB TEACHER SERVICE	4,928.00
202600014	MIFFLIN COUNTY SCHOOL DISTRICT	TRANSFER NET PAYROLL	1,927,102.69
202600015	TREASURER - MCSAESP	CUST/MAINT DUES	1,209.68
202600016	TREASURER - NEA/MCESPA	CLERICAL DUES	2,217.06
202600017	SHEETZ, INC	FUEL	2,775.42
202600018	KEYSTONE COLLECTIONS GROUP	EIT/LST/GARNISHMENTS	144,484.11
202600019	PSERS	EE POS/RETIREMENT	190,429.96
202600020	P & A ADMIN SERVICES INC	FLEX FEES/ANNUITIES/ROTHS/FSA	143,188.04
262700001	AITKINS, DANIEL JR	MILEAGE 1/12-6/29	127.53
262700002	ANDERSON, LAURA	REIMBURSEMENT - SPEECH/LANGUAGE SUBSCRIPTION	24.00
262700002	ANDERSON, LAURA	REIMBURSEMENT - SPEECH LANGUAGE SUPPLIES	199.70
262700003	BANKS, EMILY	MILEAGE 6/1-6/18	12.25
262700004	BELL, ERICA	MILEAGE 4/1-4/30	69.46

CHECK #	VENDOR	INVOICE DESCRIPTION	AMOUNT
262700004	BELL, ERICA	MILEAGE 5/4-5/28	102.01
262700005	BOLLINGER, JARED	TUITION REIMBURSEMENT - PREK-8 INSTRUCTIONAL METHODS - SPE-533 - 3 CREDITS	1,635.00
262700006	BOOHER, MCKENZIE	TUITION REIMBURSEMENT - READING & WRITING IN THE CONTENT - 516 - 3 CREDITS	1,887.00
262700006	BOOHER, MCKENZIE	TUITION REIMBURSEMENT - FOUNDATIONS OF LITERACY AND - 515 - 3 CREDITS	1,887.00
262700007	CALDWELL, SHAWN	MILEAGE 6/1-6/30	102.81
262700008	CUNNINGHAM, DOUGLAS	MILEAGE 1/7-6/30	803.81
262700009	HAAGEN, RACHAEL	REIMBURSEMENT - SPEECH LANGUAGE PATHOLOGIST LICENSE	65.00
262700010	HIMES, CHERYL	TUITION REIMBURSEMENT - ADVANCED STUDIES IN DISABILITIES - SPE521 - 3 CREDITS	1,635.00
262700010	HIMES, CHERYL	TUITION REIMBURSEMENT - FORMAL & INFORMAL CLASSROOM - EDU554 - 3 CREDITS	1,635.00
262700010	HIMES, CHERYL	TUITION REIMBURSEMENT - PK-4 READING, WRITING AND - EDU338 - 3 CREDITS	1,470.00
262700011	HOLLAND, MADISON	TUITION REIMBURSEMENT - THE PRINCIPALSHIP - EDUC545 - 3 CREDITS	1,887.00
262700012	HOSTERMAN, BAILEY	REIMBURSEMENT - SPEECH LANGUAGE PATHOLOGIST LICENSE	65.00
262700013	KELLISON, BRANDI	TUITION REIMBURSEMENT - FAMILY, SCHOOL & COMMUNITY - ED5423 - 3 CREDITS	705.00
262700014	KUTRUFF, SKYLAR	TUITION REIMBURSEMENT - SOCIAL FOUNDATIONS OF EDUCATION - 512 - 3 CREDITS	1,764.00
262700015	LEPLEY, ROBERT	MILEAGE 6/10	118.90
262700016	LUTZ, ALISON	REIMBURSEMENT - SPEECH LANGUAGE PATHOLOGIST LICENSE	65.00
262700017	MCCOY, KAYLA	TUITION REIMBURSEMENT - MOTIVATING LEARNING OPPORTUNITY - EDU-584-WCOL - 3 CREDITS	1,635.00
262700018	MILLER, FRANK	MILEAGE 5/4-6/23	78.01
262700019	MYERS, MADISON	TUITION REIMBURSEMENT - TECHNOLOGY INTEGRATION-CLASSROOM - 553 - 3 CREDITS	1,635.00
262700020	PROUGH, NICHOLAS	MILEAGE 1/19-5/13	14.21
262700021	SNOOK, SHERI	MILEAGE 2/5-6/25	72.94
262700022	SNYDER, BENJAMIN	MILEAGE 5/29-6/17	42.27
262700023	STARTZEL, JESSICA	REIMBURSEMENT - ESY SNACKS	13.07
262700024	STUTER, JEREMY	MILEAGE 2/20-6/16	8.85
262700025	TERRY, MARC	MILEAGE 6/4	16.10
262700026	TORQUATO, LORIE	TUITION REIMBURSEMENT - SECONDARY INSTRUCTIONAL METHODS - SPE534 - 3 CREDITS	1,635.00
262700027	TREASTER, BRET	TAX COLLECTOR INVOICE	3,276.00
262700028	VARNER, VANCE	MILEAGE 6/11-6/23	27.55
262700029	WISE, MARA	MILEAGE 5/29-6/22	17.26
262700030	YEARICK, ABIGAIL	TUITION REIMBURSEMENT - CREATING AN EFFECTIVE CLASSROOM - SPE 510 - 3 CREDITS	1,635.00
262700031	ZANNINO, FRANCESCA	TUITION REIMBURSEMENT - FORMAL/INFORMAL ASSESSMENT - EDU-554-WCOL5 - 3 CREDITS	1,635.00
262700032	BAILEY, NIKKI	TUITION REIMBURSEMENT - LEADING WITH AWARENESS & ACCOUNTABILITY - OL5630 - 3 CREDITS	399.00
262700032	BAILEY, NIKKI	TUITION REIMBURSEMENT - BRILLIANCE OF PLAYFUL LEARNING FOR ALL AGES - OL5315 - 3 CREDITS	399.00
262700033	CONNOLLY, KATE	TUITION REIMBURSEMENT - FOUNDATIONS OF SCHOOL NURSING - 566 - 3 CREDITS	1,993.00
262700034	CORBIN, REBECCA	TUITION REIMBURSEMENT - FOUNDATIONS OF LITERACY - 515 - 3 CREDITS	1,887.00

CHECK #	VENDOR	INVOICE DESCRIPTION	AMOUNT
262700035	ECKENROTH, EMILY	TUITION REIMBURSEMENT - PINTEREST FOR TEACHERS - TEC-988 - 3 CREDITS	420.00
262700035	ECKENROTH, EMILY	TUITION REIMBURSEMENT - TEACHING AND LEARNING ONLINE - TEC-948 - 3 CREDITS	420.00
262700036	HESS, KARLY	REIMBURSEMENT - SPEECH LANGUAGE PATHOLOGIST LICENSE	65.00
262700037	JAMES, CRYSTAL	MILEAGE 07/07/2026	11.40
262700038	KYLE, BAILIE	TUITION REIMBURSEMENT - CAREER DEVELOPMENT - COUN 7020 - 3 CREDITS	1,602.00
262700038	KYLE, BAILIE	TUITION REIMBURSEMENT - ETHICAL & LEGAL ISSUES IN COUNSELING - 7060 - 3 CREDITS	1,602.00
262700038	KYLE, BAILIE	TUITION REIMBURSEMENT - GROUP COUNSELING & GROUP WORK - 7050 - 3 CREDITS	1,602.00
262700039	ROWE, AARON	TUITION REIMBURSEMENT - PREK-4 READING, WRITING, - EDU 338 - 3 CREDITS	1,635.00
262700039	ROWE, AARON	TUITION REIMBURSEMENT - READING/WRITING METHODS - SPE 339 - 3 CREDITS	1,635.00
262700039	ROWE, AARON	TUITION REIMBURSEMENT - PREK-8 INSTRUCTIONAL METHODS - SPE 533 - 3 CREDITS	1,635.00
262700040	RUSSLER, DEANNA	TUITION REIMBURSEMENT - STRATEGIES TO INCREASE STUDENT ACHIEVEMENT - EDCI 631-053 - 3 CREDITS	725.00
262700041	SHADE, VENUS	ADVANCED SKILLS TRAINING - HILTON GARDEN INN, STATE COLLEGE - 6/18/26	48.35
262700041	SHADE, VENUS	SCM - RECERTIFICATION INSTRUCTOR - STATE COLLEGE - 7/17/26	899.00
262700042	STAHL, JENNIFER	REIMBURSEMENT ESY SNACKS	42.69
262700043	WHITE, THOMAS JR	MILEAGE 6/1-6/20	48.58
Totals for checks			6,622,083.35

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	4,055,941.00	2,754.67	2,252,383.62	6,311,079.29
30	CAPITAL PROJECTS FUND	0.00	0.00	271,194.56	271,194.56
90	ATHLETIC FROM GF	0.00	0.00	39,809.50	39,809.50
***	Fund Summary Totals ***	4,055,941.00	2,754.67	2,563,387.68	6,622,083.35

***** End of report *****

MIFFLIN COUNTY SCHOOL DISTRICT
2025-2026
SUMMARY OF LEGAL BILLS

Payment Month	Firm	Charged to General fund
August	Saxton & Stump LLC	321.50
August	Knepp & Snook	1,531.25
September	Saxton & Stump LLC	5,193.65
October	Knepp & Snook	4,375.00
October	Saxton & Stump LLC	2,835.00
November	Saxton & Stump LLC	4,275.00
January	Saxton & Stump LLC	1,677.50
January	Knepp & Snook	4,671.86
February	Saxton & Stump LLC	3,692.00
February	Knepp & Snook	6,093.75
March	Saxton & Stump LLC	410.00
April	Saxton & Stump LLC	241.00
April	Knepp & Snook	8,687.50
May	Saxton & Stump LLC	645.00
June	Saxton & Stump LLC	1,035.50
July	Knepp & Snook	8,781.25
Total		54,466.76
Budget		219,325.00
Balance		164,858.24

MIFFLIN COUNTY SCHOOL DISTRICT
2026-2027
SUMMARY OF LEGAL BILLS

Payment Month	Firm	Charged to General fund
July	Saxton & Stump LLC	972.00
July	Knepp & Snook	1,218.75

Total	2,190.75
-------	----------

Budget	219,950.00
Balance	217,759.25

Account	Description	Current Budget	July 2026-27	2026-27	2026-27	Encumbered	2026-27 FYTD
			Period To Date	Year to Date	FYTD %	Amount	Available Funds
6111	CURR REAL ESTATE TAXES	25,903,564.00	0.00	0.00	0.00	0.00	25,903,564.00
6112	SUPPLEMENTAL REAL EST	0.00	36.25	36.25	0.00	0.00	-36.25
6113	PUBLIC UTILITY TAX	34,000.00	0.00	0.00	0.00	0.00	34,000.00
6114	PAY IN LIEU OF TAXES	200,000.00	0.00	0.00	0.00	0.00	200,000.00
6120	CURRENT PER CAPITA 679	100,000.00	0.00	0.00	0.00	0.00	100,000.00
6141	CURRENT PER CAPITA 511	100,000.00	0.00	0.00	0.00	0.00	100,000.00
6143	OCCUPATION PRIV TAXES	70,000.00	0.00	0.00	0.00	0.00	70,000.00
6151	EARNED INCOME TAX	8,900,000.00	0.00	0.00	0.00	0.00	8,900,000.00
6153	REAL ESTATE TRANSFER	650,000.00	0.00	0.00	0.00	0.00	650,000.00
61--		35,957,564.00	36.25	36.25	0.00	0.00	35,957,527.75
6411	DELINQUENT R.E. TAX	1,500,000.00	0.00	0.00	0.00	0.00	1,500,000.00
6420	DELQ PER CAPITA 679	15,000.00	530.11	530.11	3.53	0.00	14,469.89
6441	DELQ PER CAPITA 511	15,000.00	542.28	542.28	3.62	0.00	14,457.72
64--		1,530,000.00	1,072.39	1,072.39	0.07	0.00	1,528,927.61
6510	INT/INVESTMT/CHECK ACCT	600,000.00	94,964.34	94,964.34	15.83	0.00	505,035.66
65--		600,000.00	94,964.34	94,964.34	15.83	0.00	505,035.66
6710	ATHLETIC REVENUE	60,000.00	0.00	0.00	0.00	0.00	60,000.00
6740	FEES CHARGED TO STUDENT	16,000.00	0.00	0.00	0.00	0.00	16,000.00
67--		76,000.00	0.00	0.00	0.00	0.00	76,000.00
6832	FEDERAL IDEA PASS THRU	927,357.00	0.00	0.00	0.00	0.00	927,357.00
68--		927,357.00	0.00	0.00	0.00	0.00	927,357.00
6920	"CONTRIB, DONATION PRIV"	350,000.00	0.00	0.00	0.00	0.00	350,000.00
6942	SUMMER SCHOOL	0.00	690.00	690.00	0.00	0.00	-690.00
6999	ALL OTHER MISC REVENUE	96,993.00	433.55	433.55	0.45	0.00	96,559.45
69--		446,993.00	1,123.55	1,123.55	0.25	0.00	445,869.45
7111	BASIC EDUCATION FUNDING-FORMUL	27,532,761.00	0.00	0.00	0.00	0.00	27,532,761.00
7160	SECTION 1305/1306	106,000.00	0.00	0.00	0.00	0.00	106,000.00
71--		27,638,761.00	0.00	0.00	0.00	0.00	27,638,761.00
7271	SPECIAL ED	4,628,232.00	696,788.00	696,788.00	15.06	0.00	3,931,444.00
72--		4,628,232.00	696,788.00	696,788.00	15.06	0.00	3,931,444.00
7311	PUPIL TRANSPORTATION SUBSIDY	4,700,000.00	0.00	0.00	0.00	0.00	4,700,000.00
7312	NONPUB TRANSPORTATION SUBSIDY	175,000.00	0.00	0.00	0.00	0.00	175,000.00

Account	Description	Current Budget	July 2026-27 Period To Date	2026-27 Year to Date	2026-27 FYTD %	Encumbered Amount	2026-27 FYTD Available Funds
7320	RENTAL REIMBURSEMENT	1,221,587.00	0.00	0.00	0.00	0.00	1,221,587.00
7330	HEALTH SERVICES	90,000.00	0.00	0.00	0.00	0.00	90,000.00
7340	STATE PROPERTY TAX ALLO	3,346,898.00	0.00	0.00	0.00	0.00	3,346,898.00
7362	SCHOOL MENTAL HEALTH & SAFETY	188,553.00	0.00	0.00	0.00	0.00	188,553.00
73--		9,722,038.00	0.00	0.00	0.00	0.00	9,722,038.00
7531	RTL FOUNDATION	5,977,473.00	0.00	0.00	0.00	0.00	5,977,473.00
75--		5,977,473.00	0.00	0.00	0.00	0.00	5,977,473.00
7810	REV.FOR SOC.SEC.PAYMENT	1,602,000.00	0.00	0.00	0.00	0.00	1,602,000.00
7820	ST.SHARE/RETIREMT CONTR	7,231,000.00	0.00	0.00	0.00	0.00	7,231,000.00
78--		8,833,000.00	0.00	0.00	0.00	0.00	8,833,000.00
8513	TITLE I	2,742,241.00	0.00	0.00	0.00	0.00	2,742,241.00
8515	TITLE II	266,652.00	609.35	609.35	0.23	0.00	266,042.65
8516	Title III-Lang Instr	11,562.00	770.80	770.80	6.67	0.00	10,791.20
8517	Title IV	209,144.00	0.00	0.00	0.00	0.00	209,144.00
8519	TITLE VI	0.00	15,824.40	15,824.40	0.00	0.00	-15,824.40
85--		3,229,599.00	17,204.55	17,204.55	0.53	0.00	3,212,394.45
8690	OTHER RESTRICTED FEDERAL PASS	105,107.00	0.00	0.00	0.00	0.00	105,107.00
86--		105,107.00	0.00	0.00	0.00	0.00	105,107.00
8810	MEDICAL ASSIST ACCESS	291,583.00	0.00	0.00	0.00	0.00	291,583.00
8820	ACCESS REIMB ADMIN COST	30,000.00	0.00	0.00	0.00	0.00	30,000.00
88--		321,583.00	0.00	0.00	0.00	0.00	321,583.00
Grand Revenue Total		99,993,707.00	811,189.08	811,189.08	0.81	0.00	99,182,517.92

Number of Accounts: 41

***** End of report *****

Account	Description	Current Budget	July 2026-27 Monthly Activity	2026-27 Year to Date	2026-27 FYTD %	Encumbered Amount	2026-27 FYTD Available Funds
1110	REGULAR PROGRAMS E/S	36,392,931.00	982,252.90	982,252.90	2.70	793,731.56	34,616,946.54
1190	FED FUNDED REGULAR PROG	246,520.00	5,133.72	5,133.72	2.08	0.00	241,386.28
1192	MATH - FEDERAL	636,579.00	12,000.02	12,000.02	1.89	0.00	624,578.98
1193	LANGUAGE ARTS - FEDERAL	1,783,214.00	38,707.90	38,707.90	2.17	79,187.46	1,665,318.64
11--	REGULAR PROGRAMS-E/S	39,059,244.00	1,038,094.54	1,038,094.54	2.66	872,919.02	37,148,230.44
1211	LIFE SKILLS	2,052,124.00	42,712.13	42,712.13	2.08	0.00	2,009,411.87
1221	"DEAF, HEARING IMPAIRED"	97,018.00	14,982.26	14,982.26	15.44	0.00	82,035.74
1224	VISION IMPAIRED	136,836.00	2,607.47	2,607.47	1.91	0.00	134,228.53
1225	SPEECH AND LANG SUPPORT	1,150,319.00	18,281.71	18,281.71	1.59	955.48	1,131,081.81
1231	EMOTIONAL SUPPORT	2,161,861.00	27,294.41	27,294.41	1.26	0.00	2,134,566.59
1233	AUTISTIC SUPPORT	4,177,644.00	65,112.03	65,112.03	1.56	4,510.10	4,108,021.87
1241	LEARNING SUPPORT	7,899,680.00	104,641.42	104,641.42	1.32	1,162.15	7,793,876.43
1243	GIFTED SUPPORT	125,524.00	911.87	911.87	0.73	0.00	124,612.13
1260	PHYSICAL SUPPORT	618,157.00	6,083.25	6,083.25	0.98	0.00	612,073.75
1290	OTHER SUPPORT	96,500.00	0.00	0.00	0.00	0.00	96,500.00
12--		18,515,663.00	282,626.55	282,626.55	1.53	6,627.73	18,226,408.72
1340	HOME ECON EDUCATION	417,361.00	7,581.46	7,581.46	1.82	0.00	409,779.54
1350	INDUSTRIAL ARTS	504,350.00	14,795.11	14,795.11	2.93	3,040.47	486,514.42
1360	BUSINESS EDUCATION	621,255.00	9,458.28	9,458.28	1.52	599.00	611,197.72
1390	OTHER VOC-ED PROGRAMS	2,316,257.00	193,021.42	193,021.42	8.33	0.00	2,123,235.58
13--		3,859,223.00	224,856.27	224,856.27	5.83	3,639.47	3,630,727.26
1430	HOMEBOUND INSTR.	200.00	0.00	0.00	0.00	0.00	200.00
1441	INCARCERATED EDUCATION	50,000.00	0.00	0.00	0.00	0.00	50,000.00
1442	ALTERNATIVE EDUCATION	1,537,734.00	24,334.81	24,334.81	1.58	495.24	1,512,903.95
14--		1,587,934.00	24,334.81	24,334.81	1.53	495.24	1,563,103.95
1592	NON PUBLIC MATH	120,530.00	2,607.47	2,607.47	2.16	304.94	117,617.59
15--		120,530.00	2,607.47	2,607.47	2.16	304.94	117,617.59
2120	GUIDANCE SERVICE	2,025,242.00	98,200.80	98,200.80	4.85	14,655.70	1,912,385.50
2140	PSYCHOLOGICAL SERVICES	808,927.00	4,550.35	4,550.35	0.56	19,638.15	784,738.50
2160	SOCIAL WORK SERVICES	411,450.00	7,334.22	7,334.22	1.78	0.00	404,115.78
2190	OTHER STUDENT SERVICES	14,000.00	0.00	0.00	0.00	1.00	13,999.00
21--		3,259,619.00	110,085.37	110,085.37	3.38	34,294.85	3,115,238.78
2250	SCHOOL LIBRARY SERV.	840,338.00	11,660.66	11,660.66	1.39	690.22	827,987.12
2260	INSTRUCTION & CURRICUL	670,295.00	48,370.30	48,370.30	7.22	0.00	621,924.70

Account	Description	Current Budget	July 2026-27 Monthly Activity	2026-27 Year to Date	2026-27 FYTD %	Encumbered Amount	2026-27 FYTD Available Funds
2271	INSTR. STAFF DEV	679,157.00	31,345.41	31,345.41	4.62	1,795.00	646,016.59
2272	NON-INSTRUCTIONAL STAFF DEVELO	48,550.00	0.00	0.00	0.00	0.00	48,550.00
2280	NONPUBLIC SUPPORT SRVCS	36,319.00	640.00	640.00	1.76	0.00	35,679.00
22--		2,274,659.00	92,016.37	92,016.37	4.05	2,485.22	2,180,157.41
2310	BOARD SERVICES	119,535.00	23,730.15	23,730.15	19.85	0.00	95,804.85
2330	TAX COLLECTION	304,457.00	5,423.16	5,423.16	1.78	0.00	299,033.84
2350	LEGAL SERVICE	219,950.00	2,190.75	2,190.75	1.00	0.00	217,759.25
2360	CENTRAL ADMINISTRATION	862,068.00	63,205.11	63,205.11	7.33	0.00	798,862.89
2380	OFFICE OF PRINCIPAL	3,950,247.00	314,393.05	314,393.05	7.96	1,102.78	3,634,751.17
23--		5,456,257.00	408,942.22	408,942.22	7.49	1,102.78	5,046,212.00
2420	MEDICAL SERVICES	1,151,157.00	21,286.42	21,286.42	1.85	789.50	1,129,081.08
24--	PUPIL HEALTH	1,151,157.00	21,286.42	21,286.42	1.85	789.50	1,129,081.08
2511	Supervision of Fiscal Svcs	277,521.00	56,033.30	56,033.30	20.19	0.00	221,487.70
2514	PAYROLL SERVICES	248,846.00	16,555.49	16,555.49	6.65	0.00	232,290.51
2515	FINANCIAL ACCOUNTING SERVICES	352,689.00	29,093.86	29,093.86	8.25	500.00	323,095.14
2519	Other FiscalSvc Human Resource	0.00	31.62	31.62	0.00	33.59	-65.21
25--	BUSINESS ADMINISTRATION	879,056.00	101,714.27	101,714.27	11.57	533.59	776,808.14
2611	MAINTENANCE	387,577.00	28,104.74	28,104.74	7.25	0.00	359,472.26
2620	MAINTENANCE	7,413,716.00	747,962.77	747,962.77	10.09	35,235.43	6,630,517.80
2660	SECURITY SERVICES	400,190.00	18,160.88	18,160.88	4.54	0.00	382,029.12
26--	OPERATION/MAINTENANCE	8,201,483.00	794,228.39	794,228.39	9.68	35,235.43	7,372,019.18
2720	Vehicle Operation Services	7,097,743.00	13,640.92	13,640.92	0.19	0.00	7,084,102.08
27--	TRANSPORTATION	7,097,743.00	13,640.92	13,640.92	0.19	0.00	7,084,102.08
2818	TECHNOLOGY SERVICES	2,951,315.00	259,257.65	259,257.65	8.78	83,049.38	2,609,007.97
2831	Human Resources	249,294.00	18,678.85	18,678.85	7.49	0.00	230,615.15
2834	Non-Instr,Certified Staff Deve	10,080.00	0.00	0.00	0.00	0.00	10,080.00
2850	ADMIN FED PROG	51,755.00	4,849.13	4,849.13	9.37	0.00	46,905.87
28--		3,262,444.00	282,785.63	282,785.63	8.67	83,049.38	2,896,608.99
3210	STUDENT ACTIVITIES	263,048.00	0.00	0.00	0.00	0.00	263,048.00
3250	SCH SPONSORED ATHLETICS	1,459,054.00	80,551.69	80,551.69	5.52	101,693.25	1,276,809.06
32--		1,722,102.00	80,551.69	80,551.69	4.68	101,693.25	1,539,857.06
3300	COMMUNITY SERVICE	27,886.00	1,097.23	1,097.23	3.93	0.00	26,788.77

Account	Description	Current Budget	July 2026-27 Monthly Activity	2026-27 Year to Date	2026-27 FYTD %	Encumbered Amount	2026-27 FYTD Available Funds
33--	COMMUNITY SERVICE	27,886.00	1,097.23	1,097.23	3.93	0.00	26,788.77
5110	DEBT SERVICE	8,898,888.00	0.00	0.00	0.00	0.00	8,898,888.00
51--		8,898,888.00	0.00	0.00	0.00	0.00	8,898,888.00
5800	SUSPENSE ACCOUNTS	0.00	22,951.29	22,951.29	0.00	0.00	-22,951.29
58--		0.00	22,951.29	22,951.29	0.00	0.00	-22,951.29
5900	BUDGETARY RESERVE	300,000.00	0.00	0.00	0.00	0.00	300,000.00
59--		300,000.00	0.00	0.00	0.00	0.00	300,000.00
Grand Expense T		105,673,888.00	3,501,819.44	3,501,819.44	3.31	1,143,170.40	101,028,898.16

Number of Accounts: 3355

***** End of report *****

TAX COLLECTION REPORT
 SPRING SUPPLEMENTALS
 2025-2026

MUN #	TAX COLLECTOR		MUNICIPALITY	DUPLICATE	REPORT		OUTSTANDING	TOTAL COLLECTED	WAGES PD	EXPENSE REIMB
				RE	#	DATE	RE	RE		
12	Heister	Crystal	ARMAGH TOWNSHIP	8,714.14	1,2	04-30-26	37.66%	5,323.43	14.00	-
13	Harshbarger	Sharina	BRATTON TOWNSHIP	612.35	1	05-31-26	5.92%	564.58	4.00	-
14	Hartzler	Cheryl	BROWN TOWNSHIP	14,378.08	1,2,3	05-03-26	21.88%	11,007.22	12.00	-
8	Wolfkiel	Christine	BURNHAM BOROUGH					-	-	-
15	Mcknight	Cindy	DECATUR TOWNSHIP	2,532.14	1,2	06-22-26	22.67%	2,492.98	6.00	-
16	Treaster	Bret	DERRY TOWNSHIP	6,785.34	1,2	05-31-26	84.22%	2,950.78	4.00	-
17	Weaver	Billi	GRANVILLE TOWNSHIP	5,655.75	1	04-30-26	0.00%	5,542.63	8.00	-
17A	Tyson	Susie	JUNIATA TERRACE BOROUGH					-	-	-
1-7	Anewalt	Erin	LEWISTOWN BOROUGH					-	-	-
10	Knable	Brooke	MCVEYTOWN BOROUGH					-	-	-
18	Lyter	Cheyne	MENNO TOWNSHIP	5,254.17	1	07-21-26	0.00%	5,149.08	14.00	-
19	Miller	Sherry	OLIVER TOWNSHIP	4,882.82	1	07-10-26	23.28%	3,671.28	2.00	-
20	Zook	Herb	UNION TOWNSHIP	1,075.90	1	03-31-26	50.00%	527.19	2.00	-
				\$ 49,890.69			25.38%	\$ 37,229.17	\$ 66.00	\$ -

Report contains receipts through 7/31/2026

% of Duplicates Collected 74.62%

Stadium Project
Foundation Report
31-Jul-26

Total Foundation Receipts

Pledges	\$ 2,744,500
Cash, net of bricks/plaques purchases	217,454
	\$ 2,961,954

PLEDGE ACTIVITY:

TOTAL PLEDGES: \$4,290,000

COLLECTIONS:	Pledged	Received
2022	\$30,000	\$30,000
2023	\$852,000	\$852,000
2024	\$807,000	\$807,000
2025	\$637,200	\$634,700
Jun-26	\$180,000	\$180,000
Prepaid Future		\$240,800
		\$2,744,500



**TAX CLAIM BUREAU
OF MIFFLIN COUNTY**

20 North Wayne Street
Lewistown, PA 17044

Phone: 717-248-5783
Fax: 717-242-5465
Hours: M-F 8:00 a.m. – 4:00 p.m.

COMMISSIONERS
Robert P. Postal
Kevin P. Kodish
Noah D. Wise

DIRECTOR
Kathy J. Whitsel

SOLICITOR
BMZ Law

August 4, 2026

MIFFLIN COUNTY SCHOOL DISTRICT
201 EIGHTH ST-HIGHLAND PARK
LEWISTOWN PA 17044

Dear School District,

Enclosed is a list of properties that will be exposed to Upset Sale on Monday, September 14, 2026 at 7:00 p.m. in the Main Courtroom of the Mifflin County Courthouse.

According to P.C.S.A. 72 § 5860.605, "It shall be the duty of all taxing districts, and municipal authorities having municipal claims against any such property, to certify, by August 28 of the year of the scheduled sale, the amount thereof to the Bureau for the purpose of including the same in the upset price. If a taxing district or municipal authority fails to certify the amount of any municipal claim which has become a claim against the property prior to August 1 of the year of the scheduled sale the claim shall be divested by the upset sale, notwithstanding any provision of this act to the contrary."

Please submit all responses to the Mifflin County Tax Claim Bureau, 20 N Wayne St., Lewistown, PA 17044 **NO LATER THAN** Friday, August 28, 2026.

If you have any questions please feel free to contact our office, Monday through Friday, 8:00 am – 4:00 pm.

Thank you,

A handwritten signature in cursive script that reads "Kathy J. Whitsel".

Kathy J. Whitsel
Mifflin County Tax Claim Bureau
kwhitsel@mifflincountypa.gov

OWNER	DESCRIPTION	MAP NO	APPROXIMATE UPSET AMOUNT
LEWISTOWN BOROUGH - 1ST -----			
BAITSELL DANNY L JR		01 ,15-0211--,000	\$3,762.74
BEARD ANNA M		01 ,07-0116--,000	\$5,910.28
ECKLEY GREGORY A & ADAIR N		01 ,15-0149--,000	\$2,735.41
HERNANDEZ JOSE F		01 ,06-0505--,000	\$3,635.70
LYLES ROBERT & CAROLE Y		01 ,15-0134--,000	\$4,837.77
MCSTEPMAN LLC		01 ,15-0202--,000	\$886.54
RHODES MONNIE L		01 ,07-0302--,000	\$5,432.79
	O		
SHOWALTER MARY R ETAL		01 ,06-0601--,000	\$5,616.87
LEWISTOWN BOROUGH - 2ND -----			
ARANA ANDRES		02 ,01-0304--,000	\$2,931.91
BURKE GEOFFREY A		02 ,01-0401B-,000	\$34,439.29
LOPEZ SARIEMAR &		02 ,01-0227--,000	\$1,934.87
LEWISTOWN BOROUGH - 3RD -----			
ALLEN WILLIAM P		03 ,02-0109--,000	\$5,143.70
CENTRAL PENNA INVESTMENTS LLC		03 ,04-0100--,000	\$5,954.62
CENTRAL PENNA INVESTMENTS LLC		03 ,04-0104--,000	\$3,371.85
CENTRAL PENNA INVESTMENTS LLC		03 ,04-0106--,000	\$3,365.88
CENTRAL PENNA INVESTMENTS LLC		03 ,04-0252AA,000	\$1,563.50
RODGERS BRIAN L & KELLY J		03 ,04-0102--,000	\$9,210.71
LEWISTOWN BOROUGH - 4TH -----			
BESCH CHARLES L & EVA M		04 ,02-0312--,000	\$2,379.61
BURKE GEOFFREY A		04 ,02-0106--,000	\$2,580.16
BURKE GEOFFREY A		04 ,02-0124A-,000	\$1,159.32
BURKE GEOFFREY A		04 ,02-0174--,000	\$4,385.56
BURKE GEOFFREY A		04 ,02-0179--,000	\$9,696.24
BURKE GEOFFREY A		04 ,02-0182--,000	\$8,285.25
BURKE GEOFFREY A		04 ,02-0184--,000	\$3,090.60
CENTRAL PENNA INVESTMENT LLC		04 ,02-0614--,000	\$2,537.07
KOCH DAVID L		04 ,01-0288--,000	\$2,990.87
KOCH DAVID L		04 ,01-0286--,000	\$4,995.92
LUCCHETTI DAVID J		04 ,03-0124--,000	\$1,430.13
MIDDLETON JO ANN		04 ,02-0354--,000	\$3,836.39
PAVLIC TIMOTHY E		04 ,02-0136--,000	\$3,906.37
PAVLIC TIMOTHY E		04 ,02-0138--,000	\$5,408.01
RODGERS KELLY J		04 ,04-0170B-,000	\$2,863.34
TROUTMAN TAMMY A		04 ,01-0209--,000	\$3,192.16
WILLIAMS STEVEN A & RICHARD A		04 ,04-0100--,105	\$2,242.21
LEWISTOWN BOROUGH - 5TH -----			
AITKIN JOHN H JR		05 ,08-0310--,000	\$915.76
ARMSTRONG JAROD W		05 ,03-0454--,000	\$2,212.86
FOLK TERESA		05 ,03-0500--,000	\$3,097.88
HAUBRICK BRYSON C		05 ,08-0302--,000	\$4,287.87
HOOK CRYSTAL MARIE		05 ,05-0117--,000	\$2,588.10
LINGLE ANTHONY J SR & STACY M		05 ,05-0120--,000	\$2,784.09
ROSARIO JOSE H OGANDO &		05 ,02-0114--,000	\$1,158.69
ROYER ERIC M		05 ,04-0434--,000	\$1,337.38
RYAN R JEAN		05 ,03-0316--,000	\$5,942.91
SANTIAGO ROSE E		05 ,03-0224--,000	\$2,505.84
SWINEFORD KENNETH M & LINDA L		05 ,09-0220--,000	\$2,767.24
ZONG TYLER E		05 ,12-0115--,000	\$4,833.76
LEWISTOWN BOROUGH - 6TH -----			
FIRST COMMONWEALTH BANK		06 ,02-0308--,000	\$13,587.23
LEWISTOWN BOROUGH - 7TH -----			

OWNER	DESCRIPTION	MAP NO	APPROXIMATE UPSET AMOUNT
LEWISTOWN BOROUGH - 7TH -----			
ALLEN WILLIAM P		07 ,04-0401-- ,000	\$3,464.94
CONFER CORY J & SAMANTHA J		07 ,03-0213-- ,000	\$2,805.20
DIPPERY JOAN A		07 ,05-0121-- ,000	\$3,805.08
SHAWVER RONALD A & TAMI J		07 ,03-0102-- ,000	\$4,194.35
YOUTZY BRIANNE		07 ,06-0110-- ,000	\$8,615.01
BURNHAM BOROUGH -----			
ALEXANDER THOMAS INC		08 ,19-0101C- ,000	\$4,513.55
ALMAZAN MISAEEL & TIMBRA A EBY		08 ,08-0109-- ,000	\$2,467.35
BELL JONATHAN O		08 ,12-0115-- ,000	\$3,899.49
BURKE GEOFFREY A		08 ,13-0300-- ,000	\$27,607.15
CHERRY LORETTA M & SHANE M &		08 ,20-0244A- ,000	\$3,488.77
CLOUSER EARL RICHARD II		08 ,23-0031-- ,000	\$4,964.47
COLYER ROBERT E & VELVA F		08 ,25-0107-- ,000	\$3,046.14
DIPPERY TERRY A		08 ,03-0212-- ,000	\$4,477.03
DUNCAN CHARLES E & LORRIE M		08 ,12-0128-- ,000	\$2,855.02
DUNN SAMANTHA D		08 ,06-0600A- ,000	\$3,422.33
GROVE JENNIFER L		08 ,05-0502-- ,007	\$975.65
HAINES JOHN		08 ,05-0312-- ,005	\$1,528.73
HOHNSTEIN GREGORY D & NANCY L		08 ,08-0108-- ,000	\$2,993.31
KLOTZ RONALD		08 ,05-0312-- ,003	\$1,623.19
NORTHEAST INDUSTRIAL SVCS CORP		08 ,19-0101-- ,000	\$1,177.11
POWELL SCOTT DAVID		08 ,19-0200-- ,045	\$4,931.12
SHEARER MAGGI M		08 ,20-0152-- ,000	\$1,781.57
SMITH THOMAS P		08 ,14-0701-- ,000	\$3,851.89
SNYDER CAROLYN J		08 ,20-0258-- ,000	\$3,499.51
WALLS RICHARD J & SHIRLEY E		08 ,05-0501-- ,000	\$1,851.79
YOCUM PAUL JR		08 ,05-0502-- ,035	\$1,026.46
KISTLER BOROUGH -----			
ARDIFF THOMAS F		09 ,03-0750-- ,000	\$1,607.81
ARDIFF THOMAS F		09 ,03-0752-- ,000	\$1,193.13
BOARDMAN BRENDA J		09 ,01-0301-- ,000	\$1,745.10
BRANT AMANDA		09 ,01-0408-- ,000	\$2,700.67
LAUVER RONALD W & MARTHA		09 ,03-0301-- ,000	\$848.69
LAUVER RONALD W & MARTHA		09 ,03-0319-- ,000	\$2,381.39
MCVEYTOWN BOROUGH -----			
NEWTON HAMILTON BOROUGH -----			
WILSON ERIC T & APRIL D		11 ,01-0302-- ,000	\$2,789.45
ARMAGH TOWNSHIP -----			
ARMSTRONG JAROD W		12 ,22-0121-- ,000	\$6,425.31
BOHN KATHLEEN L		12 ,20-0118B- ,000	\$3,859.17
BOWERSOX MELISSA K		12 ,17-0112A- ,000	\$3,075.91
BOWERSOX MELISSA K		12 ,17-0112E- ,000	\$2,024.27
BREON AUDREY J		12 ,22-0310-- ,002	\$819.72
BRUBAKER JORDON K		12 ,18-0315-- ,000	\$4,108.38
BULICK TRENT S & ANASTACIA D		12 ,22-0406-- ,000	\$3,887.61
CONFER DEREK		12 ,23-0318-- ,004	\$2,606.13
DAVIS JEREMIAH J		12 ,22-0306-- ,000	\$1,190.64
DOBSON MILTON F JR & BETTY		12 ,20-0109A- ,003	\$1,524.38
EDWARD MARSHALL E & ELDA M		12 ,24-0420-- ,000	\$4,829.47
GRACE 100 REAL ESTATE LLC		12 ,24-0122-- ,000	\$387.81
GRASSMYER CAROLE M & EMORY R		12 ,19-0106E- ,000	\$3,770.45
HECKENDORN MOLLY B		12 ,10-0103C- ,000	\$6,327.88
HESSER LEURAINNE M		12 ,24-0500-- ,000	\$3,210.91

OWNER	DESCRIPTION	MAP NO	APPROXIMATE UPSET AMOUNT
ARMAGH TOWNSHIP			

HICKEY JOHN M		12 ,23-0316-- ,000	\$5,006.82
KAUFFMAN RODNEY L		12 ,23-0509-- ,000	\$3,613.55
KELLANDER HEATHER G		12 ,28-0119-- ,000	\$4,015.66
KIBE LINDA K		12 ,06-0108E- ,000	\$2,649.30
KNARR LEIGH ANN		12 ,06-0525A- ,001	\$2,153.16
MILLER JOYCE E		12 ,19-0164A- ,000	\$2,788.37
MINIUM JAMIE R & LISA A		12 ,22-0219-- ,000	\$2,396.40
MINIUM JAMIE R & LISA J		12 ,22-0214-- ,000	\$1,034.11
PROSSER JEFFREY		12 ,02-0110-- ,054	\$2,507.43
SAVITTS LUKE ROYCE		12 ,18-0101-- ,000	\$2,461.17
SCHUSTER CHRISTINE KNOUSE		12 ,24-0833-- ,033	\$3,386.60
SHANK DUSTIN C		12 ,15-0109F- ,000	\$3,580.66
STEVENS LINDSAY		12 ,02-0312-- ,000	\$5,916.59
TREASTER DARYL J & DIANE L		12 ,23-0305-- ,008	\$4,284.16
TROUTMAN TAMMY A		12 ,29-0202-- ,000	\$1,859.54
WILT TIMOTHY I SR		12 ,06-0500-- ,000	\$1,241.31
BRATTON TOWNSHIP			

BAXTER MATTHEW B & MELANIE D		13 ,03-0110-- ,000	\$4,451.93
BLACK TYLER		13 ,08-0104-- ,000	\$4,001.87
BLACK TYLER		13 ,08-0104D- ,000	\$1,040.83
HUNT DAVID S & GRETCHEN ANN		13 ,05-0130-- ,001	\$509.43
BROWN TOWNSHIP			

KLINE ROBIN E		14 ,16-0112A- ,000	\$2,280.78
WAGNER MICHAEL L & MELODY A		14 ,15-0821-- ,000	\$2,136.22
DECATUR TOWNSHIP			

ARMSTRONG AARON D		15 ,08-0114LA ,000	\$6,234.23
ARMSTRONG JAROD W		15 ,23-0144-- ,000	\$3,088.83
ARMSTRONG JAROD W		15 ,23-0145-- ,000	\$934.76
ARMSTRONG JAROD W		15 ,23-0146-- ,000	\$3,141.25
BAITSELL DANNY L JR		15 ,04-0133-- ,000	\$1,657.79
BERRIER MELODY		15 ,13-0114-- ,007	\$2,524.93
BURKHOLDER JASON		15 ,07-0112-- ,000	\$3,152.05
CARTER REBEKAH A &		15 ,13-0113A- ,004	\$1,691.51
DIVEN RANDY S & DANA L		15 ,09-0103G- ,000	\$4,852.48
ETTINGER CANDACE		15 ,11-0106A- ,002	\$1,260.02
FIKE GEORGE T & DAWNETTA S		15 ,09-0150-- ,000	\$5,271.49
FRAMPTON JUNE L		15 ,06-0107-- ,000	\$3,847.53
FRY CHARLES A & ANDREW L FRY		15 ,16-0105E- ,000	\$4,433.31
GOSS SANDRA L		15 ,13-0104B- ,000	\$4,245.13
LARAMORE WILLIS		15 ,13-0114A- ,012	\$1,233.74
SHINGLER FRANK D & BETH ANN		15 ,20-0232-- ,000	\$3,527.73
STRICKLAND DIANE		15 ,04-0100-- ,002	\$757.22
STULLER BRANDON R		15 ,04-0126-- ,000	\$2,945.39
WILSON DANIEL J		15 ,07-0125-- ,000	\$4,095.81
WILT TIMOTHY I		15 ,08-0131A- ,000	\$6,896.50
ZYVONOSKI STEPHEN E & MONA L		15 ,16-0205-- ,000	\$7,172.53
DERRY TOWNSHIP			

AITKIN JOHN H JR		16 ,36-0235-- ,000	\$9,698.71
ARMSTRONG JAROD W		16 ,14-0100-- ,000	\$7,050.85
BAITSELL DANNY L III &		16 ,30-0217-- ,000	\$4,311.99
BAUMGARDNER DONALD		16 ,13-0100-- ,002	\$2,440.15
BLESSING RUSSELL C		16 ,43-0029-- ,000	\$5,023.78
BROUGHT DONALD E		16 ,21-0107-- ,000	\$6,135.39
BRYER DOROTHY E		16 ,25-0328-- ,000	\$2,970.84
CHRISTINE AMY B & BRIAN		16 ,40-0243-- ,000	\$1,710.35
CM REAL ESTATE LLC		16 ,22-0129A- ,000	\$4,020.15

OWNER	DESCRIPTION	MAP NO	APPROXIMATE UPSET AMOUNT
DERRY TOWNSHIP			

CONWAY STEVEN W		16 ,38-0606-- ,000	\$4,070.84
CRUSE NANCY J		16 ,40-0054B- ,000	\$1,791.09
DULL TAMMY S		16 ,10-0100-- ,063	\$526.41
EPPERSON JOSHUA M		16 ,26-0122-- ,000	\$4,450.91
FRANK DONNA L		16 ,24-0317-- ,000	\$1,753.76
HARLON WILLIAM L & KATHY L		16 ,43-0100-- ,000	\$1,572.05
HARLON WILLIAM L & KATHY L		16 ,43-0102-- ,000	\$4,185.20
HESSER LEURAIN M & SUZANNE M		16 ,43-0207-- ,000	\$6,127.21
HESSER SUZANNE M		16 ,43-0101-- ,000	\$5,183.38
HOUSER TIMOTHY T		16 ,22-0100A- ,000	\$2,453.41
JONES GUY E		16 ,24-0332-- ,000	\$2,442.65
KLEINFELTER KENNETH D		16 ,27-0535-- ,000	\$935.73
LEFEVRE MICHAEL L & TINA M		16 ,22-0330-- ,000	\$3,018.63
LEFEVRE MICHAEL L & TINA M		16 ,24-0334-- ,000	\$3,157.54
LEFEVRE TINA M & MICHAEL L		16 ,23-0301-- ,000	\$4,079.89
MCCARDLE SCOTT		16 ,13-0100-- ,014	\$1,738.13
MELLINGER DONALD E JR		16 ,29-0338-- ,000	\$5,313.87
MELLINGER DONALD E JR		16 ,29-0344-- ,000	\$1,358.70
MILLS TROY E		16 ,36-0229-- ,000	\$11,152.19
MOWERY JOSEPH M & BESSIE M		16 ,20-0630-- ,000	\$2,382.19
NAZARETH GREGORY R		16 ,46-0206-- ,000	\$1,290.87
PHILLIPS BARRY D		16 ,36-0105-- ,000	\$20,560.50
PHILLIPS TAYLOR N		16 ,01-0122A- ,000	\$1,334.11
ROSENBERRY PATRICIA A		16 ,24-0401-- ,000	\$3,444.65
ROYER DON M SR		16 ,13-0119A- ,000	\$2,535.68
SERRANO EILEEN CECELIA		16 ,23-0356-- ,000	\$4,696.05
STEWART HARRY D JR		16 ,23-0157A- ,000	\$3,177.85
SULOUFF CHRISTINE A		16 ,09-0129E- ,000	\$4,479.25
TOP TIER PROPERTIES LLC		16 ,20-0902-- ,000	\$1,662.79
TOP TIER PROPERTIES LLC		16 ,20-0903-- ,000	\$1,662.79
WALTERS MICHAEL A & SALLY A		16 ,27-0516-- ,000	\$3,038.44
WEIAND DAKOTA A		16 ,23-0157-- ,000	\$3,357.75
GRANVILLE TOWNSHIP			

AURAND HAROLD J JR		17 ,18-0118-- ,000	\$3,143.95
BAIR CLOY J		17 ,18-0313-- ,000	\$2,376.73
BANKERT LESLIE A		17 ,35-0149-- ,000	\$4,783.03
BANKERT LESLIE A		17 ,35-0150-- ,000	\$929.01
BLOSE TIMOTHY B SR & CINDY L		17 ,39-0127-- ,000	\$1,130.87
BLOSE TIMOTHY B SR & CINDY L		17 ,39-0240-- ,000	\$2,885.33
BOWERSOX ROY F JR & ROSE M		17 ,19-0127-- ,000	\$1,537.15
BOWERSOX ROY F JR & ROSE M		17 ,19-0128-- ,000	\$1,531.42
CICCOLINI ANTHONY L		17 ,19-0125-- ,000	\$1,954.69
CICCOLINI WILLIAM F C		17 ,13-0159-- ,000	\$2,341.44
CLOUSER RICHARD		17 ,28-0136-- ,000	\$3,240.65
COLYER ANNETTE L		17 ,39-0250-- ,000	\$2,213.06
CONNER BONNIE L		17 ,21-0316-- ,001	\$1,205.06
DAVIS JEREMIAH J & LINDA K		17 ,28-0420A- ,000	\$3,417.03
DOBERNECK KAREN G & DANIEL W		17 ,12-0105B- ,000	\$474.36
HENRY RODNEY L JR & ANGELA B		17 ,28-0411-- ,000	\$3,957.06
HICKEY JOHN M		17 ,32-0403-- ,000	\$12,681.59
KIRK JOHN E SR		17 ,37-0540-- ,000	\$4,735.85
KOHLER MARVIN L & CRYSTINE E		17 ,08-0137A- ,000	\$3,237.16
KULP JAMES A SR & MARIAN V		17 ,04-0102C- ,000	\$7,203.50
PENLAND STEVEN J		17 ,12-0037C- ,000	\$3,060.55
RHODES TRAVIS L & JENNIFER L		17 ,30-0307-- ,001	\$2,065.72
SMITH BRANDY SUE		17 ,20-0500-- ,002	\$2,169.72
SMITH GERALD E & KAY H		17 ,20-0500-- ,000	\$2,369.06
STINE DERRICK		17 ,19-0126-- ,000	\$2,161.49
STONG BOBBY L		17 ,29-0313-- ,000	\$4,202.99
STONG BOBBY L		17 ,29-0315A- ,000	\$675.63
STULL CHRISTOPHER J		17 ,21-0222-- ,000	\$1,269.65
STULL CHRISTOPHER J		17 ,21-0311-- ,000	\$531.92
THOMPSON JASON L		17 ,21-0700-- ,000	\$9,503.91
WAGNER GLORIA Z & WILLIAM		17 ,29-0115-- ,000	\$7,188.59
WAGNER WAYLON R		17 ,06-0105K- ,000	\$2,853.53

OWNER	DESCRIPTION	MAP NO	APPROXIMATE UPSET AMOUNT
GRANVILLE TOWNSHIP -----			
WILEMAN FLOYD G & KELLY L		17 ,13-0138-- ,000	\$2,641.56
Z & W INNOVATECH CAPITAL LLC		17 ,19-0152-- ,000	\$2,452.15
JUNIATA TERRACE BOROUGH -----			
NOLAND CAITLIN		17A,00-0341-- ,000	\$3,877.06
MENNO TOWNSHIP -----			
KEYES BRENDA H REVOCABLE TRUS		18 ,11-0321-- ,000	\$4,113.96
WORTHINGTON HENRY F		18 ,11-0206-- ,000	\$5,896.09
OLIVER TOWNSHIP -----			
CMDS LLC		19 ,13-0119B- ,000	\$17,201.95
GLICK ELMER S & ANNA M		19 ,11-0123G- ,000	\$540.74
LANE HARVEY D & MARIA A		19 ,08-0112-- ,000	\$5,348.66
STRINGFELLOW MICHAEL		19 ,21-0200-- ,000	\$5,829.17
STRINGFELLOW MICHAEL S		19 ,14-0103-- ,000	\$7,460.23
YORKS CHARLES W		19 ,05-0104A- ,001	\$3,524.77
UNION TOWNSHIP -----			
BAITSELL DANNY LEE JR		20 ,14-0347-- ,000	\$4,555.02
WAYNE TOWNSHIP -----			
AURAND HAROLD J JR	RIVERSIDE ACRES	21 ,13-0260B- ,000	\$1,809.64
AURAND HAROLD J JR		21 ,13-0260QQ,000	\$771.68
BENSON PAUL M		21 ,22-0110-- ,000	\$3,286.99
CLARK NORMAN E JR & CATHY M		21 ,19-0817-- ,000	\$2,455.04
FAILOR DAKOTA J &		21 ,19-0803-- ,000	\$704.09
HARDY BEN C		21 ,04-0305-- ,000	\$5,268.83
HORN JESSE M		21 ,19-0118-- ,000	\$723.03
HORN JESSE M		21 ,19-0119-- ,000	\$1,905.95
HORN JESSE M		21 ,19-0120-- ,000	\$717.71
HORN JESSE M		21 ,19-0121-- ,000	\$785.19
LANE BEAU W & MITZI		21 ,08-0113A- ,000	\$4,820.07
LANE BEAU W & MITZI J B		21 ,08-0113B- ,000	\$3,176.91
MITCHELL JAMES F		21 ,04-0301-- ,000	\$3,714.27
NEVILLE FRED R II		21 ,22-0106A- ,000	\$3,943.11
PEIGHT MARLIN J		21 ,06-0115-- ,000	\$8,697.11
RENNINGER COREY		21 ,13-0256-- ,000	\$1,543.11
RENNINGER COREY L		21 ,13-0266-- ,000	\$5,893.19
SNYDER JOSHUA & SHANDI L		21 ,14-0103L- ,000	\$4,486.21
SPICKLER LARRY L & CHERYL A		21 ,14-0103N- ,000	\$2,733.64
STEWART TED & PATRICIA		21 ,23-0392-- ,000	\$795.50
STUTZMAN D LOREN & CAROL E		21 ,14-0106-- ,000	\$7,454.60
SUCHANEC MARK E		21 ,23-0001A- ,000	\$455.47

Acco	Description	Acc	Description	2026-27 Year to Date	July 2026-27 Monthly Activity	2026-27 Current Budget	2026-27 FYTD %
51	FOOD SERVICE FUND						
6510	INT/INVESTMT/CHECK ACCT	000	NON CATEGORICAL	782.26	782.26	14,000.00	5.59
6600	REVENUE CLEARING ACCT	000	NON CATEGORICAL	0.00	0.00	0.00	0.00
6610	DAILY SALES REIMB PROGR	000	NON CATEGORICAL	0.00	0.00	328,460.00	0.00
6621	DAILY SALES ADULTS	000	NON CATEGORICAL	0.00	0.00	45,361.00	0.00
6622	DAILY SALES ALA CARTE	000	NON CATEGORICAL	0.00	0.00	192,309.00	0.00
6630	INCOME SPECIAL EVENTS	000	NON CATEGORICAL	0.00	0.00	6,500.00	0.00
6690	OTHER FOOD SERVICE REV.	000	NON CATEGORICAL	244.80	244.80	0.00	0.00
6920	"CONTRIB, DONATION PRIV"	000	NON CATEGORICAL	0.00	0.00	0.00	0.00
6930	GAIN/LOSS ON SALE ASSET	000	NON CATEGORICAL	0.00	0.00	0.00	0.00
6990	MISC. REVENUE	000	NON CATEGORICAL	0.00	0.00	55,750.00	0.00
7600	"SUBSIDY MILK ,LUNCH,BR"	000	NON CATEGORICAL	0.00	0.00	186,013.00	0.00
7810	REV.FOR SOC.SEC.PAYMENT	000	NON CATEGORICAL	202.09	202.09	44,622.00	0.45
7820	ST.SHARE/RETIREMT CONTR	000	NON CATEGORICAL	890.99	890.99	195,927.00	0.45
8531	SUBSIDY FEDERAL	000	NON CATEGORICAL	0.00	0.00	2,507,796.00	0.00
8533	VALUE OF DONATED COMM.	000	NON CATEGORICAL	0.00	0.00	153,740.00	0.00
8707	ARRA - NSL EQUIPMENT	000	NON CATEGORICAL	0.00	0.00	0.00	0.00
9310	TRANSFERS FROM G/F	000	NON CATEGORICAL	0.00	0.00	0.00	0.00
9400	"SALE,COMP FOR ASSETS"	000	NON CATEGORICAL	0.00	0.00	0.00	0.00
---- Revenue				2,120.14	2,120.14	3,730,478.00	0.06
0000		000	NON CATEGORICAL	0.00	0.00	0.00	0.00
3100	FOOD SERVICE	111	SALARIES	307.70	307.70	4,000.00	7.69
3100	FOOD SERVICE	151	OFFICE/CLERICAL	1,901.25	1,901.25	37,908.00	5.02
3100	FOOD SERVICE	153	CLERICAL OVER-TIME	0.00	0.00	0.00	0.00
3100	FOOD SERVICE	171	SALARIES	1,300.00	1,300.00	1,124,672.00	0.12
3100	FOOD SERVICE	172	SALARIES SUBSTITUTE	0.00	0.00	40,000.00	0.00
3100	FOOD SERVICE	173	SALARIES OVERTIME	0.00	0.00	3,000.00	0.00
3100	FOOD SERVICE	176	EE INSURANCE OPT OUT	0.00	0.00	44,000.00	0.00
3100	FOOD SERVICE	211	MEDICAL INSURANCE	23,194.04	23,194.04	359,879.00	6.44
3100	FOOD SERVICE	212	DENTAL INSURANCE	0.00	0.00	15,188.00	0.00
3100	FOOD SERVICE	213	LIFE INSURANCE	284.06	284.06	3,626.00	7.83
3100	FOOD SERVICE	214	INCOME PROTECTION	0.00	0.00	0.00	0.00
3100	FOOD SERVICE	215	EYE CARE INSURANCE	182.09	182.09	2,586.00	7.04
3100	FOOD SERVICE	220	SOCIAL SECURITY	268.43	268.43	89,243.00	0.30
3100	FOOD SERVICE	230	RETIREMENT	1,178.65	1,178.65	391,854.00	0.30
3100	FOOD SERVICE	250	UNEMPLOYMENT COMP	7.02	7.02	2,333.00	0.30
3100	FOOD SERVICE	260	WORKMANS COMP.	17.54	17.54	5,833.00	0.30

Acco	Description	Acc	Description	2026-27 Year to Date	July 2026-27 Monthly Activity	2026-27 Current Budget	2026-27 FYTD %
51	FOOD SERVICE FUND						
3100	FOOD SERVICE	281	OPEB HEALTH BENEFITS	0.00	0.00	0.00	0.00
3100	FOOD SERVICE	290	SEVERANCE TO 403 B PLAN	0.00	0.00	10,000.00	0.00
3100	FOOD SERVICE	292	Employer Contribution to HSA	0.00	0.00	28,476.00	0.00
3100	FOOD SERVICE	329	CONSULTANTS / OTHER	0.00	0.00	0.00	0.00
3100	FOOD SERVICE	411	DISPOSAL SERVICE	654.07	654.07	8,000.00	8.18
3100	FOOD SERVICE	420	UTILITIES	0.00	0.00	0.00	0.00
3100	FOOD SERVICE	430	REPAIRS & MAINT.	1,037.19	1,037.19	30,000.00	3.46
3100	FOOD SERVICE	460	EXTERMINATION SERVICES	142.84	142.84	1,600.00	8.93
3100	FOOD SERVICE	523	GEN. LIAB. INSURANCE	0.00	0.00	25,519.00	0.00
3100	FOOD SERVICE	525	BOND INSURANCE	0.00	0.00	0.00	0.00
3100	FOOD SERVICE	530	COMMUNICATIONS/POSTAGE	1.56	1.56	1,500.00	0.10
3100	FOOD SERVICE	540	ADVERTISING	0.00	0.00	0.00	0.00
3100	FOOD SERVICE	550	PRINTING AND BINDING	0.00	0.00	1,500.00	0.00
3100	FOOD SERVICE	572	MANAGEMENT-NONFOOD	0.00	0.00	155,613.00	0.00
3100	FOOD SERVICE	580	MILEAGE	0.00	0.00	450.00	0.00
3100	FOOD SERVICE	610	SUPPLIES	0.00	0.00	117,006.00	0.00
3100	FOOD SERVICE	631	FOOD PURCHASES	0.00	0.00	1,067,658.00	0.00
3100	FOOD SERVICE	632	MILK	0.00	0.00	0.00	0.00
3100	FOOD SERVICE	633	DONATED COMMODITIES	0.00	0.00	153,740.00	0.00
3100	FOOD SERVICE	634	SNACK PURCHASES	0.00	0.00	0.00	0.00
3100	FOOD SERVICE	740	DEPRECIATION	0.00	0.00	0.00	0.00
3100	FOOD SERVICE	760	EQUIP INSTR REPL.	0.00	0.00	0.00	0.00
3100	FOOD SERVICE	810	DUES & FEES	0.00	0.00	180.00	0.00
3100	FOOD SERVICE	890	MISC. EXPENDITURES	350.00	350.00	5,114.00	6.84
3100	FOOD SERVICE	934	INDIRECT COST ALLOCAT	0.00	0.00	0.00	0.00
3100	FOOD SERVICE	939	OTHER FUND TRANSFERS	0.00	0.00	0.00	0.00
----	Expense	---		30,826.44	30,826.44	3,730,478.00	0.83
----	FOOD SERVICE FUND	---		-28,706.30	-28,706.30	0.00	0.00
Grand Revenue Totals				2,120.14	2,120.14	3,730,478.00	0.06
Grand Expense Totals				30,826.44	30,826.44	3,730,478.00	0.83
Grand Totals				28,706.30	28,706.30	0.00	0.00
Loss					Loss		

CHECK	CHECK		INVOICE	
<u>DATE</u>	<u>NUMBER</u>	<u>VENDOR</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
07/30/2026	3127	BINGAMAN, KATIE	JULY 2026 - REFUND LUNCH MONEY	52.60
07/30/2026	3128	GROSSER, BARRY	JULY 2026 - REFUND LUNCH MONEY	1.95
			Totals for checks	54.55

Mifflin County School District				Meeting Date:	RBM 08/27/2026	
PERSONNEL					Updated	8/19/2026
Resignations/Retirements:						
#	NAME	POSITION	BUILDING	END DATE	REASON	
1	Goss, Jadeyn A.	Part-Time Custodian	EDES	7/20/2026	Resigned - Other Employment	
2	Kratzer, Alan N.	Substitute Custodian	MCSD	07/28/2026	Resigned - Other Employment	
	Note: Alan will remain on Auxiliary Staff					
3	Kerstetter, Halle	Learning Support Teacher	MCMS	08/05/2026 (held until 10/04/2026)	Resigned - Other Employment	
4	Ritchey, Abigail L.	School Nurse	LIS & SMES	08/21/2026	Resigned - Personal Reasons	
5	English, Amber S.	Part-Time Learning Support Paraprofessional	SMES	08/07/2026	Resigned - Other Employment	
6	Porch, Kristy L.	3.00 hour Part-time Cafe-Server-Dishwasher	EDES	08/17/2026		
	Note: Kristy will be placed on the Cafeteria substitute list					
Transfers:						
#	NAME	FROM POSITION	BUILDING	TO POSITION	BUILDING	TRANSFER DATE
Teachers						
1	Singer, Courtney B.	Learning Support Teacher	MCMS	ELA Teacher	MCMS	12/01/2026
Maintenance/Custodians						
Para Professionals/Clerical						

Cafeteria Staff						
New Hires:						
#	NAME	POSITION	BUILDING	START DATE	SALARY	STEP
Teachers						
Maintenance/Custodians/Substitute Custodians						
Para Professionals/Clerical						
Cafeteria Staff/Cafeteria Substitutes						
All offers of employment are contingent upon candidate successfully passing the required background investigations, completion of pre-employment paperwork and obtaining the required level of education, licensure and/or endorsement prior to employment.						
Mentors:						
#	TEACHER NAME	MENTOR FOR	MENTEE SCHOOL	MENTEE POSITION	STIPEND	MENTOR ONLY/FULL INDUCTION
Teachers to Receive Tenure						
#	TEACHER NAME	POSITION	BUILDING			

Paid Athletics						
#	COACH NAME	POSITION/SPORT	YEARS OF EXPERIENCE	SEASON	SALARY	START DATE
1	Swineford, Kyle E.	Head Girls Wrestling Coach	0	Winter 2026-2027 (2026-2027 School Year)	\$4,480.00	Start of the 2026-2027 School Year
2	Palopoli, Daniel P.	Track & Field Head Coach	0	Winter	\$3,360.00	Start of the 2026-2027 School Year
3	Palopoli, Daniel P.	Track & Field Head Coach	0	Spring	\$3,360.00	Start of the 2026-2027 School Year
Volunteer Athletics						
#	COACH NAME	POSITION/SPORT	SEASON		START DATE	
Auxiliary Personnel						
#	NAME	SCHOOL YEAR	START DATE			
1	Treaster, Bret L.	2026-2027 School Year	Start of the 2026-2027 School Year			
2	Loht, Gregory A.	2026-2027 School Year	Start of the 2026-2027 School Year			
Extracurricular Activities Advisors for 2026-2027 SY						
Note: Stipend according to CBA - paid twice a year (1/2 Dec and 1/2 May)						
#	ADVISOR NAME	ACTIVITY/CLUB		BUILDING	YEARLY STIPEND	
1	Hartzler, Jennifer L.	Art Club Advisor		MCHS	\$340.00	
2	Hubley, Aimee M.	Art Club Advisor		MCHS	\$340.00	
3	Sutton, Sara W.	Art Club Advisor		MCHS	\$340.00	
4	Herto, Roger A.	Audio Visual / Media Advisor		MCHS	\$408.00	

5	Keller, Alana D.	Business Club Advisor	MCHS	\$510.00	
6	Fensterbush, Vicki L.	Choir Director	MCHS	\$1,326.00	
7	Lane, Denise L.	Drama Club Lead Advisor	MCHS	\$1,530.00	
8	Moore, Gina M.	Drama Club Lead Advisor	MCHS	\$1,530.00	
9	Campbell, Erin M.	Drama Club Assistant Advisor	MCHS	\$1,020.00	
10	Keller, Alana D.	Future Business Leaders of America	MCHS	\$1,530.00	
11	Kahley, Brandon T.	Jazz Band Advisor	MCHS	\$1,020.00	
12	McElwain, Jennifer B.	Key Club Advisor	MCHS	\$1,530.00	
13	Unger, Bobbi J.	Key Club Advisor	MCHS	\$1,530.00	
14	Saldubehere, Darren A.	Language Club Advisor	MCHS	\$510.00	
15	Kahley, Brandon T.	Marching Band Advisor	MCHS	\$4,080.00	
16	Russler, Deanna M.	Medical Careers Club Advisor	MCHS	\$357.00	
17	Clause, Patrick O.	Medical Careers Club Advisor	MCHS	\$357.00	
18	Quinn, Ann M.	Mini-THON Advisor	MCHS	\$1,530.00	
19	Sutton, Sara W.	Mini-THON Advisor	MCHS	\$1,530.00	
20	Sechler, Tamara	National Honor Society	MCHS	\$918.00	
21	Eckenroth, Emily J.	PAWSitive Vibes Advisor	MCHS	\$510.00	
22	Huerbin, Cara A.	Science Club Lead Advisor	MCHS	\$1,020.00	
23	Hartman, Seth S.	Science Club Assistant Advisor	MCHS	\$510.00	
24	Castro-Hopple, Molly A.	Ski Club Advisor	MCHS	\$510.00	
25	Walser, Laura M.	Ski Club Advisor	MCHS	\$510.00	
26	Herto, Roger A.	Stage Crew Advisor	MCHS	\$1,530.00	
27	Moore, Matthew	Stage Crew Advisor	MCHS	\$1,530.00	
28	Riden, Dustin M.	STEM Club Advisor	MCHS	\$510.00	
29	Eckenroth, Emily J.	STEM Club Advisor	MCHS	\$510.00	
30	Baker, Amanda J.	School Paper Advisor	MCHS	\$918.00	

31	ConnerMiller, Rebecca J	Technology Student Association Lead Advisor	MCHS	\$1,020.00	
32	Specht, Aaron M.	Technology Student Association Assistant Advisor	MCHS	\$510.00	
33	Hartzler, Jennifer L.	Art Show Advisor	MCHS	\$250.00	
34	Hubley, Aimee M.	Art Show Advisor	MCHS	\$250.00	
35	Sutton, Sara W.	Art Show Advisor	MCHS	\$250.00	
36	Clancy-Burns, Kerry E.	Junior Class Advisor	MCHS	\$2,142.00	
37	King, Nathan A.	Junior Class Advisor	MCHS	\$2,142.00	
38	Baker, Amanda J.	PawPrint Advisor	MCHS	\$1,650.00	
39	Eckenroth, Emily J.	Leader of the Pack Advisor	MCHS	\$510.00	
40	Riden, Dustin M.	PBIS / School Climate Coach	MCHS	\$510.00	
41	Eckenroth, Emily J.	PBIS / School Climate Coach	MCHS	\$510.00	
42	Clancy-Burns, Kerry E.	PBIS / School Climate Coach	MCHS	\$510.00	
43	ConnerMiller, Rebecca J.	PBIS / School Climate Coach	MCHS	\$510.00	
44	Gilbert, Stefanie R.	Senior Class Advisor	MCHS	\$2,142.00	
45	Hoppel, Raymond R.	Senior Class Advisor	MCHS	\$2,142.00	
46	Baker, Amanda J.	Senior Class Show Advisor	MCHS	\$816.00	
47	Stine, David A.	Sophomore Class Advisor	MCHS	\$1,122.00	
48	Brannon, Jada M.	Student Council Advisor	MCHS	\$1,530.00	
49	Eckenroth, Emily J.	Student of the Month Advisor	MCHS	\$510.00	
50	Keller, Alana D.	Student Store Advisor	MCHS	\$5,100.00	
51	Fisher, Noah M.	Student Store Advisor	MCHS	\$5,100.00	
52	Riden, Dustin M.	Yearbook Manager Advisor	MCHS	\$2,652.00	
53	Clancy-Burns, Kerry E.	Yearbook Editor Advisor	MCHS	\$4,080.00	
54	Fisher, Noah M.	Outdoor Adventure Club Advisor	MCHS	\$816.00	
55	Huerbin, John E.	Yearbook/Editor	MCJHS	\$3,162.00	

56	Corson, Rachel L.	Yearbook/Business Manager	MCJHS	\$2,652.00	
57	Fry, Candace H.	Student Store	MCJHS	\$2,550.00	
58	Stine, Kelly J.	Student Store	MCJHS	\$2,550.00	
59	Peachey, Abby L.	Student Council Advisor	MCJHS	\$1,530.00	
60	Fensterbush, Vicki	Choir Director (8th Grade)	MCJHS	\$816.00	
61	Schomaker, Melissa A.	Conservation Club Advisor	MCJHS	\$510.00	
62	Stine, Kelly J.	Conservation Club Advisor	MCJHS	\$510.00	
63	Stauffer, Kristen A.	8th Grade Class Advisor	MCJHS	\$510.00	
64	Stine, Kelly J.	Freshman Class Advisor	MCJHS	\$510.00	
65	Leonard, Rebecca A.	Leader of the Pack Advisor	MCJHS	\$510.00	
66	Leonard, Rebecca A.	Student of the Month Advisor	MCJHS	\$510.00	
67	Confer, Heather D.	Art Club Advisor	MCJHS	\$510.00	
68	Schomaker, Melissa A.	Art Club Advisor	MCJHS	\$510.00	
69	Castro-Hopple, Molly A.	Ski Club Advisor	MCJHS	\$510.00	
70	Walser, Laura M.	Ski Club Advisor	MCJHS	\$510.00	
71	Walser, Laura M.	Language Club Advisor	MCJHS	\$255.00	
72	Barlett, Sidney B.	History Club Advisor	MCJHS	\$255.00	
73	Schwenk, Meredith C.	History Club Advisor	MCJHS	\$255.00	
74	Stauffer, William R.T.	STEM Club Advisor	MCJHS	\$510.00	
75	Glover, Benjamin S.	STEM Club Advisor	MCJHS	\$510.00	
76	Espigh, Jessy L.	Beyond the Book Club Advisor	MCJHS	\$255.00	
77	Glover, Benjamin S.	Gaming Guild Club Advisor	MCJHS	\$255.00	
78	Bruner, Legend B.	Gaming Guild Club Advisor	MCJHS	\$255.00	
79	Holland, Madison L.	Community Service Club	MCJHS	\$255.00	
80	Schwenk, Meredith C.	PBIS/School Climate Coach	MCJHS	\$510.00	
81	Houtz, Amy E.	PBIS/School Climate Coach	MCJHS	\$510.00	
82	Confer, Heather D.	PBIS/School Climate Coach	MCJHS	\$510.00	

83	Holland, Madison L.	PBIS/School Climate Coach	MCJHS	\$510.00	
84	Confer, Heather D.	Art Show	MCJHS	\$250.00	
85	Ward, Alaina	Art Club Advisor	MCMS	\$510.00	
86	Elsesser, Amber R.	Art Club Advisor	MCMS	\$510.00	
87	Runk, Lauren B.	Book Club Advisors 2	MCMS	\$510.00	
88	Zerby, Jasey D.	Book Club Advisors 2	MCMS	\$510.00	
89	Runk, Lauren B. - Community Service Club	Builders Club Lead Advisor 1	MCMS	\$510.00	
90	Zerby, Jasey D. - Community Service Club	Builders Club Assistant Advisor 1	MCMS	\$255.00	
91	Yerger, Matthew R.	Computer Club Advisor 1	MCMS	\$612.00	
92	Haines, Annalise R.	Drama Club Lead Advisor 1	MCMS	\$612.00	
93	Casey Laky	Drama Club Assistant Advisor 1	MCMS	\$255.00	
94	McKelvey, Martin G. - Chess	Gaming Guild 2	MCMS	\$255.00	
95	Fosselman, Andrea L. - Board/Card Games	Gaming Guild 2	MCMS	\$255.00	
96	Ward, Alaina	Art Show 2	MCMS	\$250.00	
97	Elsesser, Amber R.	Art Show 2	MCMS	\$250.00	
98	Gates, Samantha J.	Band Director 1	MCMS	\$816.00	
99	Becker, Kathleen L.	Choir Directors (1- 6th Grade)	MCMS	\$816.00	
100	Garner, Douglas N.	Choir Directors (1- 7th Grade)	MCMS	\$816.00	
101	Donaldson, Reana L	PBIS / School Climate Coaches 4	MCMS	\$510.00	
102	Jones, Kirkland J.	PBIS / School Climate Coaches 4	MCMS	\$510.00	
103	Smith, Susan L.	PBIS / School Climate Coaches 4	MCMS	\$510.00	
104	Reese, Lanielle D.	Yearbook Editor 1	MCMS	\$1,122.00	
105	Bennett, Kimberly A.	Girls on the Run Advisors 2	MCMS	\$510.00	

106	Mowery, Lori M.	Girls on the Run Advisors 2	MCMS	\$510.00	
107	Mowery, Lori M.	Project YES Advisor 1	MCMS	\$510.00	
108	Himes, Steven	Science Club Advisor 1	MCMS	\$510.00	
109	Nulton, Robert U. - MCHS Teacher	Ski Club Lead Advisors 2	MCMS	\$510.00	
110	Willow, Bradley D.	Ski Club Lead Advisors 2	MCMS	\$510.00	
111	Singer, Courtney B.	STEM Club Advisor 2	MCMS	\$510.00	
112	Zerby, Jasey D.	Yoga Club Advisor 2	MCMS	\$255.00	
113	Smith, Jennifer A.	School Paper Advisor 1	MCMS	\$510.00	
114	Whited, Dante M.	PBIS Store Advisor 1	MCMS	\$510.00	
115	Haines, Maryann K.	Student Council Advisor 2	MCMS	\$1,530.00	
116	Hetrick, Jr., Gregory L.	Student Council Advisor 2	MCMS	\$1,530.00	
117	Erb, Brandy L.	Ski Club Advisor	LIS	\$765.00	
118	Yoder, Kelley A.	Ski Club Advisor	LIS	\$765.00	
119	Kilmer, Leigha L.	Art Show	LIS	\$510.00	
120	Liebegott, Erik M.	Choir Director	LIS	\$816.00	
121	Erb, Brandy L.	PBIS Coach	LIS	\$510.00	
122	Smith, Brittany J.	PBIS Coach	LIS	\$510.00	
123	Morgan, Katie M.	PBIS Coach	LIS	\$510.00	
124	Yoder, Kelley A.	PBIS Coach	LIS	\$510.00	
125	Bell, Erica L.	STEM Club Advisor	LIS	\$510.00	
126	Liebegott, Erik M.	Band Director (50%)	LIS	\$408.00	
127	Reigle, Jamie L.	Art Show	LES	\$510.00	
128	Mills, Cassidi S.	Choir Director	LES	\$816.00	
129	Wilson, Emma E.	PBIS Coach	LES	\$510.00	
130	Goss, Cassandra R.	PBIS Coach	LES	\$510.00	
131	Kochenderfer, Jillian M.	PBIS Coach	LES	\$510.00	
132	Henry, Abby L.	PBIS Coach	EDES	\$510.00	

133	Hartsock, Jill N.	PBIS Coach	EDES	\$510.00	
134	Hassinger, Sierra L.	PBIS Coach	EDES	\$510.00	
135	Daubert, Brooke E.	PBIS Coach	EDES	\$510.00	
136	Noerr, Leah	PBIS Coach	SMES	\$510.00	
137	Yoder, Julie	PBIS Coach	SMES	\$510.00	
138	Marker, Brooke L.	PBIS Coach	SMES	\$510.00	
139	Campbell, Erin M	PBIS Coach	IVEC	\$510.00	
140	Holland, Jacqueline M.	PBIS Coach	IVEC	\$510.00	
141	Shade, Venus A.	PBIS Coach	IVEC	\$510.00	
142	Bonson, Angela D.	PBIS Coach	IVEC	\$510.00	
143	Dallorzo, Heather	Ski Advisor	IVEC	\$765.00	
144	Vonda, Megan	Ski Advisor	IVEC	\$765.00	
145	Kenepp, Kari A.	STEM Club Advisor	IVEC	\$510.00	
146	Poorman, Jessica D.	Choir Director	IVEC	\$816.00	
147	Poorman, Jessica D.	Band Director (50%)	IVEC	\$408.00	

MEMORANDUM OF UNDERSTANDING

Between the

MIFFLIN COUNTY SCHOOL DISTRICT

And the

ASSOCIATION OF MIFFLIN COUNTY EDUCATORS, PSEA/NEA

This Memorandum of Understanding (“MOU”) is entered into this 27 day of August, 2026, by and between the Mifflin County School District (“District”) and the Association of Mifflin County Educators, PSEA/NEA (“Association”).

WHEREAS, the District and the Association entered into a Collective Bargaining Agreement (“Agreement”) effective beginning July 1, 2024, through and until June 30, 2029;

WHEREAS, the Parties desire to resolve certain pending unit clarification issues concerning the Association bargaining unit;

WHEREAS, the Parties agree that the position of Network Administrator, Systems Analyst, MIS Manager, and MIS Manager-PIMS shall be added to the professional bargaining unit represented by the Association;

WHEREAS, the Parties desire to enter into this MOU to confirm the terms and conditions applicable to the position being added to the bargaining unit and to clarify the application of the Agreement to that position.

NOW, THEREFORE, intending to be legally bound hereby, the District and Association agree as follows:

1. The Parties shall file a Joint Petition for Unit Clarification with the Pennsylvania Labor Relations Board seeking to include the position of Network Administrator, Systems Analyst, MIS Manager, and MIS Manager-PIMS in the professional bargaining unit represented by the Association.
2. Effective July 1, 2026, the position of Network Administrator, Systems Analyst, MIS Manager, and MIS Manager-PIMS shall be included in the professional bargaining unit and shall be covered by and fall within the Agreement.
3. The Parties agree that the terms and conditions of employment applicable to the employee currently holding the position of Network Administrator, Systems Analyst, MIS Manager, and MIS Manager-PIMS shall be implemented in a manner that ensures that no current employee is harmed by reason of inclusion of the position in the bargaining unit.
4. Any employee currently serving in the position of Network Administrator, Systems Analyst, MIS Manager, and MIS Manager-PIMS shall remain in that position notwithstanding the inclusion of the position in the bargaining unit.

5. Notwithstanding any provision of the Agreement to the contrary, the District shall not be required to fill vacancies in the following I.T. positions on the basis of bargaining unit seniority: Network Administrator, MIS Manager, MIS Manager-PIMS, and Systems Analyst. The District shall retain the sole managerial discretion to fill vacancies in those positions and to select the successful candidate for those positions. Such selections shall not be subject to any contractual requirement that vacancies be awarded based on seniority of any bargaining unit member.

6. This MOU shall automatically be incorporated into and become part of the Parties' next Collective Bargaining Agreement, unless the Parties mutually agree otherwise in writing.

7. The parties agree that this MOU is non-precedent setting and does not constitute a policy, practice, or custom between the parties.

8. This MOU constitutes the complete agreement between the parties and shall not be supplemented or interpreted by either party by reference to previous or subsequent writings or oral statements, except for the Agreement or any written amendment to the MOU executed by both parties.

9. Any disagreement over the interpretation or application of this MOU shall be subject to the grievance procedure set forth in the provisions of the Agreement between the District and the Association.

10. All other provisions of the Agreement shall continue in full force and effect.

IN WITNESS WHEREOF and intending to be legally bound hereby, the parties have caused this Memorandum of Understanding to be duly executed as of the day and year first written above.

MIFFLIN COUNTY SCHOOL DISTRICT

By:_____

Date:_____

President, Board of School Directors

ASSOCIATION OF MIFFLIN COUNTY EDUCATORS, PSEA/NEA

By:_____

Date:_____

President

MEMORANDUM OF UNDERSTANDING

Between the

MIFFLIN COUNTY SCHOOL DISTRICT

And the

MIFFLIN COUNTY

EDUCATION SUPPORT PROFESSIONALS ASSOCIATION, PSEA/NEA

This Memorandum of Understanding (“MOU”) is entered into this 27 day of August, 2026, by and between the Mifflin County School District (“District”) and the Mifflin County Education Support Professionals Association, PSEA/NEA (“Association”).

WHEREAS, the District and the Association entered into a Collective Bargaining Agreement (“Agreement”) effective beginning July 1, 2022, through and until June 30, 2027;

WHEREAS, the Parties desire to resolve certain pending unit clarification issues concerning the Association bargaining unit;

WHEREAS, the Parties have agreed that the following positions shall be added to the Association bargaining unit: Helpdesk Analyst, Systems Support Specialist, Webmaster Coordinator, and Assistant to the Coordinator of Transportation;

WHEREAS, the Parties have agreed that the Payroll Supervisor shall be excluded from the bargaining unit as a supervisory position,

WHEREAS, the Parties have further agreed that the following positions shall be excluded from the bargaining unit as confidential positions: Secretary to the Chief Operations Officer, Secretary to the Chief Academic Officer, and Secretary to the Director of Student Services;

WHEREAS, the Parties desire to enter into this MOU to confirm the terms and conditions applicable to the positions being added to the bargaining unit and to clarify the application of the Agreement to those positions.

NOW, THEREFORE, intending to be legally bound hereby, the District and Association agree as follows:

1. The Parties will file a Joint Petition for Unit Clarification with the Pennsylvania Labor Relations Board seeking to amend the NISI Order of Certification of the Association to include the following positions:

- a. Helpdesk Analyst
- b. Systems Support Specialist
- c. Webmaster Coordinator
- d. Assistant to the Coordinator of Transportation

2. Effective July 1, 2026, the positions identified in Paragraph 1 shall be included in the bargaining unit and shall be covered by and fall within the Agreement.

3. The Parties agree that the terms and conditions of employment applicable to employees currently holding the positions identified in Paragraph 1 shall be implemented in a manner that ensures that no current employee is harmed by reason of the inclusion of the position in the bargaining unit.

4. The Parties agree that employees currently serving in the positions identified in Paragraph 1 shall remain in those positions notwithstanding the inclusion of such positions in the bargaining unit.

5. Notwithstanding any provision of the Agreement to the contrary, the District shall not be required to fill vacancies in the following I.T. positions on the basis of bargaining unit seniority: Helpdesk Analyst, Systems Support Specialist, and Webmaster Coordinator. The District shall retain the sole managerial discretion to fill vacancies in those positions and to select the successful candidate for those positions. Such selections shall not be subject to any contractual requirement that vacancies be awarded based on seniority of any bargaining unit member.

6. This MOU shall automatically be incorporated into and become part of the Parties' next Collective Bargaining Agreement, unless the Parties mutually agree otherwise in writing.

7. The parties agree that this MOU is non-precedent setting and does not constitute a policy, practice, or custom between the parties.

8. This MOU constitutes the complete agreement between the parties and shall not be supplemented or interpreted by either party by reference to previous or subsequent writings or oral statements, except for the Agreement or any written amendment to the MOU executed by both parties.

9. Any disagreement over the interpretation or application of this MOU shall be subject to the grievance procedure set forth in the provisions of the Agreement between the District and the Association.

10. All other provisions of the Agreement shall continue in full force and effect.

IN WITNESS WHEREOF and intending to be legally bound hereby, the parties have caused this Memorandum of Understanding to be duly executed as of the day and year first written above.

MIFFLIN COUNTY SCHOOL DISTRICT

By:_____

Date:_____

President, Board of School Directors

MIFFLIN COUNTY

EDUCATION SUPPORT PROFESSIONALS ASSOCIATION, PSEA/NEA

By:_____

Date:_____

President

JUNIATA COUNTY SCHOOL DISTRICT

146 Weatherby Way

Mifflintown, PA 17059

Telephone: (717) 436-2111



Christie Holderman
Superintendent

Benjamin Fausey
Asst. Superintendent



Inter-district Agreement for Non-Public Title 1 Services with Mifflin County at Sacred Heart 2026-2027

The Juniata County School District and Mifflin County School District wish to enter into an inter-district agreement to provide Title I services to eligible Sacred Heart nonpublic students that reside in the Juniata County School District's attendance area for the 2026-2027 school year. This agreement is made after meaningful and timely consultation with Deb Henry and Crystal Noel, Sacred Heart.

The Juniata County School District will release the total non-public Title 1 share designated to Sacred Heart to Mifflin County School District for Title I services provided to any eligible K-5, Juniata County School District, Title I student attending Sacred Heart that is served by the Mifflin County School District's Title I teacher. The per pupil amount stated on the Juniata County School District's Federal Programs Title I budget, will be used to determine the allocation for non-public Title I services provided by Mifflin County School District for non-public Title I services. Students will meet 3 x per 6 day cycle for 25 minutes per session.

Services provided by the Mifflin County School District will include supplemental mathematics instruction. The services provided will be secular, neutral and non-ideological in nature. The Mifflin County School District will comply with all Title I statutory and regulatory requirements.

This inter-district agreement can be modified if there is a reauthorization of ESEA during the performance period of this agreement. The Juniata County School District will inform the Mifflin County School District of the funds available (final allocation) by June 30, 2027. Mifflin County will then invoice the Juniata County School District for services provided during the agreement period. The Juniata County School District will make payment immediately upon receipt of the invoice of services provided by the Mifflin County School District. According to the Per Pupil allocation assurances, the total non-public share of the 2026-2027 funds for Sacred Heart is \$1276.72 per student with a total budget of \$14,043 + 141 dollars for parent engagement funds.

Mr. Ben Fausey
Director of Federal Programs
Juniata County School District

Date

Vance Varner
Mifflin County School District

Date

AGREEMENT

Made this 1st day of *August 2026*, Between

Juniata County School District, of Juniata County, Pennsylvania, hereinafter referred to as “Home District,”

Mifflin County School District, of Lewistown, Pennsylvania, hereinafter referred to as “MCSD”.

WHEREAS, Home District requests that MCSD provide Every Student Succeeds Act (ESSA) **Title 1** supplemental education services to students of Home District who are attending nonpublic schools. This service will begin August 26, 2026, and run for the life of the agreement. (3 years).

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. MCSD will provide unified supplemental education services to **Title 1** eligible pupils and families of the Home District who are attending nonpublic schools designated by the Home District: **Sacred Heart of Lewistown**.
2. The Home District will pay MCSD the nonpublic amount calculated by the Home District’s Pennsylvania eGrant 2026-2027 Title 1 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. Any additional nonpublic set-asides for parent involvement designated by the Home District on the 2026-2027 Title 1 Nonpublic School Services form will also be paid to MCSD.

3. Invoicing from MCSD will be based on the following information:

Nonpublic School Name	# of Low-Income Students	Per Pupil Amount	Nonpublic School Allocation
Sacred Heart Of Lewistown	11	\$1276.72	14,043
Total District Nonpublic Instructional Amount			14,043
— Our school district must reserve 1% of your Title 1 allocation for Parent Involvement activities (\$500,000 or greater Title 1 allocation). If your district reserves funds, JCSD will reserve funds for Parent Involvement for the nonpublic schools from your Total Nonpublic School Allocation.			

4. The aforesaid Nonpublic School Allocation will be paid to MCSD within thirty (30) days of the date Home District receives the invoice from MCSD. Invoicing will occur in June. If the Home District's allocation is changed after PDE releases the final Title I allocations during the term of this agreement, the June invoice will reflect any changes or adjustments. The Home District will supply MCSD with a Revised Title 1 Nonpublic School Services Form to reflect any adjustments.

The following services will be delineated:

- Referral (identification) from NP schools of potential Educational Disadvantaged Students (Multiple Criteria: Standardized test scores < 40%, Teacher Referral, Parent Referral, Administrator Referral)
- Initial Screening and Assessment of potential Educational Disadvantaged Students
 - Parental Permission Process
 - Benchmark Assessments and stakeholder reporting two or three times per year (ACADIENCE, GRADE, GMADE, or Fountas and Pinnell) in collaboration with NP school personnel
 - Student Scheduling (in collaboration/coordination with NP school personnel)
 - Instructional services in Mathematics (no less than two times per week per student, during school hours, as determined through collaboration/coordination with NP school personnel).
 - Progress Monitoring and Progress Reporting to all stakeholders
 - Quarterly Monitoring of school district students, if no educationally eligible students are identified
 - Family Engagement activities may include: Parental Advisory Council (PAC) Annual Meeting, NP School Title 1 Family Engagement Policy, School/Parent Compacts (for school, parent and student), Family Conferences, Family Engagement Workshops, Annual Family Engagement Survey
 - Nonpublic School Performance Goals Reporting
 - Annual Program Performance to all stakeholders based on student improvement
 - Annual Educator Effectiveness evaluation of instructional staff. A vetted PDE certified teacher with Mathematics/ elementary certification will be provided. (MCSD will hire and maintain staff).

All PDE required clearances will be collected by Mifflin County SD.

- Nonpublic School Visitation Documentation
- Technical Assistance with Federal Program Monitoring/Compliance, if needed
- Summer Correspondence School, whenever possible
- Coordination with Pennsylvania state Act 89 Services, whenever possible
- Coordination with other federal programs, whenever possible
- Determining such students who are income eligible for Title 1 programs will be completed by Sacred Heart

5. Home District will be responsible for:

- Completion of all Pennsylvania eGrant federal program and fiscal requirements
- Meaningful Consultation with nonpublic school representatives
- Maintenance of all data, records and reports concerning Home District Title 1 income and educationally eligible nonpublic school students
- Review and oversight of nonpublic Title 1 program
- Evaluation of program effectiveness and performance goal attainment
- Supplying a Complaint Procedure to each nonpublic school

6. The extent and duration of the services will be generated for 3 year(s) with an annual renewal based on each year's Title 1 allocation. Title 1 services will begin according to the first instructional day of each Nonpublic School calendar.

7. Both parties represent that their respective Boards have taken the necessary action to authorize execution of this contract.

IN WITNESS WHEREOF, the parties hereto have set their hands and seal the day and year first above written.

SCHOOL DISTRICT

Witness

Authorized Representative

INTERMEDIATE UNIT 1

Witness

Authorized Representative

Mount Union Area School District
603 Industrial Dr.

TELEPHONE (814) 542-8631

Mount Union, PA 17066

FAX (814) 542- 8633

Jen Taylor, Superintendent

Kasi Martin, Director of Business Affairs

Inter-District Agreement for Non-Public Title I Services
Sacred Heart School
2026-2027

The Mount Union Area School District and Mifflin County School District wish to enter into an inter-district agreement to provide Title I services to eligible Sacred Heart School non-public students that reside in Mount Union Area School District's attendance area for the 2026-2027 school year. This agreement is made after meaningful and timely consultation with Deborah Henry, Principal Co-Director at Sacred Heart School, and Steven DeArment, Coordinator of Federal Programs at Mifflin County School District.

The Mount Union Area School District will release the total non-public Title I share designated to Sacred Heart School to Mifflin County School District for Title I Services provided to any eligible K-5 Mount Union Area School District Title I student attending Sacred Heart School. The per pupil amount stated on the Mount Union Area School District's Federal Programs Title I budget, will be used to determine the allocation for non-public Title I services provided by Mifflin County School District. Services will be provided for approximately 120 minutes per week.

Services provided by the Mifflin County School District will include supplemental math instruction. The services provided will be secular, neutral, and non-ideological in nature. The Mifflin County School District will comply with all Title I statutory and regulatory requirements.

This inter-district agreement can be modified if there is a reauthorization of ESEA during the performance period of this agreement. The Mount Union Area School District will inform the Mifflin County School District of the funds available (final allocation) by June 30, 2027. Mifflin County School District will then invoice the Mount Union Area School District for services provided during the agreement period. The Mount Union Area School District will make payment immediately upon receipt of the invoice for services provided by the Mifflin County School District. According to the Per Pupil allocation assurances, the estimated non-public share of the 2026-2027 funds for Sacred Heart School is \$1,726.

Jen Taylor
Superintendent
Mount Union Area School District

Date

Vance Varner
Superintendent
Mifflin County School District

Date

Mifflin Co HS

TSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Mifflin Co HS		111444602
Address 1		
501 Sixth Street		
Address 2		
City	State	Zip Code
Lewistown	PA	17044
Chief School Administrator		Chief School Administrator Email
Mr Vance S Varner		vsv55@mcsdk12.org
Principal Name		
Kelly T. Campagna		
Principal Email		
ktc17@mcsdk12.org		
Principal Phone Number		Principal Extension
717-242-0240		8505
School Improvement Facilitator Name		School Improvement Facilitator Email
Alicia Hull		ahull@tiu11.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Vance Varner	Chief School Administrator	Mifflin County School District Mifflin County School District	vsv55@mcsdk12.org
Steven DeArment	District Level Leaders	Mifflin County School District	sfd12@mcsdk12.org
Cindi Marsh	District Level Leaders	Mifflin County School District	clm13@mcsdk12.org
Christopher Evans	District Level Leaders	Mifflin County School District	cve41@mcsdk12.org
Kelly Campagna	Principal	Mifflin County High School	ktc17@mcsdk12.org
Jade Ruble	Principal	Mifflin County High School	jmg26@mcsdk12.org
Christopher Gill	Principal	Alpha Program	cmg29@mcsdk12.org
Suzi Bender	Parent	Mifflin County High School	slb24@mcsdk12.org
Luke Bender	Student	Mifflin County High School	27lj04@mcsdk12.org
Aleta Kammerer	Community Member	Communities That Care	akammerer@tiu11.org
Nathan King	Teacher	Mifflin County High School	nak30@mcsdk12.org
Stephanie Gilbert	Other	Mifflin County High School	srg09@mcsdk12.org
Bridget Kennington	Other	Mifflin County High School	blk28@mcsdk12.org
Brenna Kennington	Other	Mifflin County High School	blg23@mcsdk12.org

Vision for Learning

Vision for Learning

ESTABLISHED PRIORITIES: MCSD teachers will work relentlessly to increase achievement and growth through effective differentiated instruction for all students. Essential Practices 1: Focus on Continuous Improvement of Instruction. A strategic and systemic Social Emotional Learning (SEL) process will be fully developed to support all students in the MCSD. Essential Practices 2: The MCSD will work relentlessly to develop a Multi-Tiered System of Supports (MTSS) framework that helps educators provide academic and behavioral strategies for students with various needs. Essential Practices 3: Provide Student-Centered Support Systems

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

58.1% of all students scored proficient or advanced on the Keystone Literature Exam in the 2024-2025 school year, which did not meet the interim goal/improvement target.

False Strengths	True Challenges	False N/A
-----------------	-----------------	-----------

Strengths

ESSA Student Subgroups	Indicator
White	59.9% of white students scored proficient or advanced on the Keystone Literature Exam in the 2024-2025 school year, which was above the statewide average.
Students with Disabilities	Although the students with disabilities percent proficient or advanced on the 2024-25 Keystone Literature assessment did not meet the interim goal/improvement target, it was an increase from the previous school year.

Challenges

ESSA Student Subgroups	Indicator
White	59.9% of white students scored proficient or advanced on the Keystone Literature Exam in the 2024-2025 school year, which did not meet the interim goal/improvement target.
Economically Disadvantaged	46.5% of economically disadvantaged students scored proficient or advanced on the Keystone Literature Exam in the 2024-2025 school year, which did not meet the interim goal/improvement target.
Students with Disabilities	20.8% of students with disabilities scored proficient or advanced on the Keystone Literature Exam in the 2024-2025 school year.
Combined Ethnicity	33.3% of combined ethnicity students scored proficient or advanced on the Keystone Literature Exam in the 2024-2025 school year.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

According to the Future Ready PA Index, 36.6% of all students were proficient or advanced on the 2024-25 Keystone Algebra assessment, which did not meet the interim goal/improvement target.

False Strengths	True Challenges	False N/A
-----------------	-----------------	-----------

Strengths

ESSA Student Subgroups	Indicator
------------------------	-----------

Combined Ethnicity	According to the Future Ready PA Index, the 29.2% of combined ethnicity students proficient or advanced on the 2024-25 Keystone Algebra assessment was an increase from the previous year.
Students with Disabilities	According to the Future Ready PA Index, the 10.4% of students with disabilities proficient or advanced on the 2024-25 Keystone Algebra assessment was an increase from the previous year.

Challenges

ESSA Student Subgroups	Indicator
White	According to the Future Ready PA Index, 37.2% of white students were proficient or advanced on the 2024-25 Keystone Algebra assessment.
Economically Disadvantaged	According to the Future Ready PA Index, 22.4% of economically disadvantaged students were proficient or advanced on the 2024-25 Keystone Algebra assessment.
Students with Disabilities	According to the Future Ready PA Index, 10.4% of students with disabilities were proficient or advanced on the 2024-25 Keystone Algebra assessment.
Combined Ethnicity	According to the Future Ready PA Index, 29.2% of combined ethnicity students were proficient or advanced on the 2024-25 Keystone Algebra assessment.

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

According to the Future Reading PA Index, the all student group had a growth score of 57 for the 2024-25 Keystone Literature Assessment, which did not meet the standard demonstrating growth.

False Strengths	True Challenges	False N/A
------------------------	------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
Combined Ethnicity	According to the Future Reading PA Index, the combined ethnicity student subgroup met the standard demonstrating growth with a growth score of 71 for the 2024-25 Keystone Literature Assessment.

Challenges

ESSA Student Subgroups	Indicator
White	According to the Future Reading PA Index, the white student subgroup did not meet the standard demonstrating growth with a growth score of 59 for the 2024-25 Keystone Literature Assessment.
Economically Disadvantaged	According to the Future Reading PA Index, the economically disadvantaged student subgroup did not meet the standard demonstrating growth with a growth score of 65 for the 2024-25 Keystone Literature Assessment.

Students with Disabilities	According to the Future Reading PA Index, the students with disabilities subgroup did not meet the standard demonstrating growth with a growth score of 51 for the 2024-25 Keystone Literature Assessment.
----------------------------	--

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

According to the Future Reading PA Index, the all student group had a growth score of 50 for the 2024-25 Keystone Algebra assessment which did not meet the standard demonstrating growth.

False Strengths	True Challenges	False N/A
------------------------	------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
White	Although the white student subgroup did not meet the standard demonstrating growth on the 2024-25 Keystone Algebra assessment, it did not decrease from the previous year.
Economically Disadvantaged	Although the economically disadvantaged student subgroup did not meet the standard demonstrating growth on the 2024-25 Keystone Algebra assessment, it did not decrease from the previous year.
Students with Disabilities	Although the students with disabilities subgroup did not meet the standard demonstrating growth on the 2024-25 Keystone Algebra assessment, it did not decrease from the previous year.

Challenges

ESSA Student Subgroups	Indicator
White	According to the Future Reading PA Index, the white student subgroup did not meet the standard demonstrating growth with a growth score of 50 for the 2024-25 Keystone Algebra Assessment.
Economically Disadvantaged	According to the Future Reading PA Index, the economically disadvantaged student subgroup did not meet the standard demonstrating growth with a growth score of 50 for the 2024-25 Keystone Algebra Assessment.
Students with Disabilities	According to the Future Reading PA Index, the students with disabilities subgroup did not meet the standard demonstrating growth with a growth score of 50 for the 2024-25 Keystone Algebra Assessment.

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

63.2% of all students demonstrated regular attendance, not meeting the state performance standard.

False Strengths	True Challenges	False N/A
------------------------	------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Although the black student subgroup did not meet the performance standard for regular attendance for the 2023-24 school year, it was an increase from the previous year.
Hispanic	Although the Hispanic student subgroup did not meet the performance standard for regular attendance for the 2023-24 school year, it was an increase from the previous year.
Students with Disabilities	Although the students with disabilities subgroup did not meet the performance standard for regular attendance for the 2023-24 school year, it was an increase from the previous year.
Combined Ethnicity	Although the combined ethnicity student subgroup did not meet the performance standard for regular attendance for the 2023-24 school year, it was an increase from the previous year.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	According to the Future Reading PA Index, the black student subgroup did not meet the performance standard for regular attendance with 48% regular attendance.
Hispanic	According to the Future Reading PA Index, the Hispanic student subgroup did not meet the performance standard for regular attendance with 46.8% regular attendance.
White	According to the Future Reading PA Index, the white student subgroup did not meet the performance standard for regular attendance with 64.3% regular attendance.
Economically Disadvantaged	According to the Future Reading PA Index, the economically disadvantaged student subgroup did not meet the performance standard for regular attendance with 52.7% regular attendance.

Students with Disabilities	According to the Future Reading PA Index, the students with disabilities subgroup did not meet the performance standard for regular attendance with 56.5% regular attendance.
Combined Ethnicity	According to the Future Reading PA Index, the combined ethnicity student subgroup did not meet the performance standard for regular attendance with 51.1% regular attendance.

Career Standards Benchmark

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

Comments/Notable Observations

According to the Future Ready PA Index, 92.7% of all students met the 2024-25 career standards benchmark, which did not meet the state performance standard.

False Strengths	False Challenges	True N/A
------------------------	-------------------------	-----------------

Strengths

ESSA Student Subgroups	Indicator
White	According to the Future Ready PA Index, 93.3% of white students met the 2024-25 career standards benchmark, meeting the state performance standard.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	According to the Future Ready PA Index, 92.3% of economically disadvantaged students met the 2024-25 career standards benchmark, which did not meet the state performance standard.
Students with Disabilities	According to the Future Ready PA Index, 87.5% of students with disabilities met the 2024-25 career standards benchmark, which did not meet the state performance standard.
Combined Ethnicity	According to the Future Ready PA Index, 85.7% of combined ethnicity students met the 2024-25 career standards benchmark, which did not meet the state performance standard.

High School Graduation Rate Four-Year Cohort

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

Comments/Notable Observations

According to the Future Ready PA Index, the all student group had a graduation rate of 86.5% for the 2023-24 school year.

False Strengths	False Challenges	True N/A
------------------------	-------------------------	-----------------

Strengths

ESSA Student Subgroups	Indicator
------------------------	-----------

Combined Ethnicity	According to the Future Ready PA Index, the combined ethnicity student subgroup had a graduation rate of 83.3% for the 2023-24 school year, meeting the interim goal/improvement target.
--------------------	--

Challenges

ESSA Student Subgroups	Indicator
White	According to the Future Ready PA Index, the white student subgroup had a graduation rate of 86.8% for the 2023-24 school year, not meeting the interim goal/improvement target.
Economically Disadvantaged	According to the Future Ready PA Index, the economically disadvantaged student subgroup had a graduation rate of 79.1% for the 2023-24 school year, not meeting the interim goal/improvement target.
Students with Disabilities	According to the Future Ready PA Index, the students with disabilities subgroup had a graduation rate of 64.7% for the 2023-24 school year, not meeting the interim goal/improvement target.

Summary

Strengths

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

According to the Future Ready PA Index, 36.6% of all students were proficient or advanced on the 2024-25 Keystone Algebra assessment.
According to the Future Reading PA Index, the combined ethnicity student subgroup met the standard demonstrating growth with a growth score of 71 for the 2024-25 Keystone Literature Assessment.
According to the Future Ready PA Index, 92.7% of all students met the 2024-25 career standards benchmark.
According to the Future Ready PA Index, the all student group had a graduation rate of 86.5%.

Challenges

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

63.2% of all students demonstrated regular attendance, not meeting the state performance standard.
According to the Future Ready PA Index, 36.6% of all students were proficient or advanced on the 2024-25 Keystone Algebra assessment, which did not meet the interim goal/improvement target.
58.1% of all students scored proficient or advanced on the Keystone Literature Exam in the 2024-2025 school year, which did not meet the interim goal/improvement target.
According to the Future Reading PA Index, the all student group had a growth score of 57 for the 2024-25 Keystone Literature Assessment, which did not meet the standard demonstrating growth.
According to the Future Reading PA Index, the all student group had a growth score of 50 for the 2024-25 Keystone Algebra assessment which did not meet the standard demonstrating growth.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
103 out of 240 students (42.9%) improved from the first to the second administration of the Literature Firefly Exam.	There were a number of students who did not take the second exam due to lack of attendance.
111 of 240 students (46.2%) were identified as prepared or near the target for proficiency for the Keystone Literature Exam according to the Literature Firefly predictor scores.	This score is much lower in comparison to the 24-25 School Year Achievement score on the Keystone Literature Exam.

English Language Arts Summary

Strengths

103 out of 240 students (42.9%) improved from the first to the second administration of the Literature Firefly Exam.
--

Challenges

20 of 240 students (12.5%) were identified as prepared or near the target for proficiency for the Keystone Literature Exam according to the Literature Firefly predictor scores.
--

Mathematics

Data	Comments/Notable Observations
50 out 82 students (61%) improved from the first to the second administration of the Algebra 1 Firefly Exam.	There were a number of students who did not take the second exam due to lack of attendance.
7 out of 82 students (8.5%) were identified as prepared or near the target for proficiency for the Keystone Algebra 1 Exam according to the Algebra 1 Firefly predictor scores.	This data is comparable to previous years Keystone Algebra 1 Exam testing results.

Mathematics Summary

Strengths

50 out 82 students (61%) improved from the first to the second administration of the Algebra 1 Firefly Exam.
--

Challenges

7 out of 82 students (8.5%) were identified as prepared or near the target for proficiency for the Keystone Algebra 1 Exam according to the Algebra 1 Firefly predictor scores.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
7 out of 9 students, or 77.8%, improved from the first to the second administration of the Biology Firefly Exam.	17 out of 26 students who were scheduled in the Biology course only took one administration of the Biology Firefly Exam. Some of these students have been removed from the class or chronically absent.

Science, Technology, and Engineering Education Summary

Strengths

7 out of 9 students, or 77.8%, improved from the first to the second administration of the Biology Firefly Exam.

Challenges

17 out of 26 students who were scheduled in the Biology course only took one administration of the Biology Firefly Exam. Some of these students have been removed from the class or chronically absent.

Related Academics

Career Readiness

Data	Comments/Notable Observations
2024-25 Future Ready Index, Career Benchmark: 92.7%	The All Student group met the career benchmark standard at 92.7% in the 2024-2025 school year. The statewide average was 91.5%

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.

The All Student group met the career benchmark standard at 92.7% in the 2024-2025 school year. The statewide average was 91.5%
--

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.

Students with disabilities did not meet the career benchmark standard with a score of 87.5%. This is a decline from the previous school year which as 93.3%

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
2 out of 2 students with IEPs, or 100%, improved from the first to the second administration of the Biology Firefly Exam.	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
5 out of 6 economically disadvantaged students, or 83.3%, improved from the first to the second administration of the Biology Firefly Exam.	
30 out of 138 (21.7%) of economically disadvantaged students improved from the first to the second administration of the Literature Firefly Exam	
27 out of 46 (58.7%) of economically disadvantaged students improved from the first to the second administration of the Algebra I Firefly Exam.	

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.

5 out of 6 economically disadvantaged students, or 83.3%, improved from the first to the second administration of the Biology Firefly Exam.
27 out of 46 (58.7%) of economically disadvantaged students improved from the first to the second administration of the Algebra I Firefly Exam.

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.

30 out of 138 (21.7%) of economically disadvantaged students improved from the first to the second administration of the Literature Firefly Exam

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	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	Operational
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	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	Not Yet Evident
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	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	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?

>

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.
Identify professional learning needs through analysis of a variety of data.
Use multiple professional learning designs to support the learning needs of staff.
Continuously monitor the implementation of the school improvement plan and make adjustments 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?

>

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
Identify and address individual student learning needs.
Implement a multi-tiered system of supports for academics and behavior.

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
According to the Future Ready PA Index, 36.6% of all students were proficient or advanced on the 2024-25 Keystone Algebra assessment.	False
According to the Future Reading PA Index, the combined ethnicity student subgroup met the standard demonstrating growth with a growth score of 71 for the 2024-25 Keystone Literature Assessment.	False
According to the Future Ready PA Index, 92.7% of all students met the 2024-25 career standards benchmark.	True
According to the Future Ready PA Index, the all student group had a graduation rate of 86.5%.	False
50 out 82 students (61%) improved from the first to the second administration of the Algebra 1 Firefly Exam.	False
103 out of 240 students (42.9%) improved from the first to the second administration of the Literature Firefly Exam.	False
The All Student group met the career benchmark standard at 92.7% in the 2024-2025 school year. The statewide average was 91.5%	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	False
Identify professional learning needs through analysis of a variety of data.	False
Use multiple professional learning designs to support the learning needs of staff.	False
7 out of 9 students, or 77.8%, improved from the first to the second administration of the Biology Firefly Exam.	True
5 out of 6 economically disadvantaged students, or 83.3%, improved from the first to the second administration of the Biology Firefly Exam.	True
27 out of 46 (58.7%) of economically disadvantaged students improved from the first to the second administration of the Algebra I Firefly Exam.	False
Continuously monitor the implementation of the school improvement plan and make adjustments 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
According to the Future Ready PA Index, 36.6% of all students were proficient or advanced on the 2024-25 Keystone Algebra assessment, which did not meet the interim goal/improvement target.	False
58.1% of all students scored proficient or advanced on the Keystone Literature Exam in the 2024-2025 school year, which did not meet the interim goal/improvement target.	False
According to the Future Reading PA Index, the all student group had a growth score of 57 for the 2024-25 Keystone Literature Assessment, which did not meet the standard demonstrating growth.	False
According to the Future Reading PA Index, the all student group had a growth score of 50 for the 2024-25 Keystone Algebra assessment which did not meet the standard demonstrating growth.	False
20 of 240 students (12.5%) were identified as prepared or near the target for proficiency for the Keystone Literature Exam according to the Literature Firefly predictor scores.	True
Students with disabilities did not meet the career benchmark standard with a score of 87.5%. This is a decline from the previous school year which was 93.3%	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	True
Identify and address individual student learning needs.	False
Implement a multi-tiered system of supports for academics and behavior.	False
7 out of 82 students (8.5%) were identified as prepared or near the target for proficiency for the Keystone Algebra 1 Exam according to the Algebra 1 Firefly predictor scores.	True
17 out of 26 students who were scheduled in the Biology course only took one administration of the Biology Firefly Exam. Some of these students have been removed from the class or chronically absent.	False
30 out of 138 (21.7%) of economically disadvantaged students improved from the first to the second administration of the Literature Firefly Exam	False
63.2% of all students demonstrated regular attendance, not meeting the state performance standard.	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
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.		True
7 out of 82 students (8.5%) were identified as prepared or near the target for proficiency for the Keystone Algebra 1 Exam according to the Algebra 1 Firefly predictor scores.		False
20 of 240 students (12.5%) were identified as prepared or near the target for proficiency for the Keystone Literature Exam according to the Literature Firefly predictor scores.		False
63.2% of all students demonstrated regular attendance, not meeting the state performance standard.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The All Student group met the career benchmark standard at 92.7% in the 2024-2025 school year. The statewide average was 91.5%	
According to the Future Ready PA Index, 92.7% of all students met the 2024-25 career standards benchmark.	
7 out of 9 students, or 77.8%, improved from the first to the second administration of the Biology Firefly Exam.	
5 out of 6 economically disadvantaged students, or 83.3%, improved from the first to the second administration of the Biology Firefly Exam.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If teachers use a variety of assessments which are aligned to the Keystone eligible content, interpret and analyze the data, and adjust instruction according to students' needs, then student growth and achievement will increase.
	If teachers, school counselors, administration identify students who are at risk for being habitually truant the process for truancy elimination will begin leading to an improvement in student attendance.

Goal Setting

Priority: If teachers, school counselors, administration identify students who are at risk for being habitually truant the process for truancy elimination will begin leading to an improvement in student attendance.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, 55% of all Students with Disabilities will demonstrate regular attendance by not missing more than 10% of the school days.			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of Marking Period 1 for the 2026-2027 school year, 70% of all Students with Disabilities will demonstrate regular attendance by not missing more than 10% of the school days.	By the end of Marking Period 2 of the 2026-2027 school year, 65% of all Students with Disabilities will demonstrate regular attendance by not missing more than 10% of the school days.	By the end of Marking Period 3 for the 2026-2027 school year, 60% of all Students with Disabilities will demonstrate regular attendance by not missing more than 10% of the school days.	By the end of the 2026-2027 school year, 55% of all Students with Disabilities will demonstrate regular attendance by not missing more than 10% of the school days.

Priority: If teachers use a variety of assessments which are aligned to the Keystone eligible content, interpret and analyze the data, and adjust instruction according to students' needs, then student growth and achievement will increase.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, 60% percent of Students with Disabilities will score proficient or advanced, or exceed their individual growth target on the Algebra Firefly Benchmark Assessment.			
Measurable Goal Nickname (35 Character Max)			
Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Administration and the counseling department will work with the classroom teachers in the tested subject areas to determine that all students are properly placed into their Keystone tested courses based on student needs and success in their previous course.	The Firefly Benchmark assessment in Algebra will be administered in the Fall.	The winter Firefly data will show that 50% percent of Students with Disabilities will score proficient or advanced, or exceed their individual growth target on the Algebra Firefly Benchmark Assessment.	By the end of the 2026-2027 school year, 60% percent of Students with Disabilities will score proficient or advanced, or exceed their individual growth target on the Algebra Firefly Benchmark Assessment.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, 60% percent of Students with Disabilities will meet or exceed their individual growth target on the Literature Firefly Benchmark Assessment.			
Measurable Goal Nickname (35 Character Max)			
ELA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Administration and the counseling department will work with the classroom teachers in the tested subject areas to determine that all students are properly placed into their Keystone tested courses based on student needs and success in their previous course.	The Firefly Benchmark assessment in ELA will be administered in the Fall.	The winter Firefly data will show that 50% percent of Students with Disabilities will score proficient or advanced, or exceed their individual growth target on the ELA Firefly Benchmark Assessment.	By the end of the 2026-2027 school year, 60% percent of Students with Disabilities will meet or exceed their individual growth target on the Literature Firefly Benchmark Assessment.

Action Plan

Measurable Goals

Regular Attendance	Math
ELA	

Action Plan For: Provide two way school-home communication linked to learning.

Measurable Goals:
By the end of the 2026-2027 school year, 55% of all Students with Disabilities will demonstrate regular attendance by not missing more than 10% of the school days.

Action Step		Anticipated Start Date	Anticipated Completion Date
Communication from the building principal with parents and students by way of the monthly newsletter. The newsletter will contain information regarding the expectations, guidelines, and laws pertaining to student attendance.		2026-08-03	2026-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kelly T. Campagna - Principal	Google Docs, Skyward Student Information System - Messaging Feature, MCSD Homepage, MCHS Webpage	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Attendance expectations and procedures will be discussed with students and parents at New Student Orientation.		2026-08-18	2026-08-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	New Student Orientation Booklet, MCHS Auditorium for parent meeting	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Attendance expectations and procedures will be discussed with students during the mandatory class meetings within the first three days of the 2025-2026 school year.		2026-08-31	2026-09-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	MCHS Class Meeting Notes, MCSD Student Handbook, MCHS Auditorium	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Attendance expectations and procedures will be discussed with students during homerooms on the first day of the 2025-2026 school year.		2026-08-31	2026-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Homeroom Teachers	Beginning of the year student packets	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
On a daily basis student data is collected to determine which students are habitually truant or have consecutive absences of 5 or more days.		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MCHS Administration, MCHS Guidance Department, MCHS Attendance Secretary	Daily reports generated by the Skyward student information system.	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Communication with students and parents based on the data reports and attendance letters generated on a daily basis.		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MCHS Administration, MCHS Guidance Department, MCHS Attendance Secretary	Daily reports generated by the Skyward student information system.	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Students who are identified as being at risk for habitual truancy, and their parents/guardians, will be invited to attend a School Attendance Improvement Conference.		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Assistant Principals; MCHS School Counselors	School Attendance Improvement Conference Report	No	
---	--	----	--

Action Step		Anticipated Start Date	Anticipated Completion Date
Progress monitoring of all School Attendance Improvement Plans will occur and students will be subject to follow up in regards to Act 16, as needed.		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals; MCHS School Counselors	Daily reports generated by the Skyward student information system.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
School staff, students, and families working together to create goals and/or plans to increase regular attendance.	Monitoring will be conducted quarterly and analyzed by administration to determine whether targets are being met.

Action Plan For: Assess students frequently.

Measurable Goals:
- By the end of the 2026-2027 school year, 60% percent of Students with Disabilities will score proficient or advanced, or exceed their individual growth target on the Algebra Firefly Benchmark Assessment. - By the end of the 2026-2027 school year, 60% percent of Students with Disabilities will meet or exceed their individual growth target on the Literature Firefly Benchmark Assessment.

Action Step		Anticipated Start Date	Anticipated Completion Date
Summer Professional Development Opportunities		2026-08-10	2026-08-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Steven DeArment - Chief Academic Officer	Professional Development, Presentations and materials	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
ELA teachers will be implementing the No Red Ink program to improve grammar and writing instruction.		2026-08-31	2027-06-03

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	No Red Ink materials	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administration of the Fall Firefly benchmark assessments.		2026-10-06	2026-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principals, Curriculum Coordinator	Technology associated with the administration of the Firefly Benchmark Assessment	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Fall Data Meeting - Analyze student data for the purpose of identifying student strengths and areas of growth, which will help to guide lesson planning and instruction.		2026-11-24	2026-11-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principals, Curriculum Coordinator	Assessment Data - Firefly Benchmark Assessment	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Instructional coaching will be available for teachers to work to strengthen weaknesses identified in the benchmark data.		2026-11-24	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Nate King, Instructional Coach	Instructional strategies, benchmark data	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administration of the Winter Firefly benchmark assessments.		2027-01-04	2027-01-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principals, Curriculum Coordinator	Technology associated with the administration of the Firefly Benchmark Assessment	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Winter Data Meeting - Analyze student data for the purpose of identifying student strengths and areas of growth, which will help guide lesson planning and instruction.		2027-01-29	2027-01-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principals, Curriculum Coordinator	Assessment Data - Firefly Benchmark Assessment	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administration of the Spring Firefly benchmark assessments.		2027-03-31	2027-04-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principals, Curriculum Coordinator	Technology associated with the administration of the Firefly Benchmark Assessment	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student achievement and growth in Math and ELA.	Monitoring will be done by administration according to the timeframe outlined in this plan. Monitoring will be completed in the form of classroom observations, test administration, data and department meetings.

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
Assess students frequently.	Summer Professional Development Opportunities
Assess students frequently.	Instructional coaching will be available for teachers to work to strengthen weaknesses identified in the benchmark data.
Assess students frequently.	ELA teachers will be implementing the No Red Ink program to improve grammar and writing instruction.

Google Classroom Basics

Action Step		
Summer Professional Development Opportunities		
Audience		
Teachers - Grades K-12		
Topics to be Included		
Instruction will give fundamentals of using Google Classroom.		
Evidence of Learning		
Google Classroom is used for teacher lesson planning and unit planning.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Emily Eckenroth - Library Media Specialists; Maryann Haines - ELA Teacher	2026-08-10	2026-08-10

Learning Format

Type of Activities	Frequency
Workshop(s)	One time
Observation and Practice Framework Met in this Plan	
1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	

Formative Assessments

Action Step
Summer Professional Development Opportunities
Audience
Secondary teachers
Topics to be Included
Secondary teachers will learn how to use formative assessment to guide instruction and the use of various formative assessment tools.
Evidence of Learning

Observation of formative assessments in teacher lesson planning and also during classroom observations.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Nate King - Curriculum Coordinator; Jenn Macknair - Principal	2026-08-18	2026-08-18

Learning Format

Type of Activities	Frequency
Workshop(s)	One time
Observation and Practice Framework Met in this Plan	
1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments 4e: Growing and Developing Professionally 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	

IEP Training and Special Education Processes

Action Step		
Summer Professional Development Opportunities		
Audience		
K-12 Regular Ed and Special Ed Staff		
Topics to be Included		
In-depth overview of the IEP process, from pre-intervention through assessment and implementation.		
Evidence of Learning		
Compliance of implementation and monitoring of progress of IEPs and SDIs.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Chris Evans, Supervisor of Special Education	2026-08-12	2026-08-12

Learning Format

Type of Activities	Frequency
Workshop(s)	One time
Observation and Practice Framework Met in this Plan	
1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments 2d: Managing Student Behavior 3a: Communicating with Students 3d: Using Assessment in Instruction 4c: Communicating with Families 4b: Maintaining Accurate Records 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	

Collins Writing

Action Step		
Summer Professional Development Opportunities		
Audience		
Secondary teachers		
Topics to be Included		
Using writing in various content areas.		
Evidence of Learning		
Implementation of the Collins Writing program and student work samples.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Nate King - Curriculum Coordinator; Jenn Macknair - Principal	2026-08-18	2026-08-18

Learning Format

Type of Activities	Frequency
Workshop(s)	One time
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	

CDT and Firefly Training

Action Step		
Summer Professional Development Opportunities		
Audience		
Teachers of state tested subject areas.		
Topics to be Included		
Test administration and analyzing data produced by the CDT and Firefly benchmark assessment.		
Evidence of Learning		
Implementation of the CDT and Firefly benchmark assessment and use of data to drive instruction.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Nate King - Curriculum Coordinator	2026-08-17	2026-08-17

Learning Format

Type of Activities	Frequency
Workshop(s)	One time
Observation and Practice Framework Met in this Plan	
1d: Demonstrating Knowledge of Resources 3d: Using Assessment in Instruction 4e: Growing and Developing Professionally	

This Step Meets the Requirements of State Required Trainings

PLN Bootcamp!

Action Step		
Summer Professional Development Opportunities		
Audience		
Secondary teachers		
Topics to be Included		
Instruction in the Penn Literacy framework. Participants will learn about the four lenses of learners to help students become active participants in learning.		
Evidence of Learning		
Teacher implementation of strategies in the classroom.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Nate King - Curriculum Coordinator; Jenn Macknair - Principal	2026-08-19	2026-08-20

Learning Format

Type of Activities	Frequency
Workshop(s)	Two days
Observation and Practice Framework Met in this Plan	
1e: Designing Coherent Instruction 3c: Engaging Students in Learning 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	

Supporting and Advancing All Math Learners

Action Step		
Summer Professional Development Opportunities		
Audience		
Secondary Math Teachers		
Topics to be Included		
Instructional strategies and techniques will be modeled to help students of all skill levels achieve success in mathematics.		
Evidence of Learning		
Implementation of instructional strategies and techniques in mathematics classes.		
Lead Person/Position	Anticipated Start	Anticipated Completion
John Vorberger and Amy Hart	2026-08-17	2026-08-17

Learning Format

Type of Activities	Frequency
Workshop(s)	One time
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy	

• 1e: Designing Coherent Instruction • 3d: Using Assessment in Instruction • 3c: Engaging Students in Learning • 1b: Demonstrating Knowledge of Students
This Step Meets the Requirements of State Required Trainings

No Red Ink

Action Step		
• ELA teachers will be implementing the No Red Ink program to improve grammar and writing instruction.		
Audience		
ELA teachers		
Topics to be Included		
Instructional materials and implementation, as well as assessment of the No Red Ink program		
Evidence of Learning		
Implementation of the No Red Ink program with fidelity		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2026-09-04	2026-09-04

Learning Format

Type of Activities	Frequency
Inservice day	One time
Observation and Practice Framework Met in this Plan	
• 1d: Demonstrating Knowledge of Resources • 1a: Demonstrating Knowledge of Content and Pedagogy • 3d: Using Assessment in Instruction • 3c: Engaging Students in Learning • 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	

Instructional Coaching

Action Step		
• Instructional coaching will be available for teachers to work to strengthen weaknesses identified in the benchmark data.		
Audience		
All secondary teachers		
Topics to be Included		
Instructional strategies, data analysis		
Evidence of Learning		
Instructional decisions and planning based on data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Nate King, Instructional Coach	2026-08-31	2027-06-03

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As requested, all year
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3d: Using Assessment in Instruction • 3c: Engaging Students in Learning • 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

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

Mifflin Co MS

TSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Mifflin Co MS		111444602
Address 1		
2 Manor Drive		
Address 2		
City	State	Zip Code
Lewistown	PA	17044
Chief School Administrator		Chief School Administrator Email
Mr Vance S Varner		vsv55@mcsdk12.org
Principal Name		
Jennifer S Macknair		
Principal Email		
jsm33@mcsdk12.org		
Principal Phone Number		Principal Extension
7172504291		6501
School Improvement Facilitator Name		School Improvement Facilitator Email
Alicia Hull		ahull@tiu11.com

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jennifer S Macknair	Principal	MCMS	jsm33@mcsdk12.org
Cindi Marsh	District Level Leaders	MCSD Student Services Director	clm13@mcsdk12.org
Steven DeArment	District Level Leaders	MCSD Chief Academic Officer/Federal Programs	sfd12@mcsdk12.org
Rebekah Wagner	Other	MCMS/LIS Psychologist	rjw35@mcsdk12.org
Nathan King	Other	MCSD Instructional Coach	nak30@mcsdk12.org
Andy McCardell	Other	MCMS	alm21@mcsdk12.org
Jane Foor	Other	MCMS	jaf28@mcsdk12.org
Amy Murphy	Parent	MCMS	amm27@mcsdk12.org
Anna Murphy	Student	MCMS	
Luke Strawser	Principal	MCMS	ljs36@mcsdk12.org
Maryann Haines	Teacher	MCMS	mkh22@mcsdk12.org
Greg Hetrick	Teacher	MCMS	glh21@mcsdk12.org
Jasey Zerby	Teacher	MCMS	jdj14@mcsdk12.org
Lauren Runk	Teacher	MCMS	lbn21@mcsdk12.org
Joshua Manning	Teacher	MCMS	jbm01@mcsdk12.org
Tamara Matthews	Community Member	MCMS	

Vision for Learning

Vision for Learning

MCMS teachers and staff will strive to create an environment where all stakeholders are actively engaged in learning in a safe and secure environment. We recognize the diversity of our students and recognize that students learn at different paces and in a variety of ways. We believe that all students will be successful and grow if evidenced-based practices are implemented with fidelity through a Multi-Tiered System of Supports. Ultimately, students must feel valued in order to want to come to school and in order to learn and grow. Therefore, we will build relationships among students, their families and caregivers, and the community.

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

According to the Future Ready PA Index, 37.5% of students were proficient or advanced on the 2024-25 PSSA English Language Arts assessment, which did not meet the interim goal/improvement target.

False Strengths	False Challenges	True N/A
------------------------	-------------------------	-----------------

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Although the interim goal/improvement target for proficient or advanced on the ELA state assessment was not met, the percentage of students with disabilities proficient or advanced did not decrease from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	According to the Future Ready PA Index, 7.4% of Hispanic students were proficient or advanced on the 2024-25 PSSA English Language Arts assessment, which did not meet the interim goal/improvement target.
White	According to the Future Ready PA Index, 38.7% of white students were proficient or advanced on the 2024-25 PSSA English Language Arts assessment, which did not meet the interim goal/improvement target.
Economically Disadvantaged	According to the Future Ready PA Index, 27.6% of economically disadvantaged students were proficient or advanced on the 2024-25 PSSA English Language Arts assessment, which did not meet the interim goal/improvement target.
Students with Disabilities	According to the Future Ready PA Index, 5.1% of students with disabilities were proficient or advanced on the 2024-25 PSSA English Language Arts assessment, which did not meet the interim goal/improvement target.
Combined Ethnicity	According to the Future Ready PA Index, 23.3% of combined ethnicity students were proficient or advanced on the 2024-25 PSSA English Language Arts assessment, which did not meet the interim goal/improvement target.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

According to the Future Ready PA Index, 18.4% of students were proficient or advanced on the 2024-25 PSSA Mathematics assessment, which did not meet the interim goal/improvement target.

False Strengths	False Challenges	True N/A
------------------------	-------------------------	-----------------

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Although the interim goal/improvement target for proficient or advanced on the mathematics PSSA assessment was not met, the percentage of Hispanic students proficient or advanced increased from the previous year.
White	Although the interim goal/improvement target for proficient or advanced on the mathematics PSSA assessment was not met, the percentage of white students proficient or advanced increased from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	According to the Future Ready PA Index, 7.4% of the Hispanic student subgroup were proficient or advanced on the 2024-25 PSSA Mathematics assessment, which did not meet the interim goal/improvement target.
Economically Disadvantaged	According to the Future Ready PA Index, 10.2% of the economically disadvantaged student subgroup were proficient or advanced on the 2024-25 PSSA Mathematics assessment, which did not meet the interim goal/improvement target.
Students with Disabilities	According to the Future Ready PA Index, 3.6% of the students with disabilities subgroup were proficient or advanced on the 2024-25 PSSA Mathematics assessment, which did not meet the interim goal/improvement target.
Combined Ethnicity	According to the Future Ready PA Index, 6.7% of the combined ethnicity student subgroup were proficient or advanced on the 2024-25 PSSA Mathematics assessment, which did not meet the interim goal/improvement target.

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

According to the Future Ready PA Index, the all student group had a growth score of 50.0 for the 2024-25 PSSA ELA assessment, which did not meet the standard demonstrating growth.

False Strengths	False Challenges	True N/A
------------------------	-------------------------	-----------------

Strengths

ESSA Student Subgroups	Indicator
Combined Ethnicity	According to the Future Ready PA Index, the combined ethnicity student subgroup had a growth score of 75.0 for the 2024-25 PSSA ELA assessment, which met the standard demonstrating growth.

Challenges

ESSA Student Subgroups	Indicator
------------------------	-----------

White	According to the Future Ready PA Index, the white student subgroup had a growth score of 50.0 for the 2024-25 PSSA ELA assessment, which did not meet the standard demonstrating growth.
Economically Disadvantaged	According to the Future Ready PA Index, the economically disadvantaged student subgroup had a growth score of 50.0 for the 2024-25 PSSA ELA assessment, which did not meet the standard demonstrating growth.
Students with Disabilities	According to the Future Ready PA Index, the students with disabilities subgroup had a growth score of 69.0 for the 2024-25 PSSA ELA assessment, which did not meet the standard demonstrating growth.

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

According to the Future Ready PA Index, the all student group had a growth score of 50.0 for the 2024-25 PSSA Mathematics assessment, which did not meet the standard demonstrating growth.

False Strengths	False Challenges	True N/A
------------------------	-------------------------	-----------------

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	According to the Future Ready PA Index, the student with disabilities subgroup had a growth score of 86.0 for the 2024-25 PSSA mathematics assessment, which met the standard demonstrating growth.
Combined Ethnicity	According to the Future Ready PA Index, the combined ethnicity student subgroup had a growth score of 71.0 for the 2024-25 PSSA mathematics assessment, which met the standard demonstrating growth.

Challenges

ESSA Student Subgroups	Indicator
White	According to the Future Ready PA Index, the white student subgroup had a growth score of 50.0 for the 2024-25 PSSA Mathematics assessment, which did not meet the standard demonstrating growth.
Economically Disadvantaged	According to the Future Ready PA Index, the economically disadvantaged student subgroup had a growth score of 50.0 for the 2024-25 PSSA Mathematics assessment, which did not meet the standard demonstrating growth.

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

According to the Future Ready PA Index, 78.9% of all students demonstrated regular attendance, which did not meet the performance standard for regular attendance.

False Strengths	False Challenges	True N/A
------------------------	-------------------------	-----------------

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Although the performance standard for regular attendance was not met, the percentage of the Hispanic student subgroup demonstrating regular attendance increased from the previous year.
Combined Ethnicity	Although the performance standard for regular attendance was not met, the percentage of the combined ethnicity student subgroup demonstrating regular attendance increased from the previous year.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	According to the Future Ready PA Index, 75.0% of the African American/Black student subgroup demonstrated regular attendance, which did not meet the performance standard for regular attendance.
Hispanic	According to the Future Ready PA Index, 67.7% of the Hispanic student subgroup demonstrated regular attendance, which did not meet the performance standard for regular attendance.
White	According to the Future Ready PA Index, 79.5% of the white student subgroup demonstrated regular attendance, which did not meet the performance standard for regular attendance.
Students with Disabilities	According to the Future Ready PA Index, 70.8% of the students with disabilities subgroup demonstrated regular attendance, which did not meet the performance standard for regular attendance.
Combined Ethnicity	According to the Future Ready PA Index, 72.3% of the combined ethnicity student subgroup demonstrated regular attendance, which did not meet the performance standard for regular attendance.

Economically Disadvantaged	According to the Future Ready PA Index, 73.0% of the economically disadvantaged student subgroup demonstrated regular attendance, which did not meet the performance standard for regular attendance.
----------------------------	---

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.

According to the Future Ready PA Index, the combined ethnicity student subgroup had a growth score of 75.0 for the 2024-25 PSSA ELA assessment, which met the standard demonstrating growth.
According to the Future Ready PA Index, the student with disabilities subgroup had a growth score of 86.0 for the 2024-25 PSSA mathematics assessment, which met the standard demonstrating growth.

According to the Future Ready PA Index, the combined ethnicity student subgroup had a growth score of 71.0 for the 2024-25 PSSA mathematics assessment, which met the standard demonstrating growth.

Although the performance standard for regular attendance was not met, the percentage of the Hispanic student subgroup demonstrating regular attendance increased 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.

According to the Future Ready PA Index, the economically disadvantaged student subgroup had a growth score of 50.0 for the 2024-25 PSSA ELA assessment, which did not meet the standard demonstrating growth.

According to the Future Ready PA Index, the economically disadvantaged student subgroup had a growth score of 50.0 for the 2024-25 PSSA Mathematics assessment, which did not meet the standard demonstrating growth.

According to the Future Ready PA Index, 67.7% of the Hispanic student subgroup demonstrated regular attendance, which did not meet the performance standard for regular attendance.

According to the Future Ready PA Index, 70.8% of the students with disabilities subgroup demonstrated regular attendance, which did not meet the performance standard for regular attendance.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
ELA Firefly: According to the most recent administration of the ELA Firefly, 38% of all students assessed are near target or prepared.	Students are being assessed in the ELA Firefly at least two times per year.

English Language Arts Summary

Strengths

Students are being assessed, which allows us to track ELA Firefly data and make instructional decisions regarding the outcome of the testing.
38% of all students assessed on the ELA Firefly are near target or prepared.

Challenges

62% of all students assessed on the ELA Firefly are indicating that they need more targeted support.
--

Mathematics

Data	Comments/Notable Observations
Mathematics Firefly: According to the most recent administration of the Math Firefly, 21% of all students assessed are near target or prepared.	Students are being assessed in the math Firefly at least two times per year.

Mathematics Summary

Strengths

Students are being assessed, which allows us to track math Firefly data and make instructional decisions regarding the outcome of the testing.
21% of all students assessed on the math Firefly are near target or prepared.

Challenges

79% of all students assessed on the math Firefly are indicating that they need more targeted support.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science teacher-designed inquiry- based assessments are implemented.	Individual science teachers collate the data and share it with colleagues at data meetings to make instructional decisions. The data is not shared with administration.

Science, Technology, and Engineering Education Summary

Strengths

Individual science teachers collate the data and share it with colleagues at data meetings to make instructional decisions.

Challenges

The science data is not shared with administration.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Out of 378 6th grade students, 327 students (86%) completed all portions of the Xello lessons.	There are 51 students that are currently incomplete for reasons such as: 1 student attending Alpha, 2 students in placement, 5 students in the life skills program that completed an alternate career assignment. 1 student was chronically absent. 3 students were new to the district, after the lessons were taught.
Out of 364 7th grade students, 348 students (95%) completed all portions of the Xello lessons.	There are 16 students that are currently incomplete for reasons such as: 2 students in placement, and 6 students in the life skills program that completed an alternate career assignment and 2 new students at the end of the year. 1 student was chronically absent. 2 were exempt from computer class due to their IEP.
In January 2026, students were given the opportunity to participate in our Career Week comprised of Spirit Days, Trivia Contests, and daily announcements. 6th graders had the opportunity to participate in Lego Robotics Invention Squad and the Banzai Lemonade Stand career-related lessons. 7th Graders were presented with the EverFi Future Smart lesson, Bureau of Labor and Statistics, and Botvin Life Skills.	
All MCMS students participated in the Career Day event in May. Local businesses were invited to promote career exploration with hands-on activities. This was in lieu of the career field trips that were offered in the past.	It appeared to be an engaging and valuable learning experience as we received positive feedback from vendors, teachers, and 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.

Schoolwide approach to career week helped with engagement. The MCMS Career Day Committee has members from multiple departments within the school. Collaboration with the ELA department for the Career Day event.
Xello is easy for Middle School students to understand and work at their own pace. The data Xello collects follows students from year to year.
Computer teachers have incorporated Xello into their curriculum.
Students seemed to enjoy and engage in the activities from the Career Spirit Week and the Career Day event.

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.

Due to the nature of the School Counselor role and a high number of sections (22 - 6th grade and 20 - 7th grade), the lesson had to be prerecorded as the School Counselors were unavailable to present to the classes.
The School Counselors need to monitor and check-in with the computer teachers to ensure that lessons are completed.
In the past, field trips were used to enhance career readiness, but this has not happened since 2019 (Career Day is an excellent replacement).
Students who are chronically absent, who miss the lesson. It is difficult to reach students at Alpha program to complete the required lessons.
Xello lacks the ability to maintain student engagement (Career Day was a good supplement to the lessons).

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
ELA Firefly: According to the most recent administration of the ELA Firefly, 0% of English learner students assessed are near target or prepared.	There are only a small number of English Language students.
Math Firefly: According to the most recent administration of the Mathematics Firefly, 0% of English learner students assessed are near target or prepared.	There are only a small number of English Language students.

Students with Disabilities

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

Data	Comments/Notable Observations
ELA Firefly: According to the most recent administration of the ELA Firefly, 15.2% of students with disabilities assessed are near target or prepared.	
Math Firefly: According to the most recent administration of the Mathematics Firefly, 7.2% of students with disabilities assessed are near target or prepared.	
According to the most recent Panorama data, 69% of students with disabilities demonstrated regular attendance, missing 10% or less of the total days of school.	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
ELA Firefly: According to the most recent administration of the ELA Firefly, 39% of economically disadvantaged students assessed are near target or prepared.	
Math Firefly: According to the most recent administration of the Mathematics Firefly, 14% of economically disadvantaged students assessed are near target or prepared.	
According to the most recent Panorama data, 72% of economically disadvantaged students demonstrated regular attendance, missing 10% or less of the total days of school.	

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Asian	According to the most recent administration of the ELA and Mathematics Firefly, the percentage of the Asian student subgroup assessed is near target or prepared: ELA: 33% Math: 40%
Black	According to the most recent administration of the ELA and Mathematics Firefly, the percentage of the Black student subgroup assessed is near target or prepared: ELA: 25% Math: 10%
Hispanic	According to the most recent administration of the ELA and Mathematics Firefly, the percentage of the Hispanic student subgroup assessed is near target or prepared: ELA: 10% Math: 0%
2 or More Races	According to the most recent administration of the ELA and Mathematics Firefly, the percentage of the 2 or More Races student subgroup assessed is near target or prepared: ELA: 0% Math: 0%
White	According to the most recent administration of the ELA and Mathematics Firefly, the percentage of the White student subgroup assessed is near target or prepared: ELA: 41% Math: 22%

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.

According to the most recent Panorama data, 69% of students with disabilities demonstrated regular attendance, missing 10% or less of the total days of school.
According to the most recent Panorama data, 72% of economically disadvantaged students demonstrated regular attendance, missing 10% or less of the total days of school.

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.

According to the most recent administration of the ELA and Mathematics Firefly, the percentage of the Hispanic student subgroup assessed is near target or prepared: ELA: 10% Math: 0%
According to the most recent administration of the ELA and Mathematics Firefly, the percentage of the economically disadvantaged student subgroup assessed is near target or prepared: ELA: 39% Math: 14%
According to the most recent administration of the ELA and Mathematics Firefly, the percentage of the students with disabilities subgroup assessed is near target or prepared: ELA: 15.2% Math: 7.2%

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	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	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	Not Yet Evident
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?

>

Implement an evidence-based system of schoolwide positive behavior interventions and supports
Partner with local businesses, community organizations, and other agencies to meet the needs of the school

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
Implement evidence-based strategies to engage families to support learning
Identify and address individual student learning needs

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
According to the Future Ready PA Index, the combined ethnicity student subgroup had a growth score of 75.0 for the 2024-25 PSSA ELA assessment, which met the standard demonstrating growth.	False
According to the Future Ready PA Index, the student with disabilities subgroup had a growth score of 86.0 for the 2024-25 PSSA mathematics assessment, which met the standard demonstrating growth.	True
According to the Future Ready PA Index, the combined ethnicity student subgroup had a growth score of 71.0 for the 2024-25 PSSA mathematics assessment, which met the standard demonstrating growth.	False
Although the performance standard for regular attendance was not met, the percentage of the Hispanic student subgroup demonstrating regular attendance increased from the previous year.	True
Although the performance standard for regular attendance was not met, the percentage of the combined ethnicity student subgroup demonstrating regular attendance increased from the previous year.	False
Students are being assessed, which allows us to track ELA Firefly data and make instructional decisions regarding the outcome of the testing.	False
38% of all students assessed on the ELA Firefly are near target or prepared.	False
Students are being assessed, which allows us to track math Firefly data and make instructional decisions regarding the outcome of the testing.	False
21% of all students assessed on the math Firefly are near target or prepared.	False
Schoolwide approach to career week helped with engagement. The MCMS Career Day Committee has members from multiple departments within the school. Collaboration with the ELA department for the Career Day event.	False
Xello is easy for Middle School students to understand and work at their own pace. The data Xello collects follows students from year to year.	False
Computer teachers have incorporated Xello into their curriculum.	False
Students seemed to enjoy and engage in the activities from the Career Spirit Week and the Career Day event.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True
Individual science teachers collate the data and share it with colleagues at data meetings to make instructional decisions.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
According to the most recent Panorama data, 69% of students with disabilities demonstrated regular attendance, missing 10% or less of the total days of school.	True

According to the most recent Panorama data, 72% of economically disadvantaged students demonstrated regular attendance, missing 10% or less of the total days of school.	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
According to the Future Ready PA Index, the economically disadvantaged student subgroup had a growth score of 50.0 for the 2024-25 PSSA ELA assessment, which did not meet the standard demonstrating growth.	True
According to the Future Ready PA Index, the economically disadvantaged student subgroup had a growth score of 50.0 for the 2024-25 PSSA Mathematics assessment, which did not meet the standard demonstrating growth.	True
According to the Future Ready PA Index, 67.7% of the Hispanic student subgroup demonstrated regular attendance, which did not meet the performance standard for regular attendance.	True
According to the Future Ready PA Index, 70.8% of the students with disabilities subgroup demonstrated regular attendance, which did not meet the performance standard for regular attendance.	True
According to the Future Ready PA Index, 73.0% of the economically disadvantaged student subgroup demonstrated regular attendance, which did not meet the performance standard for regular attendance.	True
Due to the nature of the School Counselor role and a high number of sections (22 - 6th grade and 20 - 7th grade), the lesson had to be prerecorded as the School Counselors were unavailable to present to the classes.	False
62% of all students assessed on the ELA Firefly are indicating that they need more targeted support.	False
79% of all students assessed on the math Firefly are indicating that they need more targeted support.	False
The science data is not shared with administration.	False
The School Counselors need to monitor and check-in with the computer teachers to ensure that lessons are completed.	False
In the past, field trips were used to enhance career readiness, but this has not happened since 2019 (Career Day is an excellent replacement).	False
Students who are chronically absent, who miss the lesson. It is difficult to reach students at Alpha program to complete the required lessons.	False
Xello lacks the ability to maintain student engagement (Career Day was a good supplement to the lessons).	False
Implement a multi-tiered system of supports for academics and behavior	False

According to the most recent administration of the ELA and Mathematics Firefly, the percentage of the Hispanic student subgroup assessed is near target or prepared: ELA: 10% Math: 0%	True
Implement evidence-based strategies to engage families to support learning	False
Identify and address individual student learning needs	False
According to the most recent administration of the ELA and Mathematics Firefly, the percentage of the economically disadvantaged student subgroup assessed is near target or prepared: ELA: 39% Math: 14%	True
According to the most recent administration of the ELA and Mathematics Firefly, the percentage of the students with disabilities subgroup assessed is near target or prepared: ELA: 15.2% Math: 7.2%	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
According to the Future Ready PA Index, the economically disadvantaged student subgroup had a growth score of 50.0 for the 2024-25 PSSA ELA assessment, which did not meet the standard demonstrating growth.		True
According to the Future Ready PA Index, the economically disadvantaged student subgroup had a growth score of 50.0 for the 2024-25 PSSA Mathematics assessment, which did not meet the standard demonstrating growth.		True
According to the Future Ready PA Index, 67.7% of the Hispanic student subgroup demonstrated regular attendance, which did not meet the performance standard for regular attendance.		True
According to the Future Ready PA Index, 70.8% of the students with disabilities subgroup demonstrated regular attendance, which did not meet the performance standard for regular attendance.		False
According to the Future Ready PA Index, 73.0% of the economically disadvantaged student subgroup demonstrated regular attendance, which did not meet the performance standard for regular attendance.		False
According to the most recent administration of the ELA and Mathematics Firefly, the percentage of the Hispanic student subgroup assessed is near target or prepared: ELA: 10% Math: 0%		False
According to the most recent administration of the ELA and Mathematics Firefly, the percentage of the economically disadvantaged student subgroup assessed is near target or prepared: ELA: 39% Math: 14%		False
According to the most recent administration of the ELA and Mathematics Firefly, the percentage of the students with disabilities subgroup assessed is near target or prepared: ELA: 15.2% Math: 7.2%		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Implement an evidence-based system of schoolwide positive behavior interventions and supports	
According to the Future Ready PA Index, the student with disabilities subgroup had a growth score of 86.0 for the 2024-25 PSSA mathematics assessment, which met the standard demonstrating growth.	
Although the performance standard for regular attendance was not met, the percentage of the Hispanic student subgroup demonstrating regular attendance increased from the previous year.	
According to the most recent Panorama data, 69% of students with disabilities demonstrated regular attendance, missing 10% or less of the total days of school.	

According to the most recent Panorama data, 72% of economically disadvantaged students demonstrated regular attendance, missing 10% or less of the total days of school.	
--	--

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If teachers use instructional time to identify areas of need using assessment data and provide explicit instruction as well as supports and intervention that target individual needs of students, then students will demonstrate growth in ELA.
	If teachers use instructional time to identify areas of need using assessment data and provide explicit instruction as well as supports and intervention that target individual needs of students, then students will demonstrate growth in math.
	If we identify students who are in danger of being chronically absent, then we can provide Tier 2 attendance interventions, which will improve attendance across the school.

Goal Setting

Priority: If teachers use instructional time to identify areas of need using assessment data and provide explicit instruction as well as supports and intervention that target individual needs of students, then students will demonstrate growth in ELA.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
During the 2026-27 school year, 80% of Hispanic, Economically Disadvantaged, and Students with Disabilities subgroups will meet or exceed a 5% growth rate from their previous ELA Firefly assessment.			
Measurable Goal Nickname (35 Character Max)			
ELA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Data meeting to review ELA PSSA data to establish a baseline for the 2026-27 school year for students in the Hispanic, Economically Disadvantaged, and Students with Disabilities subgroups.	Fall Firefly assessment will be administered and data will be analyzed to determine students in the Hispanic, Economically Disadvantaged, and Students with Disabilities subgroups who are not projected to be proficient on the ELA PSSA.	During the 2026-27 school year, 80% of the Hispanic, Economically Disadvantaged, and Students with Disabilities subgroups will meet or exceed a 5% growth rate from their previous ELA Firefly assessment.	During the 2026-27 school year, 80% of the Hispanic, Economically Disadvantaged, and Students with Disabilities subgroups will meet or exceed a 5% growth rate from their previous ELA Firefly assessment.

Priority: If teachers use instructional time to identify areas of need using assessment data and provide explicit instruction as well as supports and intervention that target individual needs of students, then students will demonstrate growth in math.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
During the 2026-27 school year, 80% of Economically Disadvantaged, Hispanic, and Students with Disabilities subgroups will meet or exceed a 5% growth rate from their previous Math Firefly assessment.			
Measurable Goal Nickname (35 Character Max)			
Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Data meeting to review Math PSSA data to establish a baseline for the 2026-27 school year for students in the Hispanic, Economically	Fall Firefly assessment will be administered and data will be analyzed to determine students in the Economically Disadvantaged, Hispanic, and Students	During the 2026-27 school year, 80% of Economically Disadvantaged, Hispanic, and Students with Disabilities subgroups will meet or	During the 2026-27 school year, 80% of Economically Disadvantaged, Hispanic, and Students with Disabilities subgroups will meet or

Disadvantaged, and Students with Disabilities subgroups.	with Disabilities subgroups who are not projected to be proficient on the Math PSSA.	exceed a 5% growth rate from their previous Math Firefly assessment.	exceed a 5% growth rate from their previous Math Firefly assessment.
--	--	--	--

Priority: If we identify students who are in danger of being chronically absent, then we can provide Tier 2 attendance interventions, which will improve attendance across the school.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
During the 2026-27 school year, 76% of all students in the Economically Disadvantaged, Hispanic, and Students with Disabilities subgroups will demonstrate regular attendance by not missing more than 10% of the school days.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Through the end of the first marking period, 84% of all students in the Economically Disadvantaged, Hispanic, and Students with Disabilities subgroups will demonstrate regular attendance by not missing more than 10% of the school days.	Through the end of the second marking period, 81% of all students in the Economically Disadvantaged, Hispanic, and Students with Disabilities subgroups will demonstrate regular attendance by not missing more than 10% of the school days.	Through the end of the third marking period, 78% of all students in the Economically Disadvantaged, Hispanic, and Students with Disabilities subgroups will demonstrate regular attendance by not missing more than 10% of the school days.	During the 2026-27 school year, 76% of all students in the Economically Disadvantaged, Hispanic, and Students with Disabilities subgroups will demonstrate regular attendance by not missing more than 10% of the school days.

Action Plan

Measurable Goals

ELA	Math
Attendance	

Action Plan For: Assess student learning frequently and engage instructional teams in assessing and monitoring student mastery as is indicated in the "Effective Practices: Research Briefs and Evidence Rating" Document.

Measurable Goals:
- During the 2026-27 school year, 80% of Hispanic, Economically Disadvantaged, and Students with Disabilities subgroups will meet or exceed a 5% growth rate from their previous ELA Firefly assessment. - During the 2026-27 school year, 80% of Economically Disadvantaged, Hispanic, and Students with Disabilities subgroups will meet or exceed a 5% growth rate from their previous Math Firefly assessment.

Action Step		Anticipated Start Date	Anticipated Completion Date
Administration and guidance will collaborate to create WIN time in student schedules.		2026-07-01	2026-08-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Macknair, Principal	Skyward	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administration will work to adjust guidelines for the WIN periods.		2026-07-01	2026-08-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Macknair, Principal	Resources outlining successful implementation of WIN time	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administration will share updates for the WIN guidelines with teachers.		2026-08-26	2026-08-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Macknair, Principal	Guidelines created by administration	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Panorama training will take place for all teachers.		2026-10-21	2026-10-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Macknair, Principal	Panorama training materials and trainers	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will utilize the intervention planning tool in Panorama to create intervention plans for students who have been identified for needing targeted support in math and/or ELA.		2026-10-21	2026-10-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Macknair, Principal	Panorama training materials and trainers	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
IXL training will be provided for all math teachers.		2026-10-21	2026-10-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Macknair, Principal	IXL training materials and trainer	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
IXL will be implemented for 6th grade students in both math and ELA. IXL will be implemented for 7th grade students in math. Students will be assessed and IXL lessons will be assigned based on the results of the assessment in order to target needs.		2026-10-26	2026-11-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Macknair, Principal	IXL	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
-------------	--	------------------------	-----------------------------

EWS data team and/or individual teachers will identify students in need of ELA and/or math intervention and determine appropriate supports that can be implemented in the classroom and/or WIN time.		2026-09-18	2026-09-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Macknair, Principal	Intervention materials/IXL lessons and differentiated classroom lessons/instruction	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Students will receive ELA and/or math support and intervention during classroom and/or WIN time.		2026-09-18	2026-09-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Macknair, Principal	Intervention materials/IXL lessons and differentiated classroom lessons/instruction	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
First administration of ELA and math Firefly assessments.		2026-10-05	2026-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Macknair, Principal	Firefly	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review Firefly data and other assessment data during grade level/departments meetings to identify students in need of ELA and/or math intervention and determine appropriate supports that can be implemented in the classroom and/or Implement WIN time.		2026-11-02	2026-11-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Macknair, Principal	Data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Students will receive ELA and/or math support and intervention during classroom and/or WIN time.		2026-11-10	2026-11-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Macknair, Principal	Intervention materials/IXL lessons and differentiated classroom lessons/instruction	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Second administration of ELA and math Firefly assessments.		2026-12-01	2027-01-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Macknair, Principal	Firefly	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review Firefly data and other assessment data during grade level/department meetings to identify students in need of ELA and/or math intervention and determine appropriate supports that can be implemented in the classroom and/or WIN time.		2027-01-29	2027-02-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Macknair, Principal	Data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Students will receive ELA and/or math support and intervention during classroom and/or WIN time.		2027-02-08	2027-02-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Macknair, Principal	Intervention materials/IXL lessons and differentiated classroom lessons/instruction	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Third administration of ELA and math Firefly assessments.		2027-03-01	2027-04-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Macknair, Principal	Firefly	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review Firefly data and other assessment data during grade level/department meetings to identify students in need of ELA and/or math intervention and determine appropriate supports that can be implemented in the classroom and/or WIN time.		2027-04-26	2027-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Macknair, Principal	Data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Students will receive ELA and/or math support and intervention during classroom and/or WIN time.		2027-05-03	2027-05-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Macknair, Principal	Intervention materials/IXL lessons and differentiated classroom lessons/instruction	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Instruction and intervention will target identified needs of students and will be monitored during data review meetings throughout the school year.	Data team and administration will review the EWS data bi-weekly.

Action Plan For: Provide two-way school-home communication linked to learning as is stated in "Effective Practices: Research Briefs and Evidence Rating."

Measurable Goals:
During the 2026-27 school year, 76% of all students in the Economically Disadvantaged, Hispanic, and Students with Disabilities subgroups will demonstrate regular attendance by not missing more than 10% of the school days.

Action Step		Anticipated Start Date	Anticipated Completion Date
Attendance expectations and procedures will be discussed with students and parents at New Student Orientation.		2026-08-19	2026-08-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Luke Strawser, Assistant Principal	Attendance policy and procedures	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Attendance expectations will be explained to students during class meetings.		2026-09-01	2026-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Luke Strawser, Assistant Principal	Attendance policy and procedures	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Student-interest surveys will be administered to all students in order to determine barriers to school attendance, as well as determining potential teachers who will provide attendance interventions to address those barriers.		2026-09-23	2026-09-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Luke Strawser, Assistant Principal	Panorama Self-Interest survey resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will be provided with updates and procedures for communications made parents/guardians of students missing school.		2026-10-12	2026-10-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Macknair, Principal and Luke Strawser, Assistant Principal	Contact information - Skyward - and scripted guidelines for phone calls/emails	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Attendance data will be monitored throughout the school year to identify students in danger of being habitually absent.		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Macknair, Principal and Luke Strawser, Assistant Principal	Data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Weekly and quarterly incentives and recognition of students meeting attendance goals will take place.		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Macknair, Principal and Luke Strawser, Assistant Principal	Data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Students who are identified as habitually absent will join Everyday Counts, a daily morning drop in to determine and address individual student barriers as to why they are not attending school.		2026-10-12	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lori Mowery and Jennifer Smith, teachers	Google Classroom with growth mindset resources/activities and rewards	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
7th period teachers and/or IEP case managers of habitually absent (i.e., absent for three consecutive days) will make a phone call, email, or Parent Square communication home to connect with families/caregivers to determine why students are not attending and identify barriers.		2026-10-07	2027-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Macknair, Principal and Luke Strawser, Assistant Principal	Contact information - Skyward - and scripted guidelines for phone calls/emails	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Tier 2 interventions will be in place for students who have been identified as being habitually absent.	Administration/guidance, daily, Skyward and EWS data review

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
Assess student learning frequently and engage instructional teams in assessing and monitoring student mastery as is indicated in the "Effective Practices: Research Briefs and Evidence Rating" Document.	Administration will share updates for the WIN guidelines with teachers.
Assess student learning frequently and engage instructional teams in assessing and monitoring student mastery as is indicated in the "Effective Practices: Research Briefs and Evidence Rating" Document.	Panorama training will take place for all teachers.
Assess student learning frequently and engage instructional teams in assessing and monitoring student mastery as is indicated in the "Effective Practices: Research Briefs and Evidence Rating" Document.	IXL training will be provided for all math teachers.
Provide two-way school-home communication linked to learning as is stated in "Effective Practices: Research Briefs and Evidence Rating."	Teachers will be provided with updates and procedures for communications made parents/guardians of students missing school.

WIN Guidelines overview

Action Step		
Administration will share updates for the WIN guidelines with teachers.		
Audience		
Teachers		
Topics to be Included		
WIN Guidelines, expectations, Choice Boards, research-based practices		
Evidence of Learning		
Implementation of WIN and Choice Boards		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jennifer Macknair, Principal and Luke Strawser, Assistant Principal	2026-08-26	2026-08-26

Learning Format

Type of Activities	Frequency
Inservice day	one time
Observation and Practice Framework Met in this Plan	
1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 3a: Communicating with Students 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	

Panorama Training

Action Step		
Panorama training will take place for all teachers.		
Audience		
Teachers		
Topics to be Included		
Panorama data retrieval, intervention plan creation		
Evidence of Learning		
Creation of Intervention Plans and data review		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jennifer Macknair, Principal and Luke Strawser, Assistant Principal	2026-10-21	2026-10-21

Learning Format

Type of Activities	Frequency
Inservice day	one time
Observation and Practice Framework Met in this Plan	
1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3d: Using Assessment in Instruction 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	

IXL Math Training

Action Step		
IXL training will be provided for all math teachers.		
Audience		
math and special education teachers		
Topics to be Included		
IXL platform, assessments and resources		
Evidence of Learning		
Teachers implementing IXL assessments and individualized learning		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jennifer Macknair, Principal	2026-10-21	2026-10-21

Learning Format

Type of Activities	Frequency
Inservice day	one time
Observation and Practice Framework Met in this Plan	
1c: Setting Instructional Outcomes 1f: Designing Student Assessments 3a: Communicating with Students 3d: Using Assessment in Instruction	

4e: Growing and Developing Professionally
This Step Meets the Requirements of State Required Trainings

Attendance Wellness Checks

Action Step		
Teachers will be provided with updates and procedures for communications made parents/guardians of students missing school.		
Audience		
Teachers		
Topics to be Included		
Flowchart, script for phone calls/emails, research-based practices		
Evidence of Learning		
7th period teachers making wellness class/emails for students who are absent three consecutive days within each week.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jennifer Macknair, Principal and Luke Strawser, Assistant Principal	2026-08-26	2026-08-26

Learning Format

Type of Activities	Frequency
Inservice day	one time
Observation and Practice Framework Met in this Plan	
1b: Demonstrating Knowledge of Students 4c: Communicating with Families 2a: Creating an Environment of Respect and Rapport 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

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

Lewistown El Sch

TSI Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Lewistown El Sch		111444602
Address 1		
1 Manor Drive		
Address 2		
City	State	Zip Code
Lewistown	PA	17044
Chief School Administrator		Chief School Administrator Email
Mr Vance S Varner		vsv55@mcsdk12.org
Principal Name		
Jennifer L Esh		
Principal Email		
jle43@mcsdk12.org		
Principal Phone Number		Principal Extension
7172425823		3503
School Improvement Facilitator Name		School Improvement Facilitator Email
Alicia Hull		ahull@tiu11.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jennifer L. Esh	Principal	Lewistown Elementary School	jle43@mcsdk12.org
Kelly Strausburg	Principal	LES - Assistant Principal	kjs13@mcsdk12.org
Sue Garner	Teacher	LES	seg57@mcsdk12.org
Paula Treaster	Teacher	LES	pjt55@mcsdk12.org
Stephanie Rupert	Community Member	Home and School President	lewistownhsa@gmail.com
Kimberly Kauffman	Education Specialist	LES School counselor	ksk25@mcsdk12.org
Rebekah Wagner	Education Specialist	LES School Psychologist	rjw37@mcsdk12.org
Steven DeArment	District Level Leaders	MCSD	sfd12@mcsdk12.org
Vance Varner	Chief School Administrator	MCSD	vsv55@mcsdk12.org
Jillian Kochenderfer	Parent	Parent MCSD	jmk37@mcsdk12.org
Amber Fuller	Teacher	LES	asf18@mcsdk12.org
Leslie Warfel	Teacher	LES	lrs26@mcsdk12.org
Alison Treaster	Teacher	LES	aby48@mcsdk12.org
Meagan Byler	Teacher	LES	meb33@mcsdk12.org
Cheryl Himes	Teacher	LES	clh13@mcsdk12.org
Emma Wilson	Teacher	LES	eew37@mcsdk12.org
Meredith Stout	Parent	Parent MCSD	mjh23@mcsdk12.org

Vision for Learning

Vision for Learning

The relentless pursuit of excellence.

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 ELA PSSA Results - LES - All Student Group did not meet interim goal/improvement target: 28.1% - proficient or advanced 49.9% - statewide average 81.1% - statewide 2033 goal This is a decrease from the previous year's score of 34.9% Students with disabilities sub-group - 3.7% were proficient or advanced on the ELA PSSA. This is a priority sub-group to focus on for our TSI for improvement.

False Strengths	True Challenges	False N/A
-----------------	-----------------	-----------

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Econ. disadvantaged - 23.4% of students were proficient or advanced on the ELA PSSA. This is a small decrease of 4.7% from the previous year. The majority of our students are economically disadvantaged. We will be piloting and adopting a PDE approved reading curriculum over the next 2 years.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities sub-group - 3.7% were proficient or advanced on the ELA PSSA. This is a priority sub-group to focus on for our TSI for improvement.
White	White sub-group - 30.1% were proficient or advanced on the ELA PSSA. This is a decrease of 7.4%

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

2024-2025 Math PSSA Results - All student group did not meet interim goal/improvement target: 30.2% proficient or advanced 41.7% statewide average 71.8% statewide 2033 goal Even though we are below the statewide average and 2033 goal, this is still an improvement from previous years. It is an 11.7% increase from last year. Students with disabilities - 3.7% were proficient or advanced. This is an improvement from the previous year, but identified as a sub-group for priority for our TSI.

False Strengths	True Challenges	False N/A
-----------------	-----------------	-----------

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Math PSSA - Economically disadvantaged sub-group - 26% were proficient or advanced. This is an improvement of 10.3% from the previous year.

White	White sub-group - 31.3% were proficient or advanced. This is an improvement of 10.6% from the previous year.
-------	--

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities - 3.7% were proficient or advanced. This is an improvement from the previous year, but identified as a sub-group for priority for our TSI.

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

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

Comments/Notable Observations

False Strengths	True Challenges	False N/A
-----------------	-----------------	-----------

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

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

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

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

Regular attendance for All Student Group is 81.1%. This is an increase of 4% from the previous year and also exceeds the statewide average of 79.6%.

True Strengths	False Challenges	False N/A
-----------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Attendance is 87.8% for Hispanic sub-group
Combined Ethnicity	Attendance is 85% for combined ethnicity sub-group

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities - Attendance is 74%. This is an improvement from the previous year (64.5%). This is a focus area for TSI
Economically Disadvantaged	Economically disadvantaged - Attendance is 78.9%. This is an improvement from the previous year (74.7%)

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.

Regular attendance for All Student Group is 81.1%. This is an increase of 4% from the previous year and also exceeds the statewide average of 79.6%.
Math PSSA - Economically disadvantaged sub-group - 26% were proficient or advanced. This is an improvement of 10.3% 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.

ELA PSSA Assessment - All Student Group did not meet interim goal/improvement target: 28.1% - proficient or advanced 49.9% - statewide average 81.1% - statewide 2033 goal This is a decrease from the previous year's score of 34.9% Students with disabilities sub-group - 3.7% were proficient or advanced on the ELA PSSA. This is a priority sub-group to focus on for our TSI for improvement.
Math PSSA assessment - All student group did not meet interim goal/improvement target: 30.2% proficient or advanced 41.7% statewide average 71.8% statewide 2033 goal Even though we are below the statewide average and 2033 goal, this is still an improvement from previous years. It is an 11.7% increase from last year. Students with disabilities - 3.7% were proficient or advanced. This is an improvement from the previous year, but identified as a sub-group for priority for our TSI.
Students with disabilities - Attendance is 74%. This is an improvement from the previous year (64.5%). This is a focus area for TSI

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Grade K	EOY Acadience data reports 75% of K students are performing at or above benchmark on their composite score
Acadience Grade 1	EOY Acadience data reports 52% of 1st grade students are performing at or above benchmark on their composite score
Acadience Grade 2	EOY Acadience data reports 43% of 2nd grade students are performing at or above benchmark on their composite score
Acadience Grade 3	EOY Acadience data reports 49% of 3rd grade students are performing at or above benchmark on their composite score

English Language Arts Summary

Strengths

Banner status of PBIS Tier I and Tier II to provide supports to all students. CSBBH classroom is in Lewistown Elementary to service Tier 2/3 students.
Specific data driven interventions have shown growth and the process continues to be implemented - UFL, 95% Group, Heggerty, ERI, Phonics for Reading, FlyLeaf Decodeable Readers, Really Great Reading, and Reading Simplified. LES teachers continue to use these resources with fidelity based on the differentiated needs of students.
Grade level data teams' analysis of student growth using the Core Phonics Screener and Acadience Pathways to Progress.
Monthly grade level meetings from 3:00-3:30 to discuss students and review/analyze data to develop intervention groups based on an MTSS framework. District psychologists work collaboratively with PaTTAN and TIU 11.

Challenges

In the first grade at Lewistown Elementary School there is a Tier I deficit in core instruction. This year we saw notable improvement in our first grade data. We will continue to focus on whole words read and oral reading fluency

Mathematics

Data	Comments/Notable Observations
Spring Math Grade K	79.1% of students "met target" on Spring Screening, increase of 72.8% from the Fall Screening
Spring Math Grade 1	45.2% of students "met target" on Spring Screening, increase of 26.6% from the Fall Screening
Spring Math Grade 2	57.4% of students "met target" on Spring Screening, increase of 52% from the Fall Screening
Spring Math Grade 3	6.2% of students "met target" on Spring Screening, increase of 2.8% from the Fall Screening

Mathematics Summary

Strengths

Spring Math's decision trees take the guesswork out of intervention selection, matching our students with the right interventions that are delivered class-wide, to small groups, and individually.
LES teachers continue to use Spring Math with fidelity. Each year the percentage of students that are at or above benchmark increases.
Fidelity checks by administration and Title Math specialists are administered.
Monthly grade level team meetings to analyze data and develop intervention groups based on the MTSS framework.

Challenges

Identifying reasons and developing solutions to help Grade 3 meet benchmarks and targets. We will continue to collaborate with PaTTAN and our TIU 11. Title 1 math teachers will continue to work collaboratively with classroom teachers to implement Spring Math with fidelity
The assessed skills at the third grade level are not aligned with the grade level standards.

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
Our data source used is Xello/CCspark. CCspark is the K-2 platform. The third grades work in the Xello platform which follows them to high school. Xello/CCspark has been carefully designed to help students acquire early career development concepts and foster critical thinking skills through an age-appropriate approach to National Career Development Standards.	After reviewing data and making notable observation over the past year, some strengths would be our educators and specialist staff allow students to explore their interests and skills within the daily life of their classrooms concurrently with the Xello/CCspark. program which meet the career readiness criteria. The online program has many benefits, allows our students to have a portfolio which follow their career, it allows for our schools to track and assure all students are meeting the states criteria in a standardized way. Additional strengths of our career readiness program, students are exposed to career readiness through multiple field trips and experiences outside of the classroom throughout the school year and at the different grade levels. Challenges faced would specifically be making time for the Xello/CCspark. program on top of the other initiatives our educators uphold in their classrooms. Although our educators and staff are implementing career readiness within their classrooms daily, the Xello/CCspark. program specifically tracks the data that is needed for the state. An added challenge is the general technical difficulty implementing the online program such as the log in process with children of this age. Although the program is helpful with tracking data, it has some short comings in terms of accounting for the enriching experiences our students receive in class.

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

The interface and platform have changed, making for better use of our staff and students.

Challenges

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

The technical pieces could be resolved by working closely with the technology department to make the login process more user friendly.

Additionally, working with the online program company in the future with updates and changes to their platform will help us as a district utilize this resource better in terms of being able to collect classroom data and uploading items to the students' online portfolio.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
There was insufficient data for the English Learner subgroup for the 2024-2025 ELA and Math PSSA.	There was insufficient data for the English Learner subgroup for the 2024-2025 ELA and Math PSSA.

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Economically disadvantaged sub-group - 23.4% of students scored proficient or advanced on the 2024-2025 ELA PSSA	Economically disadvantaged - 2024-2025 ELA PSSA decreased by 4.7% from the previous year.
Economically disadvantaged sub-group - 26% of students scored proficient or advanced on the 2024-2025 Math PSSA	Economically disadvantaged - 2024-2025 Math PSSA increased by 10.3% from the previous year.
Economically disadvantaged sub-group - Regular attendance - 78.9%	Economically disadvantaged sub-group - Regular attendance increased by 4.2%.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	White sub-group - ELA PSSA - 30.1% scored proficient or advanced. This is a decrease of 4.7% from the previous year. Math PSSA - 31.3% scored proficient or advanced. This is a 10.5% increase from the previous year. Regular attendance - 80.1% from 79.2% - an increase of 0.9% from the previous year.

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.

Data meetings for grade levels are held monthly as well as at the BOY, MOY, and EOY. Students with disabilities and other student groups are discussed to ensure they are being serviced
A common WIN (What I Need) time is implemented in each grade level.

Parent engagement activities are held throughout the school year. The end of the year survey was completed.
Tier 3 meetings are held every 8 weeks to determine if a change in intervention or recommendation for evaluation is needed for our tiered 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.

Regular attendance for students with disabilities. Currently we are at 74%
ELA PSSA scores for students with disabilities sub-group (TSI). Currently we are at 3.7%
Math PSSA scores for students with disabilities sub-group (TSI). Currently we are at 3.7%

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	Exemplary
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Exemplary
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	Exemplary
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	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
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	Exemplary
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?

>

LES uses systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.
LES will continue to implement a multi-tiered system of supports for academics and behavior.
LES will continue to use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
LES will continue to implement an evidence-based system of schoolwide positive behavior interventions are supports.
LES will continue to build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.

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 evidence-based strategies to engage families to support learning.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.

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
Regular attendance for All Student Group is 81.1%. This is an increase of 4% from the previous year and also exceeds the statewide average of 79.6%.	True
Math PSSA - Economically disadvantaged sub-group - 26% were proficient or advanced. This is an improvement of 10.3% from the previous year.	False
Banner status of PBIS Tier I and Tier II to provide supports to all students. CSBBH classroom is in Lewistown Elementary to service Tier 2/3 students.	True
Specific data driven interventions have shown growth and the process continues to be implemented - UFL, 95% Group, Heggerty, ERI, Phonics for Reading, FlyLeaf Decodeable Readers, Really Great Reading, and Reading Simplified. LES teachers continue to use these resources with fidelity based on the differentiated needs of students.	True
Grade level data teams' analysis of student growth using the Core Phonics Screener and Acadience Pathways to Progress.	True
Monthly grade level meetings from 3:00-3:30 to discuss students and review/analyze data to develop intervention groups based on an MTSS framework. District psychologists work collaboratively with PaTTAN and TIU 11.	True
Spring Math's decision trees take the guesswork out of intervention selection, matching our students with the right interventions that are delivered class-wide, to small groups, and individually.	False
LES teachers continue to use Spring Math with fidelity. Each year the percentage of students that are at or above benchmark increases.	False
Fidelity checks by administration and Title Math specialists are administered.	False
Monthly grade level team meetings to analyze data and develop intervention groups based on the MTSS framework.	False
Data meetings for grade levels are held monthly as well as at the BOY, MOY, and EOY. Students with disabilities and other student groups are discussed to ensure they are being serviced	True
A common WIN (What I Need) time is implemented in each grade level.	True
Our strengths as a school in terms of implementing our career readiness program is that our educators and staff are meeting the career readiness standards with the education they are providing our students. Our educators have been very flexible when it comes to the online program challenges faced and understand the need for students to be able to have an online portfolio for their career readiness. We continue to refine and grow each year in how to assure the online program fits our schedules and student needs.	False
The interface and platform have changed, making for better use of our staff and students.	False

Parent engagement activities are held throughout the school year. The end of the year survey was completed.	True
Tier 3 meetings are held every 8 weeks to determine if a change in intervention or recommendation for evaluation is needed for our tiered students.	False
LES uses systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	True
LES will continue to implement a multi-tiered system of supports for academics and behavior.	True
LES will continue to use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False
LES will continue to implement an evidence-based system of schoolwide positive behavior interventions and supports.	True
LES will continue to build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	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
ELA PSSA Assessment - All Student Group did not meet interim goal/improvement target: 28.1% - proficient or advanced 49.9% - statewide average 81.1% - statewide 2033 goal This is a decrease from the previous year's score of 34.9% Students with disabilities sub-group - 3.7% were proficient or advanced on the ELA PSSA. This is a priority sub-group to focus on for our TSI for improvement.	True
Math PSSA assessment - All student group did not meet interim goal/improvement target: 30.2% proficient or advanced 41.7% statewide average 71.8% statewide 2033 goal Even though we are below the statewide average and 2033 goal, this is still an improvement from previous years. It is an 11.7% increase from last year. Students with disabilities - 3.7% were proficient or advanced. This is an improvement from the previous year, but identified as a sub-group for priority for our TSI.	True
Students with disabilities - Attendance is 74%. This is an improvement from the previous year (64.5%). This is a focus area for TSI	True
Identifying reasons and developing solutions to help Grade 3 meet benchmarks and targets. We will continue to collaborate with PaTTAN and our TIU 11. Title 1 math teachers will continue to work collaboratively with classroom teachers to implement Spring Math with fidelity	False
The assessed skills at the third grade level are not aligned with the grade level standards.	False
Regular attendance for students with disabilities. Currently we are at 74%	True

ELA PSSA scores for students with disabilities sub-group (TSI). Currently we are at 3.7%	True
Math PSSA scores for students with disabilities sub-group (TSI). Currently we are at 3.7%	False
The technical pieces could be resolved by working closely with the technology department to make the login process more user friendly.	False
Additionally, working with the online program company in the future with updates and changes to their platform will help us as a district utilize this resource better in terms of being able to collect classroom data and uploading items to the students' online portfolio.	False
Implement evidence-based strategies to engage families to support learning.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	False
In the first grade at Lewistown Elementary School there is a Tier I deficit in core instruction. This year we saw notable improvement in our first grade data. We will continue to focus on whole words read and oral reading fluency	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
ELA PSSA Assessment - All Student Group did not meet interim goal/improvement target: 28.1% - proficient or advanced 49.9% - statewide average 81.1% - statewide 2033 goal This is a decrease from the previous year's score of 34.9% Students with disabilities sub-group - 3.7% were proficient or advanced on the ELA PSSA. This is a priority sub-group to focus on for our TSI for improvement.	Lewistown Elementary School will continue to use our research-based ELA resources with fidelity. Continued support will be given to our K-3 classroom teachers to implement those resources with fidelity. MTSS will be used to help provide appropriate and meaningful interventions to those students with and without disabilities to meet their needs and close the gap.	True
Math PSSA assessment - All student group did not meet interim goal/improvement target: 30.2% proficient or advanced 41.7% statewide average 71.8% statewide 2033 goal Even though we are below the statewide average and 2033 goal, this is still an improvement from previous years. It is an 11.7% increase from last year. Students with disabilities - 3.7% were proficient or advanced. This is an improvement from the previous year, but identified as a sub-group for priority for our TSI.	Lewistown Elementary School has adopted iReady Math as a new resource. Continued support will be given to our K-3 classroom teachers to implement Spring Math with fidelity. MTSS will be used to help provide appropriate and meaningful interventions to those students with and without disabilities to meet their needs and close the gap.	True
Students with disabilities - Attendance is 74%. This is an improvement from the previous year (64.5%). This is a focus area for TSI	Lewistown Elementary School has seen an improvement with our attendance. We will continue working on improving attendance across all sub-groups by working closely with families, social workers, our school resource officer, and community agencies.	True
Regular attendance for students with disabilities. Currently we are at 74%		False
ELA PSSA scores for students with disabilities sub-group (TSI). Currently we are at 3.7%		False
In the first grade at Lewistown Elementary School there is a Tier I deficit in core instruction. This year we saw notable improvement in our first grade data. We will continue to focus on whole words read and oral reading fluency		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Regular attendance for All Student Group is 81.1%. This is an increase of 4% from the previous year and also exceeds the statewide average of 79.6%.	Lewistown Elementary School has made significant progress in student attendance. We work closely with families, community agencies, our school resource officer, and our social workers to help families get their students to school.
Banner status of PBIS Tier I and Tier II to provide supports to all students. CSBBH classroom is in Lewistown Elementary to service Tier 2/3 students.	LES continues to be a model school for PBIS Tier I and Tier II. We received 100% on the TFI this year. This is our 7th year receiving banner status.
Specific data driven interventions have shown growth and the process continues to be implemented - UFL, 95% Group, Heggerty, ERI, Phonics for Reading, FlyLeaf Decodeable Readers, Really Great Reading, and Reading Simplified. LES teachers continue to use these resources with fidelity based on the differentiated needs of students.	LES teachers will continue to implement interventions with fidelity and use their professional judgment to determine what meets the need of individual students.
Grade level data teams' analysis of student growth using the Core Phonics Screener and Acadience Pathways to Progress.	Teachers and administration will continue to meet, analyze, and discuss data to meet the needs of all students.
Monthly grade level meetings from 3:00-3:30 to discuss students and review/analyze data to develop intervention groups based on an MTSS framework. District psychologists work collaboratively with PaTTAN and TIU 11.	Teachers and administration will continue to meet, analyze, and discuss data to meet the needs of all students.
Data meetings for grade levels are held monthly as well as at the BOY, MOY, and EOY. Students with disabilities and other student groups are discussed to ensure they are being serviced	Teachers and administration will continue to meet, analyze, and discuss data to meet the needs of all students.
A common WIN (What I Need) time is implemented in each grade level.	This allows teachers to provide differentiated instruction to students during this designated time slot. This will help close the gaps.
Parent engagement activities are held throughout the school year. The end of the year survey was completed.	Parent engagement and information shared will help us plan accordingly.
LES uses systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	Title I staff and resources will be used to provide research-based interventions and instruction. Title I funds will support the purchase of MTSS resources, staff professional development (LETRS), and rewriting curriculum to help support and promote differentiated instruction.

LES will continue to implement a multi-tiered system of supports for academics and behavior.	LES has worked very diligently over the last few years to fully refine processes that we have in place. The staff, specialists, and students have aligned priorities and have used common language. This has increased our achievement and school climate.
LES will continue to implement an evidence-based system of schoolwide positive behavior interventions are supports.	PBIS will continue to be a resource used to service the needs of LES students.
LES will continue to build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	Planned PD for our upcoming Act 80 days. We will continue to offer PD for Panorama and iReady Math. We will continue to work closely with the TIU 11 and provide appropriate and meaningful PD when offered.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Lewistown Elementary School will continue to use our research-based ELA resources with fidelity. Continued support will be given to our K-3 classroom teachers to implement those resources with fidelity. MTSS will be used to help provide appropriate and meaningful interventions to those students with and without disabilities to meet their need and close the gap.
	Lewistown Elementary School will continue to use our Spring Math and iReady Math resources with fidelity. Continued support will be given to our K-3 classroom teachers to implement those resources with fidelity. MTSS will be used to help provide appropriate and meaningful interventions to those students with and without disabilities to meet their need and close the gap.
	Lewistown Elementary School has made significant progress in student attendance. We work closely with families, community agencies, our school resource officer, and our social workers to help families get their students to school.
	Lewistown Elementary School will continue to focus on improving first grade end of the year scores, specifically looking at whole words read and oral reading fluency. We will be using Acadience to progress monitor throughout the school year. UFLI will continue to be used with fidelity in all K-2 classrooms, along with other research-based programs. We will be piloting two PDE approved reading curriculums this year with the intention of adopting one for the 2027-2028 school year.

Goal Setting

Priority: Lewistown Elementary School will continue to use our research-based ELA resources with fidelity. Continued support will be given to our K-3 classroom teachers to implement those resources with fidelity. MTSS will be used to help provide appropriate and meaningful interventions to those students with and without disabilities to meet their need and close the gap.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
By June 3, 2027, 85% of Lewistown Elementary School's K-3 students will be performing at or above benchmark in their reading composite score using Acadience.			
Measurable Goal Nickname (35 Character Max)			
Acadience RCS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 1, 2026, 50% K-3 students will be performing at or above benchmark in their reading composite score in Acadience.	By January 31, 2027, 65% K-3 students will be performing at or above benchmark in their reading composite score in Acadience.	By March 31, 2027, 75% K-3 students will be performing at or above benchmark in their reading composite score in Acadience.	By June 3, 2027, 85% K-3 students will be performing at or above benchmark in their reading composite score in Acadience.

Priority: Lewistown Elementary School will continue to use our Spring Math and iReady Math resources with fidelity. Continued support will be given to our K-3 classroom teachers to implement those resources with fidelity. MTSS will be used to help provide appropriate and meaningful interventions to those students with and without disabilities to meet their need and close the gap.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 3, 2027, 50% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.			
Measurable Goal Nickname (35 Character Max)			
Springmath			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 1, 2026, 10% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.	By January 31, 2027, 20% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.	By March 31, 2027, 40% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.	By June 3, 2027, 50% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.

Priority: Lewistown Elementary School has made significant progress in student attendance. We work closely with families, community agencies, our school resource officer, and our social workers to help families get their students to school.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 3, 2027 our regular attendance will be 90%. (all sub-groups) We will also be tracking students with disabilities (TSI) sub-group. As a sub-group they will have the same goal as all student group.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 1, 2026, 99% of Lewistown Elementary K-3 students will be in attendance.	By January 31, 2027 96% of Lewistown Elementary K-3 students will be in attendance.	By March 31, 2027, 93% of Lewistown Elementary K-3 students will be in attendance.	By June 3, 2027, 90% of Lewistown Elementary K-3 students will be in attendance.

Priority: Lewistown Elementary School will continue to focus on improving first grade end of the year scores, specifically looking at whole words read and oral reading fluency. We will be using Acadience to progress monitor throughout the school year. UFLI will continue to be used with fidelity in all K-2 classrooms, along with other research-based programs. We will be piloting two PDE approved reading curriculums this year with the intention of adopting one for the 2027-2028 school year.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
By June 3, 2027, 85% of Lewistown Elementary School's first grade students will be performing at or above benchmark in whole words read in Acadience.			
Measurable Goal Nickname (35 Character Max)			
Acadience WWR			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 1, 2026, 50% of first grade students will be at or above benchmark or be able to read 1 whole word.	By January 31, 2027, 65% of first grade students will be at or above benchmark or be able to read 6 whole words.	By March 31, 2027, 75% of first grade students will be at or above benchmark or be able to read 10 whole words.	By June 3, 2027, 85% of first grade students will be at or above benchmark or be able to read 13 whole words.

Action Plan

Measurable Goals

Acadience RCS	Springmath
	Attendance
Acadience WWR	

Action Plan For: Acadience RCS

Measurable Goals:
By June 3, 2027, 85% of Lewistown Elementary School's K-3 students will be performing at or above benchmark in their reading composite score using Acadience.

Action Step		Anticipated Start Date	Anticipated Completion Date
K-3 teachers will use UFLI, Repeated reading/paragraph shrinking, authentic texts, small group instruction, and other evidence-based strategies in their daily curriculum to increase their RCS.		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Esh - Principal Kelly Strausburg - Assistant Principal K-3 teachers Title I teachers Becky Wagner - School psychologist	Federal funds will support UFLI, FlyLeaf Decodeables and other evidence-based strategies/resources.	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide an opportunity for a successful transition to Kindergarten by offering Camp Your Way to Kindergarten		2026-08-10	2026-08-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Esh - Principal Kelly Strausburg - AP K teachers Title I teachers School Counselor - Kim Kauffman Other teachers in district to help facilitate	Federal funds will support salary/benefits of staff and supplies for a one week Camp on your Way to Kindergarten transition	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in the percentage of K-3 students that are at or above benchmark in their	Acadience data - Progress monitoring will be completed weekly for intensive students/biweekly for strategic and

RCS score in Acadience Seamless transition to Kindergarten will help increase BOY Acadience benchmark scores	monthly for cutline students. Becky Wagner/School Psychologist Jennifer Esh/Principal TBD/AP Title I teachers K-3 teachers
--	--

Action Plan For: Spring Math

Measurable Goals:
By June 3, 2027, 50% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.

Action Step		Anticipated Start Date	Anticipated Completion Date
K-3 classroom and Title Math instructors will administer Spring Math Assessments in Fall, Winter and Spring		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
K-3 Classroom teachers Title 1 Math instructors - Karin Muir, Meg Rupert, Amber Fuller Principal - Jennifer Esh	Federal funds will support SpringMath assessments	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Class-wide and individual interventions groups developed for students to be facilitated daily.	Fall, Winter, and Spring Assessment results will be analyzed during scheduled data analysis time. (Monthly meetings, Act 80 days, and when deemed necessary for change in interventions Title Math instructors/classroom teachers school psychologist - Becky Wagner Principal - Jennifer Esh Asst. Principal - TBD

Action Plan For: Acadience WWR

Measurable Goals:
By June 3, 2027, 85% of Lewistown Elementary School's first grade students will be performing at or above benchmark in whole words read in Acadience.

Action Step		Anticipated Start Date	Anticipated Completion Date
Grade 1 teachers will use UFLI, repeated reading/paragraph shrinking, authentic texts, small group instruction, and other evidence-based strategies/resources in their daily curriculum to increase their WWR.		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Esh/Principal Kelly Strausburg/AP Grade 1 teachers Becky	Federal funds will support UFLI, FlyLeaf Decodeables and other evidence-based strategies/resources.	No	

Wagner/School psychologist			
----------------------------	--	--	--

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in the percentage of Grade 1 students that are at or above benchmark in their WWR score in Acadience.	Acadience data - Progress monitoring will be completed weekly for intensive students/biweekly for strategic and monthly for cutline students. Becky Wagner/School Psychologist Jennifer Esh/Principal TBD/AP Title I teachers K-3 teachers

Action Plan For: Attendance

Measurable Goals:
By June 3, 2027 our regular attendance will be 90%. (all sub-groups) We will also be tracking students with disabilities (TSI) sub-group. As a sub-group they will have the same goal as all student group.

Action Step	Anticipated Start Date	Anticipated Completion Date
LES' regular attendance will be 90%. We will also be tracking students with disabilities (TSI) sub-group. As a sub-group they will have the same goal as all student group.	2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Jennifer Esh - Principal Kelly Strausburg - AP Paula Pearce - Attendance Secretary School Resource Officer Kimberly Kauffman- School Counselor District social workers	Skyward reports	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in attendance for all student group and students with disabilities.	Run Skyward reports quarterly. Send attendance letters home as they generate Communicate with parents - phone/email/ClassDojo Have SAIC and TEP meetings with parents TBD - AP Paula Pearce - Attendance secretary Jennifer Esh - Principal

Action Plan For: LETRS

Measurable Goals:
- By June 3, 2027, 85% of Lewistown Elementary School's K-3 students will be performing at or above benchmark in their reading composite score using Acadience. - By June 3, 2027, 85% of Lewistown Elementary School's first grade students will be performing at or above benchmark in whole words read in Acadience.

Action Step		Anticipated Start Date	Anticipated Completion Date
Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PaTTAN	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development Training resources. PaTTAN	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in effective and explicit teaching of reading and spelling in K-3 classroom. Increase the number of students reading at their respective grade level.	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development Training resources. Tiu 11 PD Facilitators or LETRS Unit of Study

Action Plan For: PBIS

Measurable Goals:
- By June 3, 2027, 85% of Lewistown Elementary School's K-3 students will be performing at or above benchmark in their reading composite score using Acadience. - By June 3, 2027, 50% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview. - By June 3, 2027 our regular attendance will be 90%. (all sub-groups) We will also be tracking students with disabilities (TSI) sub-group. As a sub-group they will have the same goal as all student group. - By June 3, 2027, 85% of Lewistown Elementary School's first grade students will be performing at or above benchmark in whole words read in Acadience.

Action Step		Anticipated Start Date	Anticipated Completion Date
PBIS Ready, Responsible, Respectful and Safe expectations modeled and taught to all students		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Esh - Principal Kelly Strausburg - Asst. Principal PBIS Core Team PBIS Coaches	Federal funds will support PBIS handbook/funding for PBIS rewards and celebrations.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
--------------------	---

Students will demonstrate Ready, Responsible, Respectful and Safe behaviors which will lead to a reduction of minor and major behavioral referrals.	ODRs (office discipline referrals) will be reviewed daily and data reports will be shared monthly with the staff/team through email and in person meetings. TBD/AP Jennifer Esh/Principal Kelly Strausburg/Building leader PBIS team/teachers PBIS coaches/Emma Wilson, Jillian Kochenderfer, Casey Goss
---	--

Action Plan For: MTSS

Measurable Goals:
- By June 3, 2027, 85% of Lewistown Elementary School's K-3 students will be performing at or above benchmark in their reading composite score using Acadience. - By June 3, 2027, 50% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview. - By June 3, 2027, 85% of Lewistown Elementary School's first grade students will be performing at or above benchmark in whole words read in Acadience.

Action Step		Anticipated Start Date	Anticipated Completion Date
LES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System (MTSS) model		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Esh- Principal Kelly Strausburg -Asst. Principal Becky Wagner- Psychologist	Federal funds will support universal screeners, evidence-based interventions, standards-based core curriculum, reading and math intervention teachers.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Decrease in the number of students who need Tier II and Tier II levels of support	Frequent and direct monitoring and charting of student response to intervention. Academically - Progress monitoring will be completed weekly for intensive, biweekly for strategic, and monthly for cutline students. Tier 3 meetings are held every 8 weeks for students that are not making expected progress. Jennifer Esh/Principal Becky Wagner/ School psychologist Title I and classroom teachers Behaviorally - SRSS screener will be given 3 times a year (beginning, middle, end). Data will be used to identify supports needed for our students in need of Tier 2 and Tier 3 services. Weekly progress updates are communicated with families in tiered supports. TBD/AP Kim Kauffman/School counselor Tier 2 team Becky Wagner/school psychologist

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	- Acadience RCS - Spring Math - Acadience WWR - Attendance - LETRS - PBIS - MTSS	Salaries - 6 Title I Reading teachers and 3 Title I Math teachers	625982	
Instruction	- Acadience RCS - Spring Math - Acadience WWR - Attendance - LETRS - PBIS - MTSS	Camp on the Way to Kindergarten - Salaries	7000	
Other Expenditures	- Acadience RCS - Spring Math - Acadience WWR - Attendance - LETRS - PBIS - MTSS	MTSS Supplies	12729	
Instruction	- Acadience RCS - Spring Math - Acadience WWR - Attendance	Benefits - 6 Title I Reading teachers and 3 Title I Math teachers	361208	

	• LETRS • PBIS • MTSS			
Instruction	• Acadience RCS • Spring Math • Acadience WWR • Attendance • LETRS • PBIS • MTSS	Camp on the Way to Kindergarten - Benefits	1760	
Total Expenditures				1008679

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
LETRS	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development
PBIS	PBIS Ready, Responsible, Respectful and Safe expectations modeled and taught to all students
MTSS	LES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System (MTSS) model

Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development

Action Step		
Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development		
Audience		
All K-3 regular education, special education, Title I teachers and administrators.		
Topics to be Included		
Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development Training Resources.		
Evidence of Learning		
Completion of units of study for Volume I and Volume II		
Lead Person/Position	Anticipated Start	Anticipated Completion
Steven DeArment/Chief Academic Officer Jennifer Esh Principal PaTTAN Facilitators for LETRS Units of Study.	2026-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Course(s)	Units 1-4 2026-2027 School Year Units 5-8 2026-2027 School Year
Observation and Practice Framework Met in this Plan	
4d: Participating in a Professional Community 4a: Reflecting on Teaching 4e: Growing and Developing Professionally 1a: Demonstrating Knowledge of Content and Pedagogy 1f: Designing Student Assessments 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

PBIS

Action Step
PBIS Ready, Responsible, Respectful and Safe expectations modeled and taught to all students
Audience
PBIS Building Coaches and Core Team

Topics to be Included		
Core Team Responsibilities, Incentives, Celebrations, Staff Acknowledgements and Community Outreach/Parental Engagement		
Evidence of Learning		
Participation of all staff in at least one PBIS committee to plan and implement PBIS with fidelity at LES.		
Lead Person/Position	Anticipated Start	Anticipated Completion
PBIS Core Team	2026-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	
• 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 4c: Communicating with Families	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

MTSS

Action Step		
• LES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System (MTSS) model		
Audience		
K-3 Teachers, Title I, Integration Teachers, Special Education, Psychologist, Guidance Counselor, Principal.		
Topics to be Included		
Monitor student progress in all Tiers with analysis of Acadience, Core Phonics Screener and Spring Math. Discuss and strengthen core instruction and Tier I resources used in K-3 classrooms. Research, design and implement effective interventions for at-risk students. (Tier II and Tier III). Discussion of recommendations from PaTTAN consultant (Dr. Collins) for MTSS framework, core curriculum, interventions and assessments for K-3 students.		
Evidence of Learning		
Utilization of all available data to make instructional decisions and increase efficiency of Tier I, Tier II and Tier III service delivery.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jennifer Esh Principal TBD - AP Title 1 Reading and Math Teachers K-3 teachers Becky Wagner - School psychologist	2026-08-31	2027-06-03

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	monthly

Observation and Practice Framework Met in this Plan
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 3d: Using Assessment in Instruction • 4a: Reflecting on Teaching • 4b: Maintaining Accurate Records • 4c: Communicating with Families
This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Jennifer L. Esh	
School Improvement Facilitator Signature	Date

Indian Valley El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Indian Valley El Sch		111444602
Address 1		
125 Kish Rd		
Address 2		
City	State	Zip Code
Reedsville	PA	17084
Chief School Administrator		Chief School Administrator Email
Mr Vance S Varner		vsv55@mcsdk12.org
Principal Name		
David Portzline		
Principal Email		
dmp49@mcsdk12.org		
Principal Phone Number		Principal Extension
717-667-2123		4503
School Improvement Facilitator Name		School Improvement Facilitator Email
N/A		N/A

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dave Portzline	Principal	MCSD/Indian Valley Elementary School	dmp49@mcsdk12.org
Steven DeArment	District Level Leaders	MCSD	sfd12@mcsdk12.org
Karla Traxler	Teacher	MCSD/Indian Valley Elementary School	kmt27@mcsdk12.org
Nancy Love	Teacher	MCSD/Indian Valley Elementary School	nll26@mcsdk12.org
Michelle Hartzler	Teacher	MCSD/Indian Valley Elementary School	mlh13@mcsdk12.org
Kari Steele	Teacher	MCSD/Indian Valley Elementary School	kcs15@mcsdk12.org
Erin Campbell	Education Specialist	MCSD/Indian Valley Elementary School	emr23@mcsdk12.org
Kaytlin Clarke	Education Specialist	MCSD/Indian Valley Elementary School	kfc04@mcsdk12.org
Jennifer Johnson	Teacher	MCSD/Indian Valley Elementary School	jlc52@mcsdk12.org
Angela Bonson	Teacher	MCSD/Indian Valley Elementary School	adb33@mcsdk12.org
Sondra Peachey	Parent	Indian Valley Elementary Home & School Association	sonnypeachey11@gmail.com
Erin Campbell	Parent	Indian Valley Elementary Parent	emr23@mcsdk12.org
Vance Varner	Chief School Administrator	MCSD	vsv55@mcsdk12.org
Abby Peachey	Community Member	Community Representation	abbypeachey@yahoo.com
Staci McClure	Teacher	MCSD/Indian Valley Elementary	smw25@mcsdk12.org
Lauren Harris	Education Specialist	MCSD/Indian Valley Elementary School	lms33@mcsdk12.org

Vision for Learning

Vision for Learning

The Relentless Pursuit of Excellence!

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 Students on the PSSA data shows a 5.6% decrease from 2023-2024 school year to the 2024-2025 school year. The piloting of a new ELA program will potentially show an increase in the scores for the subsequent school year.

False Strengths	False Challenges	True N/A
------------------------	-------------------------	-----------------

Strengths

ESSA Student Subgroups	Indicator
White	All White Students on the PSSA data shows a 5.6% decrease from 2023-2024 school year to the 2024-2025 school year. The piloting of a new ELA program will potentially show an increase in the scores for the subsequent school year.
Economically Disadvantaged	Economically Disadvantaged Students on the PSSA data shows a 4.3% decrease from 2023-2024 school year to the 2024-2025 school year. The piloting of a new ELA program will potentially show an increase in the scores for the subsequent school year.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Only 35.7% of Economically Disadvantaged Students scored proficient or Advanced on the 2024-2025 ELA PSSA.
White	Only 40.0% of White Students scored

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 on the 2024-2025 school year scored 53.6% proficient or advanced on the Math PSSA. This was an increase of 19.2% from the previous year.

False Strengths	False Challenges	True N/A
------------------------	-------------------------	-----------------

Strengths

ESSA Student Subgroups	Indicator
White	The White student group score of 52% proficient and advance in math was an increase of 15.4% from the previous school year. This is also 11.9% higher than the state average.
Economically Disadvantaged	The Economically Disadvantaged group score of 38.1% proficient and advance was an increase of 14.6% from the previous school year.

Challenges

ESSA Student Subgroups	Indicator
White	The White student group is still 19.8% below the anticipated statewide 2033 goal of 71.8%.
Economically Disadvantaged	The Economically Disadvantaged student group for math is still 33.7% below the anticipated statewide 2033 goal of 71.8% for all students.

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

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

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

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

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

Regular attendance for All Student Group was at 87.3%. The state average was at 79.6%.

False Strengths	False Challenges	True N/A
------------------------	-------------------------	-----------------

Strengths

ESSA Student Subgroups	Indicator
White	The attendance for All White Student Group was 86.7%. This is 7.1% percent higher than the state average.
Combined Ethnicity	The attendance for Combined Ethnicity was 95.5%. This is 1.4% above the projected state goal of 94.1% for the 2033 school year.

Challenges

ESSA Student Subgroups	Indicator
White	The White student group has not met the 2033 goal of 94.1% for attendance.
Students with Disabilities	Student with Disabilities are at 77.1% for attendance. This is 2.5% below the state average of 79.6%.

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 White student group score of 52% proficient and advance in math was an increase of 15.4% from the previous school year. This is also 11.9% higher than the state average.
The attendance for Combined Ethnicity was 95.5%. This is 1.4% above the projected state goal of 94.1% for the 2033 school 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.

Only 35.7% of Economically Disadvantaged Students scored proficient or Advanced on the 2024-2025 ELA PSSA.
The Economically Disadvantaged student group for math is still 33.7% below the anticipated statewide 2033 goal of 71.8% for all students.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Grade K	EOY Acadience data reports 67/81 or 83% of kindergarten students are performing at or above the 26th percentile on their Reading Composite Score.
Acadience Grade 1	EOY Acadience data reports 47/86 or 55% of 1st Grade students are performing at or above the 26th percentile on their Reading Composite Score.
Acadience Grade 2	EOY Acadience data reports 61/100 or 61% of 2nd Grade students are performing at or above the 26th percentile on their Reading Composite Score.
Acadience Grade 3	EOY Acadience data reports 56/85 or 66% of 3rd Grade students are performing at or above the 26th percentile on their Reading Composite Score.

English Language Arts Summary

Strengths

Monthly MTSS team meetings to analyze data and develop intervention groups based on an MTSS framework.
Use of Acadience/DIBELS, Quick Phonics Screener, Sight Word Inventories, and other various local assessments to drive instructional decision making.
Data team meetings three times a year to analyze students' literacy, math, behavioral, and social-emotional needs based on data and collaborative input from classroom teachers, learning support teachers, school counselor, school psychologist, and principal.
Heggerty, UFLI, 95% Group, West Virginia Phonics, Early Reading Intervention, i-Ready, Flyleaf Decodable Readers and Flow Fluency, continue to be used as supplemental resources. IVEC teachers continues to use these resources with fidelity.

Challenges

Deficit in phonemic awareness and phonics skills have created an "inverted triangle" of students in grade K and 1 that are likely in need of strategic or intensive support.
--

Mathematics

Data	Comments/Notable Observations
Spring Math Grade K-3	In Spring 2025-26, 44% of Indian Valley Elementary At/Above Instructional Target, an increase of 3% from 2024-2025.

Mathematics Summary

Strengths

Title I math teacher provides ongoing support and coaching to analyze Spring Math data with K-3 teachers during Act 80 days along with monthly grade level data meetings.
Spring Math's decision trees take the guesswork out of intervention selection, matching our students with the right interventions that are delivered class-wide, to small groups, and individually.

Challenges

Students get stuck on one skill for an extended period of time.
Teachers are still working on implementing all components of the lesson with fidelity.

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
Our data source used is Xello/CCspark. CCspark is the K-2 platform and 3rd grades works in the Xello platform which follows them to high school. Xello/CCspark, has been carefully designed to help students acquire early career development concepts and foster critical thinking skills, through an age-appropriate approach to National Career Development Standards.	After reviewing data and making notable observation over the past year, some strengths would be our educators and specialist staff allow students to explore their interests and skills within the daily life of their classrooms concurrently with the Xello/CCspark. program which meet the career readiness criteria. The online program has many benefits, allows our students to have a portfolio which follow their career, it allows for our schools to track and assure all students are meeting the states criteria in a standardized way. Additional strengths of our career readiness program, students are exposed to career readiness through multiple field trips and experiences outside of the classroom throughout the school year and at the different grade levels. Challenges faced would specifically be making time for the Xello/CCspark. program on top of the other initiatives our educators uphold in their classrooms. Although our educators and staff are implementing career readiness within their classrooms daily, the Xello/CCspark. program specifically tracks the data that is needed for the state. An added challenge is the general technical difficulty implementing the online program such as the log in process with children of this age. Although the program is helpful with tracking data, it has some short comings in terms of accounting for the enriching experiences our students receive in class. Challenges faced would specifically be making time for the Career Cruising program on top of the other initiatives our educators uphold in their classrooms. Although our educators and staff are implementing career readiness within their classrooms daily, the Career Cruising program specifically tracks the data that is needed for the state. An added challenge is the general technical difficulty implementing the online program such as the log in process with children of this age. Although the program is helpful with tracking data, it has some short comings in terms of accounting for the enriching experiences our students receive in class.

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

The interface and platform have changed, making for better use for our staff and students.

Challenges

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

The technical pieces could be resolved by working closely with the tech department to make the login process more user friendly.

Additionally, working with the online program company in the future with updates and changes to their platform will help us as a district utilize this resource better in terms of being able to collect classroom data and uploading items to the students online portfolio.

Equity Considerations

English Learners

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

Students with Disabilities

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

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.

53.6% of All Students participated on the 2024-2025 Mathematics PSSAs scored proficient or advanced.
52.0% of the White Students subgroup scored proficient/advanced on the 2024-2025 mathematics PSSA.
95.5% of the Combined Ethnicity met Performance Standard for Regular Attendance

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.

46.4% of the All Students Group is not meeting the statewide goal or interim target on the 2024-2025 on Math PSSAs.
61.9% of the Economically Disadvantaged Group is not meeting the statewide goal or interim target on the 2024-2025 Math PSSAs.
64.3% of the Economically Disadvantaged Group is not meeting the statewide goal or interim target on the 2024-2025 ELA PSSAs.

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	Exemplary

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	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
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	Exemplary
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	Exemplary

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 a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
Implement a multi-tiered system of supports for academics and behavior.
Monitor and evaluate the impact of professional learning on staff practices and student learning
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

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?

>

Provide frequent, timely, and systematic feedback and support on instructional practices
Align curricular materials and lesson plans to the PA Standards
Identify and address individual student learning needs

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 White student group score of 52% proficient and advance in math was an increase of 15.4% from the previous school year. This is also 11.9% higher than the state average.	True
The attendance for Combined Ethnicity was 95.5%. This is 1.4% above the projected state goal of 94.1% for the 2033 school year.	True
Monthly MTSS team meetings to analyze data and develop intervention groups based on an MTSS framework.	True
Use of Acadience/DIBELS, Quick Phonics Screener, Sight Word Inventories, and other various local assessments to drive instructional decision making.	False
Data team meetings three times a year to analyze students' literacy, math, behavioral, and social-emotional needs based on data and collaborative input from classroom teachers, learning support teachers, school counselor, school psychologist, and principal.	False
Heggerty, UFLI, 95% Group, West Virginia Phonics, Early Reading Intervention, i-Ready, Flyleaf Decodable Readers and Flow Fluency, continue to be used as supplemental resources. IVEC teachers continues to use these resources with fidelity.	False
Title I math teacher provides ongoing support and coaching to analyze Spring Math data with K-3 teachers during Act 80 days along with monthly grade level data meetings.	False
Spring Math's decision trees take the guesswork out of intervention selection, matching our students with the right interventions that are delivered class-wide, to small groups, and individually.	False
Our strengths as a school in terms of implementing our career readiness program is that our educators and staff are meeting the career readiness standards with the education they are providing our students. Our educators have been very flexible when it comes to the online program challenges faced and understand the need for students to be able to have an online portfolio for their career readiness. We continue to refine and grow each year in how to assure the online program fits our schedules and students needs.	False
The interface and platform have changed, making for better use for our staff and students.	False
53.6% of All Students participated on the 2024-2025 Mathematics PSSAs scored proficient or advanced.	False
52.0% of the White Students subgroup scored proficient/advanced on the 2024-2025 mathematics PSSA.	False

95.5% of the Combined Ethnicity met Performance Standard for Regular Attendance	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False
Implement a multi-tiered system of supports for academics and behavior.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	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
Only 35.7% of Economically Disadvantaged Students scored proficient or Advanced on the 2024-2025 ELA PSSA.	True
The Economically Disadvantaged student group for math is still 33.7% below the anticipated statewide 2033 goal of 71.8% for all students.	True
Deficit in phonemic awareness and phonics skills have created an "inverted triangle" of students in grade K and 1 that are likely in need of strategic or intensive support.	True
Students get stuck on one skill for an extended period of time.	False
Teachers are still working on implementing all components of the lesson with fidelity.	False
The technical pieces could be resolved by working closely with the tech department to make the login process more user friendly.	False
Additionally, working with the online program company in the future with updates and changes to their platform will help us as a district utilize this resource better in terms of being able to collect classroom data and uploading items to the students online portfolio.	False
46.4% of the All Students Group is not meeting the statewide goal or interim target on the 2024-2025 on Math PSSAs.	True
61.9% of the Economically Disadvantaged Group is not meeting the statewide goal or interim target on the 2024-2025 Math PSSAs.	False
64.3% of the Economically Disadvantaged Group is not meeting the statewide goal or interim target on the 2024-2025 ELA PSSAs.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
Align curricular materials and lesson plans to the PA Standards	False

Identify and address individual student learning needs	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.

Deficit in phonemic awareness and phonics skills have created an "inverted triangle" of students in grade K and 1 that are likely in need of strategic or intensive support. Implement a multi-tiered system of supports for academics and behavior. MTSS handbook has recently been updated and distributed to all K-3 staff. Use a variety of assessment (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practice Heggarty, UFLI, 95% Group, West Virginia Phonics, Early Reading Intervention, iReady, Flyleaf Decodable Readers and Flow Fluency, continue to be used as supplemental resources. IVEC teachers use these resources with fidelity.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Only 35.7% of Economically Disadvantaged Students scored proficient or Advanced on the 2024-2025 ELA PSSA.	Implementation of University of Florida Literacy Institute Phonics (UFLI), Heggerty Phonemic Awareness, Flyleaf Decodable Readers and Early Reading Intervention (ERI) to strengthen phonemic awareness and phonics instruction.	True
The Economically Disadvantaged student group for math is still 33.7% below the anticipated statewide 2033 goal of 71.8% for all students.	Implementation of Spring Math interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student.	False
Deficit in phonemic awareness and phonics skills have created an "inverted triangle" of students in grade K and 1 that are likely in need of strategic or intensive support.	Implementation of University of Florida Literacy Institute Phonics (UFLI), Heggerty Phonemic Awareness, Flyleaf Decodable Readers and Early Reading Intervention (ERI) to strengthen phonemic awareness and phonics instruction.	False
46.4% of the All Students Group is not meeting the statewide goal or interim target on the 2024-2025 on Math PSSAs.	Implementation of Spring Math interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The White student group score of 52% proficient and advance in math was an increase of 15.4% from the previous school year. This is also 11.9% higher than the state average.	Discussion of Spring Math's interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student. 2024-2025 pilot of multiple math series for purchase and Continuous implementation of i-Ready math for the 2026-2027 school year.
The attendance for Combined Ethnicity was 95.5%. This is 1.4% above the projected state goal of 94.1% for the 2033 school year.	Continue to utilize PBIS incentives to maintain attendance initiatives
Monthly MTSS team meetings to analyze data and develop intervention groups based on an MTSS framework.	Utilization of Pathways of Progress from Acadience to make decisions regarding tiered supports. Grade level monthly meetings are scheduled with the school psychologist, teachers, Title I and administration.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Implementation of Core Phonics Screener as universal assessment in grades K-3. Implementation of University of Florida Literacy Institute Phonics (UFLI), Heggerty Phonemic Awareness, Flyleaf Decodable Readers and Early Reading Intervention (ERI) to strengthen phonemic awareness and phonics instruction. Pilot of Story Champs/Step Up to Writing and Heggerty Bridge to Writing to strengthen K-3 language/writing/comprehension program.
	IVEC will continue implementation of Spring Math interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student. i-Ready Mathematics will continued as the core math resource for all K-3 classroom for the 2026-2027 school year.

Goal Setting

Priority: Implementation of Core Phonics Screener as universal assessment in grades K-3. Implementation of University of Florida Literacy Institute Phonics (UFLI), Heggerty Phonemic Awareness, Flyleaf Decodable Readers and Early Reading Intervention (ERI) to strengthen phonemic awareness and phonics instruction. Pilot of Story Champs/Step Up to Writing and Heggerty Bridge to Writing to strengthen K-3 language/writing/comprehension program.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
By June 1, 2027 80% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.			
Measurable Goal Nickname (35 Character Max)			
Tier 1/Acadience Reading Composite			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 1, 2026, 40% of K-1 students will be performing AT or Above Benchmark on their Reading Composite Score in Acadience.	By January 30, 2027, 50% of K-1 students will be performing AT or Above Benchmark on their Reading Composite Score in Acadience.	By March 30, 2027, 50% of K-1 students will be performing AT or Above Benchmark on their Reading Composite Score in Acadience.	By June 3, 2027, 80% of K-1 students will be performing AT or Above Benchmark on their Reading Composite Score in Acadience.

Priority: IVEC will continue implementation of Spring Math interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student. i-Ready Mathematics will continued as the core math resource for all K-3 classroom for the 2026-2027 school year.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 1, 2027, 50% of IVEC K-3 students will have "Met Target" based on Spring Math School Overview.			
Measurable Goal Nickname (35 Character Max)			
Spring Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 1, 2026, 20% of IVEC K-3 students will have "Met Target" based on Spring Math School Overview.	By January 30, 2027, 30% of IVEC K-3 students will have "Met Target" based on Spring Math School Overview.	By March 30, 2027, 30% of IVEC K-3 students will have "Met Target" based on Spring Math School Overview.	By June 3, 2027, 50% of IVEC K-3 students will have "Met Target" based on Spring Math School Overview.

Action Plan

Measurable Goals

Tier 1/Acadience Reading Composite	Spring Math
------------------------------------	-------------

Action Plan For: Heggerty Phonemic Awareness

Measurable Goals:
By June 1, 2027 80% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Action Step		Anticipated Start Date	Anticipated Completion Date
Kindergarten and Grade 1 teachers will continue to use Heggerty Phonemic Awareness in their daily curriculum.		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kindergarten/Grade 1 Classroom Teachers	Heggerty Phonemic Awareness Curriculum	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in Acadience PSF and FSF for K and 1 students.	Acadience Data BOY/MOY/EOY

Action Plan For: Spring Math

Measurable Goals:
By June 1, 2027, 50% of IVEC K-3 students will have "Met Target" based on Spring Math School Overview.

Action Step		Anticipated Start Date	Anticipated Completion Date
K-3 Classroom and Title I Instructor will administer Spring Math Assessment in Fall, Winter and Spring.		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Staci McClure/Title I Math	Federal Funds will support Spring Math Assessment	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
--------------------	---

Class-wide and individual interventions groups developed for students	Fall, Winter, and Spring Assessment during scheduled data analysis PD time.
---	---

Action Plan For: MTSS

Measurable Goals:
- By June 1, 2027 80% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience. - By June 1, 2027, 50% of IVEC K-3 students will have "Met Target" based on Spring Math School Overview.

Action Step		Anticipated Start Date	Anticipated Completion Date
IVEC will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
David Portzline/Principal Ermalinda Mix/Assistant Principal	Federal Funds will support Universal Screeners/Evidence Based Interventions/Standards Based Core Curriculum/Reading and Math Intervention Teachers	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Decrease in the number of students who need Tier II and Tier III levels of support.	Frequent and direct monitoring and charting student response to interventions.

Action Plan For: PBIS

Measurable Goals:
- By June 1, 2027 80% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience. - By June 1, 2027, 50% of IVEC K-3 students will have "Met Target" based on Spring Math School Overview.

Action Step		Anticipated Start Date	Anticipated Completion Date
PBIS Ready, Responsible, Respectful, and Safe expectations modeled to all students. Each grade level will take a turn planning quarterly celebrations.		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

PBIS Core Team	Federal Funds will support PBIS Handbook/funding for PBIS rewards and celebrations.	Yes	
----------------	---	-----	--

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will demonstrate Ready, Responsible, Respectful, and Safe behaviors will lead to a reduction of minor and major behavioral referrals.	Skyward major and minor behavior referrals will be reviewed on a monthly basis.

Action Plan For: Early Reading Intervention

Measurable Goals:
By June 1, 2027 80% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Action Step	Anticipated Start Date	Anticipated Completion Date
Early Reading Intervention will be delivered to all K students who score below the 10th percentile on Acadience DCS at BOY and MOY.	2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Michelle Hartzler/Karla Traxler/Nancy Love/Kari Steele	Federal Funds will support Early Reading Intervention Kits/Title I Reading Specialists.	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improvement with Acadience students' progress monitoring in FSF, PSF, NWF/WWR.	Acadience data and ERI placement checks

Action Plan For: University of Florida Literacy Institute (UFLI)

Measurable Goals:
By June 1, 2027 80% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Action Step	Anticipated Start Date	Anticipated Completion Date
Implementation of University of Florida Literacy Institute Phonics (UFLI) into core instruction for all K-2 students.	2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?

David Portzline/Building Principal Ermalinda Mix/Assistant Principal K-2 Classroom Teachers	UFLI David Portzline/Building Principal K-2 Classroom Teachers	No	
---	--	----	--

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improvement with DIBELS students' progress monitoring in FSF, PSF, NWF/WWR.	Acadience Data BOY/MOY/EOY

Action Plan For: Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development

Measurable Goals:
By June 1, 2027 80% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Action Step	Anticipated Start Date	Anticipated Completion Date
Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development offered to K-3 Classroom, Special Education and Title I Teachers and Administrators.	2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
David Portzline/Building Principal Steven DeArment/Chief Academic Officer PaTTAN Facilitators for LETRS Units of Study.	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development Training Resources. Language Essentials for Administrators (LETRS) Professional Development Training PaTTAN Facilitators for LETRS Units of Study.	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in effectiveness of Reading and Spelling instruction in K-3 classrooms. Increase in number of grade 3 students scoring advanced or proficient on the ELA PSSA.	2026 Grade 3 ELA PSSA result.

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	• Heggerty Phonemic Awareness • Spring Math	5 Title I Reading/Math Teacher Salary/Benefits	527187	
Instruction	• Heggerty Phonemic Awareness • Spring Math	Camp on the Way to Kindergarten Salary/Benefits	6257	
Other Expenditures	• Heggerty Phonemic Awareness • Spring Math	MTSS Supplies	7398	
Total Expenditures				540842

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS	IVEC will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model
PBIS	PBIS Ready, Responsible, Respectful, and Safe expectations modeled to all students. Each grade level will take a turn planning quarterly celebrations.
Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development offered to K-3 Classroom, Special Education and Title I Teachers and Administrators.

MTSS

Action Step		
IVEC will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model		
Audience		
IVEC K-3 Teachers, Title I, Integration Teachers, Special Education, Psychologist, Guidance Counselor, Principal.		
Topics to be Included		
Monitor student progress in all Tiers with analysis of Acadience, Core Phonics Screener and Spring Math. Discuss and strengthen core instruction and Tier I resources used in K-3 classrooms. Research, design and implement effective interventions for at-risk students. (Tier II and Tier III). Discussion of recommendations from PaTTAN consultant (Dr. Collins) for MTSS framework, core curriculum, interventions and assessments for K-3 students.		
Evidence of Learning		
Utilization of all available data to make instructional decisions and increase efficiency of Tier I, Tier II and Tier III service delivery.		
Lead Person/Position	Anticipated Start	Anticipated Completion
David Portzline/Principal Lauren Harris/Psychologist	2026-08-31	2027-06-03

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Monthly
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3d: Using Assessment in Instruction 4a: Reflecting on Teaching	

4b: Maintaining Accurate Records 4c: Communicating with Families
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

PBIS Core Team Meetings

Action Step		
PBIS Ready, Responsible, Respectful, and Safe expectations modeled to all students. Each grade level will take a turn planning quarterly celebrations.		
Audience		
PBIS Building Coaches and Core Team		
Topics to be Included		
Core Team Responsibilities, Incentives, Celebrations, Staff Acknowledgements and Community Outreach/Parental Engagement		
Evidence of Learning		
Participation of all staff in at least one PBIS committee to plan and implement PBIS with fidelity at IVEC.		
Lead Person/Position	Anticipated Start	Anticipated Completion
PBIS Core Team	2026-08-31	2027-06-03

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	
2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 3a: Communicating with Students 3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness 4c: Communicating with Families	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development

Action Step
Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development offered to K-3 Classroom, Special Education and Title I Teachers and Administrators.
Audience
All K-3 Regular Education, Special Education, Title I Teachers and Administrators.
Topics to be Included
Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development Training Resources.
Evidence of Learning
Completion of units of study for Volumes I and Volume II

Lead Person/Position	Anticipated Start	Anticipated Completion
Steven DeArment/Chief Academic Officer Steven DeArment/Federal Programs Coordinator PaTTAN Facilitators for LETRS Units of Study.	2026-08-31	2026-06-03

Learning Format

Type of Activities	Frequency
Course(s)	Units 1-4 2025-2026 School Year Units 5-8 2025-2026 School Year
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3b: Using Questioning and Discussion Techniques • 3d: Using Assessment in Instruction • 4a: Reflecting on Teaching • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
David M. Portzline	2026-06-09
School Improvement Facilitator Signature	Date

East Derry El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
East Derry El Sch		111444602
Address 1		
2316 Back Maitland Rd		
Address 2		
City	State	Zip Code
Lewistown	PA	17044
Chief School Administrator		Chief School Administrator Email
Mr Vance S Varner		vsv55@mcsdk12.org
Principal Name		
Nicole O'Donnell		
Principal Email		
no20@mcsdk12.org		
Principal Phone Number		Principal Extension
7175435615		1601
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Nicole O'Donnell	Principal	MCSD/East Derry Elementary	no20@mcsdk12.org
Catrina Breneman	Teacher	MCSD/East Derry Elementary	cjb48@mcsdk12.org
Sierra Hassinger	Teacher	MCSD/East Derry Elementary	slc34@mcsdk12.org
Gina Wortman	Teacher	MCSD/East Derry Elementary	gnw56@mcsdk12.org
Jill Hartsock	Teacher	MCSD/East Derry Elementary	jni04@mcsdk12.org
Jessica Treaster	Education Specialist	MCSD/East Derry Elementary	jmt24@mcsdk12.org
Lori Torquato	Teacher	MCSD/East Derry Elementary	lat25@mcsdk12.org
Steven DeArment	District Level Leaders	MCSD	sfd12@mcsdk12.org
Rebecca Reeder	Teacher	MCSD/East Derry Elementary	rmf48@mcsdk12.org
Vance Varner	Chief School Administrator	MCSD/East Derry Elementary	vsv55@mcsdk12.org
Erica Davis	Teacher	MCSD/East Derry Elementary	elf07@mcsdk12.org
Michael E. Reeder, Jr.	Community Member	Community Representation	mreeds16@yahoo.com
Madeline Marsh	Education Specialist	MCSD/East Derry Elementary	mem53@mcsdk12.org
Ingrid Shinskie	Parent	HSA President	ingshiskie@gmail.com

Vision for Learning

Vision for Learning

We envision an innovative, stimulating, and exciting school community where all participants are actively engaged in learning in a safe and secure environment. We strive to offer an educational opportunity where each student acquires the skills necessary to maximize potential and enhance creative thinking. We believe we must use all local, state, and federal resources to support literacy instruction as it is a basic human right to learn how to read in a supportive literacy environment. We commit to continuous growth and utilization of best practices in assessment and instruction through a Multi-Tiered System of Support. We model the "Twelve Traits of Character," embrace diversity, and expect students to demonstrate respectful, responsible, ready, and safe behaviors. We believe children need a positive, nurturing environment; therefore, we will build relationships among students, families, staff, and the community that support each other. We believe that all children can learn, but students learn at different paces and in a variety of ways. We will strive to meet each student where they are in the learning process and adapt instruction to help them succeed.

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

32.4% of students were advanced/proficient on the ELA PSSA assessment 49.9% is the statewide average

False Strengths	True Challenges	False N/A
------------------------	------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	97.6% of economically disadvantaged participated in the 2024-2025 PSSAs
White	98.6% of economically disadvantaged participated in the 2024-2025 PSSAs

Challenges

ESSA Student Subgroups	Indicator
White	21.3% decrease in 2024-2025 PSSA advanced/proficient from the 2023-2024. The piloting of a new reading series for the 2026-2027 school year is planned to target improvement of ELA achievement.
Economically Disadvantaged	17.6% decrease in 2024-2025 PSSA advanced/proficient from the 2023-2024. The piloting of a new reading series for the 2026-2027 school year is planned to target improvement of ELA achievement.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

47.9% of students were advanced/proficient on 2024-2025 Mathematics PSSA 41.7% is the state average

True Strengths	False Challenges	False N/A
-----------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
White	48.6% of the white subgroup were advanced/proficient on 2024-2025 Mathematics PSSA
Economically Disadvantaged	11% increase with students scoring proficient/advanced in the 2024-2025 from 2023-2024

Challenges

ESSA Student Subgroups	Indicator
------------------------	-----------

Economically Disadvantaged	36.6% of students scored advanced/proficient on Mathematics which is below the statewide average of 41.7%
----------------------------	---

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

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

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

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

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

83.2% of students attended regularly. This is 3.6% above the state average.

True Strengths	False Challenges	False N/A
----------------	------------------	-----------

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	72.9% of students regularly attended which is an increase of 8%
White	84.4% attended regularly

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	72.9% falls below the state average of 79.6%

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.

47.9% of students were advanced/proficient on 2024-2025 Mathematics PSSA 41.7% is the state average
83.2% of students attended regularly. This is 3.6% above the state average.

Challenges

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

32.4% of students were advanced/proficient on the ELA PSSA assessment 49.9% is the statewide average
36.6% of students scored advanced/proficient on Mathematics which is below the statewide average of 41.7%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Grade K	86% of Grade K students are At or Above Benchmark on EOY Reading Composite Score.
Acadience Grade 1	48% of Grade 1 students are At or Above Benchmark on EOY Reading Composite Score.
Acadience Grade 2	61% of Grade 2 students are At or Above Benchmark on EOY Reading Composite Score.
Acadience Grade 3	68% of Grade 3 students are At or Above Benchmark on EOY Reading Composite Score.

English Language Arts Summary

Strengths

Monthly grade level meetings to support fidelity of approved use of RTI for SLD determination in the area of Reading.
Monthly MTSS team meetings to analyze data and develop intervention groups based on an MTSS framework. Teams include school psychologist, general education teachers, specials education teachers, and Title I teachers. District psychologists worked collaboratively to rewrite the MTSS handbook.
Heggerty, Heggerty Bridge the Gap, ERI, Phonics for Reading, LLI, 95% Group, Flyleaf Decodable Readers, UFLI, Flow Fluency are all used as evidence-based resources and interventions. EDES teachers use these resources with fidelity based on the differentiated needs of students.

Challenges

9% decrease in WWR fluency from the MOY benchmark to EOY benchmark in first grade
17% decrease in CLS fluency from MOY benchmark to EOY benchmark in kindergarten

Mathematics

Data	Comments/Notable Observations
Spring Math K	47.5% of students "Met Target" on Spring Screening
Spring Math 1	3.9% of students "Met Target" on Spring Screening
Spring Math 2	5.7% of students "Met Target" on Spring Screening
Spring Math Grade 3	7.7% of students "Met Target" on Spring Screening

Mathematics Summary

Strengths

EDES Title I teachers provides ongoing support and coaching to analyze Spring Math data with K-3 teachers during Act 80 professional development days.
Spring Math's decision trees take the guesswork out of intervention selection, matching our students with the right interventions that are delivered class-wide, to small groups, and individually.

Challenges

Students get stuck on one skill for an extended period of time. The assessed skills are above grade level standards.
--

Identifying reasons why our grades 1-3 are seeing a significant decrease in yearly growth and meeting targets

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
Our data source used is Xello/CCspark. CCspark is the K-2 platform and 3rd grades works in the Xello platform which follows them to high school. Xello/CCspark, has been carefully designed to help students acquire early career development concepts and foster critical thinking skills, through an age-appropriate approach to National Career Development Standards.	After reviewing data and making notable observation over the past year, some strengths would be our educators and specialist staff allow students to explore their interests and skills within the daily life of their classrooms concurrently with the Xello/CCspark. program which meet the career readiness criteria. The online program has many benefits, allows our students to have a portfolio which follow their career, it allows for our schools to track and assure all students are meeting the states criteria in a standardized way. Additional strengths of our career readiness program, students are exposed to career readiness through multiple field trips and experiences outside of the classroom throughout the school year and at the different grade levels. Challenges faced would specifically be making time for the Xello/CCspark. program on top of the other initiatives our educators uphold in their classrooms. Although our educators and staff are implementing career readiness within their classrooms daily, the Xello/CCspark. program specifically tracks the data that is needed for the state. An added challenge is the general technical difficulty implementing the online program such as the log in process with children of this age. Although the program is helpful with tracking data, it has some short comings in terms of accounting for the enriching experiences our students receive in class. Challenges faced would specifically be making time for the Career Cruising program on top of the other initiatives our educators uphold in their classrooms. Although our educators and staff are implementing career readiness within their classrooms daily, the Career Cruising program specifically tracks the data that is needed for the state. An added challenge is the general technical difficulty implementing the online program such as the log in process with children of this age. Although the program is helpful with tracking data, it has some short comings in terms of accounting for the enriching experiences our students receive in class.

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.

The interface and platform have changed, making for better use for our staff and students.
--

Our strengths as a school in terms of implement our career readiness program is that our educators and staff are meeting the career readiness standards with the education they are providing our students. We continue to refine and grow each year in how to assure the online program fits our schedules and students 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.

The technical piece of the program is completed by our students within our computer classes. Some technical difficulties continue to be resolved by working closer with the technology department to tackle barriers with the login process.
--

Additionally, working with the online program company in the future with updates and changes to their platform will help us as a district utilize this resource better in terms of being able to collect classroom data and uploading items to the students online portfolio.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
26.8% Economically Disadvantaged students were Advanced/Proficient on the 2025 ELA PSSA	Economically Disadvantaged students 5.6% below the All Student Group.
36.6% of Economically Disadvantaged students were Advanced/Proficient on the 2025 Math PSSA	Economically Disadvantaged students 11.3% below the All Student Group.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	48.6% of All Student group in comparison to 53.1% of White Student group were Advanced/Proficient on 2025 ELA PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.
White	32.4% of All Student group in comparison to 32.9% of White Student group were Advanced/Proficient on 2024 ELA PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.

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.

48.6% of All Student group in comparison to 53.1% of White Student group were Advanced/Proficient on 2025 ELA PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.
32.4% of All Student group in comparison to 32.9% of White Student group were Advanced/Proficient on 2024 ELA PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.

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.

26.8% Economically Disadvantaged students were Advanced/Proficient on the 2025 ELA PSSA
36.6% of Economically Disadvantaged students were Advanced/Proficient on the 2025 Math PSSA

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	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	Operational
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?

>

Implement a multi-tiered system of supports for academics and behavior. MTSS handbook has recently been updated and distributed to all K-3 staff.

PBIS Banner Status for Tiers 1 and 2

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
--

Continue to use systematic, collaborative planning process to ensure instruction is coordinated, aligned, and evidence based.

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?

>

Continuously monitor implementation of the school improvement plan and adjust as needed

Partner with local businesses, community organizations, and other agencies to meet the needs of the school
--

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
47.9% of students were advanced/proficient on 2024-2025 Mathematics PSSA 41.7% is the state average	False
83.2% of students attended regularly. This is 3.6% above the state average.	False
Monthly grade level meetings to support fidelity of approved use of RTI for SLD determination in the area of Reading.	False
Monthly MTSS team meetings to analyze data and develop intervention groups based on an MTSS framework. Teams include school psychologist, general education teachers, specials education teachers, and Title I teachers. District psychologists worked collaboratively to rewrite the MTSS handbook.	False
Heggerty, Heggerty Bridge the Gap, ERI, Phonics for Reading, LLI, 95% Group, Flyleaf Decodable Readers, UFLI, Flow Fluency are all used as evidence-based resources and interventions. EDES teachers use these resources with fidelity based on the differentiated needs of students.	False
EDES Title I teachers provides ongoing support and coaching to analyze Spring Math data with K-3 teachers during Act 80 professional development days.	False
Spring Math's decision trees take the guesswork out of intervention selection, matching our students with the right interventions that are delivered class-wide, to small groups, and individually.	False
The interface and platform have changed, making for better use for our staff and students.	False
Our strengths as a school in terms of implement our career readiness program is that our educators and staff are meeting the career readiness standards with the education they are providing our students. We continue to refine and grow each year in how to assure the online program fits our schedules and students needs.	False
Implement a multi-tiered system of supports for academics and behavior. MTSS handbook has recently been updated and distributed to all K-3 staff.	True
PBIS Banner Status for Tiers 1 and 2	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	True
48.6% of All Student group in comparison to 53.1% of White Student group were Advanced/Proficient on 2025 ELA PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.	False
32.4% of All Student group in comparison to 32.9% of White Student group were Advanced/Proficient on 2024 ELA PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.	False

Continue to use systematic, collaborative planning process to ensure instruction is coordinated, aligned, and evidence based.	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
32.4% of students were advanced/proficient on the ELA PSSA assessment 49.9% is the statewide average	True
36.6% of students scored advanced/proficient on Mathematics which is below the statewide average of 41.7%	True
9% decrease in WWR fluency from the MOY benchmark to EOY benchmark in first grade	False
17% decrease in CLS fluency from MOY benchmark to EOY benchmark in kindergarten	False
26.8% Economically Disadvantaged students were Advanced/Proficient on the 2025 ELA PSSA	True
The technical piece of the program is completed by our students within our computer classes. Some technical difficulties continue to be resolved by working closer with the technology department to tackle barriers with the login process.	False
Students get stuck on one skill for an extended period of time. The assessed skills are above grade level standards.	False
Identifying reasons why our grades 1-3 are seeing a significant decrease in yearly growth and meeting targets	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
36.6% of Economically Disadvantaged students were Advanced/Proficient on the 2025 Math PSSA	False
Additionally, working with the online program company in the future with updates and changes to their platform will help us as a district utilize this resource better in terms of being able to collect classroom data and uploading items to the students online portfolio.	False

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.

While our 2025 PSSA results indicate that student performance remains below the state average in both ELA and Mathematics, the data highlights important opportunities for growth. With 32.4% of students

scoring Advanced/Proficient in ELA and 36.6% in Mathematics, we will continue to strengthen Tier 1 instruction, utilize assessment data to target student needs, and provide focused interventions. Particular attention will be given to our Economically Disadvantaged subgroup, where 26.8% of students achieved Advanced/Proficient in ELA. Through continued collaboration, data-driven decision making, and a commitment to high-quality instruction, we are confident in our ability to improve outcomes for all learners.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
32.4% of students were advanced/proficient on the ELA PSSA assessment 49.9% is the statewide average	Use of Core Phonics Screener as universal assessment in grades K-3. Implementation of University of Florida Literacy Institute Phonics (UFLI), Heggerty Phonemic Awareness, Flyleaf Decodable Readers and Early Reading Intervention (ERI) to strengthen phonemic awareness and phonics instruction. Implementation of Story Champs Piloting of a new reading series	True
36.6% of students scored advanced/proficient on Mathematics which is below the statewide average of 41.7%	Discussion of Spring Math's interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student. Accountability for regular data entry and implementation with fidelity of Spring Math This is the second year of iReady math as core instructional resource.	True
26.8% Economically Disadvantaged students were Advanced/Proficient on the 2025 ELA PSSA	Use of Core Phonics Screener as universal assessment in grades K-3. Implementation of University of Florida Literacy Institute Phonics (UFLI), Heggerty Phonemic Awareness, Flyleaf Decodable Readers and Early Reading Intervention (ERI) to strengthen phonemic awareness and phonics instruction. Implementation of Story Champs Piloting of a new reading series	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Implement a multi-tiered system of supports for academics and behavior. MTSS handbook has recently been updated and distributed to all K-3 staff.	MCSD continues to develop/refine a Multi-Tiered System of Support handbook to assure fidelity of implementation by all stakeholders. MTSS handbook recently rewritten with PaTTAN (Dr. Collins)
PBIS Banner Status for Tiers 1 and 2	Banner recognition demonstrates that we have established a strong foundation of proactive behavioral supports (Tier 1) while also providing effective targeted interventions for students who need additional support (Tier 2). This recognition is more than an award—it reflects a commitment to creating a positive school climate, reducing behavioral barriers to learning, and ensuring that all students have the support they need to be successful. Maintaining banner status also promotes continuous improvement, accountability, and consistency in our practices, ultimately leading to better academic, behavioral, and social-emotional outcomes for students.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	A variety of assessments are used to frequently and directly monitor and chart student response to interventions. (Core Phonic Screener, Acadience, Spring Math) I-ready math series that was recently adopted.
Continue to use systematic, collaborative planning process to ensure instruction is coordinated, aligned, and evidence based.	Utilization of Pathways of Progress from Acadience to make decisions regarding tiered supports. Monthly and quarterly school psychologist/guidance/Title I staff/classroom educator data meetings to determine needs of individuals based on the needs shown in local assessments in the classroom. Professional Development for staff- LETRS- this is also part of their new teacher induction year 2.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Implementation of UFLI with Fidelity to strengthen phonemic awareness and phonics instruction. Core Phonics Screener as universal assessment in grades K-3. Additionally, we are piloting a new reading series this year to implement district wide for the 27-28 school year.
	Continue implementation of Spring Math interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student. (with fidelity K-3) i-Ready Mathematics is entering the second year of implementation.

Goal Setting

Priority: Implementation of UFLI with Fidelity to strengthen phonemic awareness and phonics instruction. Core Phonics Screener as universal assessment in grades K-3. Additionally, we are piloting a new reading series this year to implement district wide for the 27-28 school year.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
By June 3, 2027, 85% of first grade students will be at or above benchmark on WWR fluency in Acadience.			
Measurable Goal Nickname (35 Character Max)			
Acadience WWR			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 1, 2026, 50% of first grade students will be at or above benchmark on WWR fluency or read at least 1 whole words.	By January 30, 2027, 65% of first grade students will be at or above benchmark on WWR fluency or read at least 6 whole words.	By March 30, 2027, 75% of first grade students will be at or above benchmark on WWR fluency or read at least 10 whole words.	By June 3 2027, 85% of first grade students will be at or above benchmark on WWR fluency or read at least 13 whole words.

Priority: Continue implementation of Spring Math interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student. (with fidelity K-3) i-Ready Mathematics is entering the second year of implementation.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 3, 2027 50% of East Derry K-3 students will have 'Met Target' based on Spring Math School Overview.			
Measurable Goal Nickname (35 Character Max)			
Spring Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 1, 2026, 10% of East Derry students will have 'Met Target' based on Spring Math School Overview.	By January 30, 2027 20% of East Derry students will have 'Met Target' based on Spring Math School Overview.	By March 30, 2027, 40% of East Derry students will have 'Met Target' based on Spring Math School Overview.	By June 3, 2027, 50% of East Derry students will have 'Met Target' based on Spring Math School Overview.

Action Plan

Measurable Goals

Acadience WWR	Spring Math
---------------	-------------

Action Plan For: University of Florida Institute

Measurable Goals:
By June 3, 2027, 85% of first grade students will be at or above benchmark on WWR fluency in Acadience.

Action Step		Anticipated Start Date	Anticipated Completion Date
Grade 1 teachers will use UFLI and From Phonics to Reading in their daily curriculum to increase their WWR and ORF.		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Nicole O'Donnell/Principal Grade 1 Teachers	Federal Funds will support UFLI and FlyLeaf Decoadables	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in fluency with WWR and ORF	Acadience Data- School Psychologist, Administration- Classroom teachers- Title 1 teachers

Action Plan For: Spring Math

Measurable Goals:
By June 3, 2027 50% of East Derry K-3 students will have 'Met Target' based on Spring Math School Overview.

Action Step		Anticipated Start Date	Anticipated Completion Date
K-3 Classroom and Title I Instructor will administer Spring Math Assessment in Fall, Winter and Spring.		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
K-3 Classroom Teachers Title 1 Staff	Federal Funds will supports Spring Math Assessment	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
--------------------	---

Class-wide and individual interventions groups developed for students	Fall, Winter and Spring Assessments during scheduled data analysis PD time.
---	---

Action Plan For: PBIS

Measurable Goals:
- By June 3, 2027, 85% of first grade students will be at or above benchmark on WWR fluency in Acadience. - By June 3, 2027 50% of East Derry K-3 students will have 'Met Target' based on Spring Math School Overview.

Action Step		Anticipated Start Date	Anticipated Completion Date
PBIS expectations explained and modeled for all students. Ready, Responsible, Respectful and Safe.		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Core Team Administration	Federal Funds will support PBIS Handbook/funding for PBIS rewards and celebrations.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will demonstrate Ready, Responsible, Respectful and Safe behaviors will lead to a reduction of minor and major behavioral referrals.	Skyward major and minor behavior referrals will be reviewed on a monthly basis. Information will shared with the PBIS Core team as well as the entire staff with monthly emails. Additionally, the information will be posted on the data wall in the office

Action Plan For: LETRS Language for Essentials for Teachers of Reading and Spelling

Measurable Goals:
By June 3, 2027, 85% of first grade students will be at or above benchmark on WWR fluency in Acadience.

Action Step		Anticipated Start Date	Anticipated Completion Date
Professional Development offered to K-3 Classroom, Special Education and Title I Teachers and Administrators.		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Nicole O'Donnell/Principal Steven DeArment/Chief Academic Officer PaTTAN	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development Training Resources.	Yes	

Facilitators for LETRS Units of Study.			
--	--	--	--

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in effectiveness of Reading and Spelling instruction in K-3 classrooms.	2026 Grade 3 ELA PSSA results. Ongoing grade-level MTSS monitoring Acadience Data

Action Plan For: i-Ready Classroom

Measurable Goals:
By June 3, 2027 50% of East Derry K-3 students will have 'Met Target' based on Spring Math School Overview.

Action Step	Anticipated Start Date	Anticipated Completion Date
K-3 classroom teachers will implement the adopted i-ready classroom math resources this school year. Utilizing diagnostic assessments, and data analysis withing the program and tools to improve deficient areas of individuals and groups of students.	2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
K-3 Classroom Teachers Title I Teaching Staff i-Ready PD Team	Continued PD with the iReady resource- this is our second year with this resource.	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improvement in Spring Math assessments - BOY/MOY/EOY Intervention assistance through the program for all levels Improvements in Grade 3 PSSA Math Scores	Regularly acquired i-ready diagnostic data Spring Math assessments - BOY/MOY/EOY

Action Plan For: MTSS

Measurable Goals:
- By June 3, 2027, 85% of first grade students will be at or above benchmark on WWR fluency in Acadience. - By June 3, 2027 50% of East Derry K-3 students will have 'Met Target' based on Spring Math School Overview.

Action Step	Anticipated Start Date	Anticipated Completion Date
EDES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support model (MTSS)	2026-08-31	2027-06-03

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Nicole O'Donnell- Principal Jill Hartsock- Title 1 Teacher TBD School Psychologist	Federal Funds will support Universal Screeners/Evidenced Based Interventions/Standards Based Core	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Decrease the number of students who require Tier II and Tier III supports.	Frequent and direct monitoring and charting student responses to interventions. - Monthly grade-level meeting with teaching staff to review data. Quarterly in-depth meetings to review data, intervention successes, and fluid movement of students between tiers as necessary.

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	• University of Florida Institute • Spring Math • PBIS • LETRS Language for Essentials for Teachers of Reading and Spelling • i-Ready Classroom • MTSS	Math/Reading Salaries	244680	
Instruction	• University of Florida Institute • Spring Math • PBIS • LETRS Language for Essentials for Teachers of Reading and Spelling • i-Ready Classroom • MTSS	Math/Reading Benefits	151895	

Instruction	• University of Florida Institute • Spring Math • PBIS • LETRS Language for Essentials for Teachers of Reading and Spelling • i-Ready Classroom • MTSS	K Camp Salaries	5000	
Instruction	• University of Florida Institute • Spring Math • PBIS • LETRS Language for Essentials for Teachers of Reading and Spelling • i-Ready Classroom • MTSS	K Camp Benefits	1257	
Other Expenditures	• University of Florida Institute • Spring Math • PBIS • LETRS Language for Essentials for	MTSS Supplies	5585	

	Teachers of Reading and Spelling • i-Ready Classroom • MTSS			
Total Expenditures				408417

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
University of Florida Institute	Grade 1 teachers will use UFLI and From Phonics to Reading in their daily curriculum to increase their WWR and ORF.
PBIS	PBIS expectations explained and modeled for all students. Ready, Responsible, Respectful and Safe.
LETRS Language for Essentials for Teachers of Reading and Spelling	Professional Development offered to K-3 Classroom, Special Education and Title I Teachers and Administrators.
i-Ready Classroom	K-3 classroom teachers will implement the adopted i-ready classroom math resources this school year. Utilizing diagnostic assessments, and data analysis withing the program and tools to improve deficient areas of individuals and groups of students.
MTSS	EDES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support model (MTSS)

Language Essentials for Teachers of Reading and Spelling (LETRS)

Action Step		
Professional Development offered to K-3 Classroom, Special Education and Title I Teachers and Administrators.		
Audience		
All K-3 Regular Education, Special Education, Title I Teachers and Administrators.		
Topics to be Included		
Completion of units of study for Volumes I and Volume II		
Evidence of Learning		
Completion of units of study for Volumes I and Volume II		
Lead Person/Position	Anticipated Start	Anticipated Completion
Steven DeArment/Chief Academic Officer/Federal Programs Coordinator PaTTAN Facilitators for LETRS Units of Study.	2026-07-01	2027-06-03

Learning Format

Type of Activities	Frequency
Course(s)	Unit 1-4 2026-2027 Units 5-8 2027-2028
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 3b: Using Questioning and Discussion Techniques 3d: Using Assessment in Instruction 4a: Reflecting on Teaching 4d: Participating in a Professional Community	

4e: Growing and Developing Professionally
This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

MTSS Problem Solving Teams

Action Step		
EDES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support model (MTSS)		
Audience		
EDES K-3 Teachers, Title I, Integration Teachers, Special Education, Psychologist, Guidance Counselor, Principal		
Topics to be Included		
Monitor student progress in all Tiers with analysis of Acadience, Core Phonics Screener and Spring Math. Discuss and strengthen core instruction and Tier I resources used in K-3 classrooms. Research, design and implement effective interventions for at-risk students. (Tier II and Tier III). Discussion of recommendations from PaTTAN consultant (Dr. Collins) for MTSS framework, core curriculum, interventions and assessments for K-3 students.		
Evidence of Learning		
Utilization of all available data to make instructional decisions and increase efficiency of Tier I, Tier II and Tier III service delivery.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Nicole O'Donnell- Principal TBD School Psychologist Title 1 Teachers	2026-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	monthly
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3d: Using Assessment in Instruction 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4c: Communicating with Families	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

PBIS Core Team Meetings

Action Step
PBIS expectations explained and modeled for all students. Ready, Responsible, Respectful and Safe.

Audience		
PBIS Building Coaches and Core Team		
Topics to be Included		
Core Team Responsibilities, Incentives, Celebrations, Staff Acknowledgements and Community Outreach/Parental Engagement		
Evidence of Learning		
Participation of all staff in at least one PBIS committee to plan and implement PBIS with fidelity at EDES.		
Lead Person/Position	Anticipated Start	Anticipated Completion
PBIS Core Team	2026-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	monthly
Observation and Practice Framework Met in this Plan	
• 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior • 3a: Communicating with Students • 3c: Engaging Students in Learning • 4c: Communicating with Families • 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

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

Strodes Mills El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Strodes Mills El Sch		111444602
Address 1		
185 Chestnut Ridge Rd		
Address 2		
City	State	Zip Code
McVeytown	PA	17051
Chief School Administrator		Chief School Administrator Email
Mr Vance S Varner		vsv55@mcsdk12.org
Principal Name		
Travis Zook		
Principal Email		
thz57@mcsdk12.org		
Principal Phone Number		Principal Extension
7172487154		1505
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Travis Zook	Principal	MCSD/Strodes Mills Elementary	thz57@mcsdk12.org
Mandy Hartzler	Teacher	MCSD/Strodes Mills Elementary	mlm56@mcsdk12.org
Sylvia Franklin	Teacher	MCSD/Strodes Mills Elementary	slf48@mcsdk211.org
Zachary Sigler	Teacher	MCSD/Strodes Mills Elementary	zls45@mcsdk12.org
Natalie Powell	Teacher	MCSD/Strodes Mills Elementary	nrm13@mcsdk12.org
Leah Noerr	Teacher	MCSD/Strodes Mills Elementary	lcn21@mcsdk12.org
Heather Benfer	Teacher	MCSD/Strodes Mills Elementary	hdm13@mcsdk12.org
Brooke Marker	Education Specialist	MCSD/Strodes Mills Elementary	blm50@mcsdk12.org
Amelia Nultn	Education Specialist	MCSD/Strodes Mills Elementary	ajn15@mcsdk12.org
Steven DeArment	District Level Leaders	MCSD/Strodes Mills Elementary	sfd12@mcsdk12.org
Jessica Specht	Parent	Community Representation	morjes04@gmail.com
Megan Shawver	Parent	Community Member	mrs5404@gmail.com
Mr. Vance Varner	Chief School Administrator	MCSD	vsv55@mcsdk12.org

Vision for Learning

Vision for Learning

The Relentless Pursuit of Excellence!

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 PSSA results released by PDE reports 51.0% of our grade 3 students scored at the advanced/proficient level in English Language Arts. This is an increase of 1.0% from the 2023-2024 PSSA results released by PDE which reports 50.0% of our grade 3 students scored at the advanced/proficient level in English Language Arts.

False Strengths	False Challenges	True N/A
------------------------	-------------------------	-----------------

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	2024-2025 PSSA results released by PDE reports 43.8% of our grade 3 students scored at the advanced/proficient level in English Language Arts. This is an increase of 1.6%, from 42.2% of grade 3 students who performed at the advanced/proficient level in English Language Arts from the previous year.
White	2024-2025 PSSA results released by PDE reports 53.1% of our grade 3 students scored at the advanced/proficient level in English Language Arts. This is an increase of 3.1%, from 50.0% of grade 3 students who performed at the advanced/proficient level in English Language Arts from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	51% of All Student group were Proficient or Advanced on 2024 ELA PSSA - Statewide goal is 70.3% Statewide average is 53.9%

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

2024-2025 PSSA results released by PDE reports 63.5% of our grade 3 students scored at the advanced/proficient level in Mathematics. This is an increase of 19.4% from the 2023-2024 PSSA results released by PDE which reports 44.1% of our grade 3 students scored at the advanced/proficient level Mathematics.

False Strengths	False Challenges	True N/A
------------------------	-------------------------	-----------------

Strengths

ESSA Student Subgroups	Indicator
------------------------	-----------

Economically Disadvantaged	Economically Disadvantaged - 2024-2025 PSSA results released by PDE reports 50.0% of our grade 3 students scored at the advanced/proficient level in Mathematics. This is an increase of 14.4%, from 35.6% of grade 3 students who performed at the advanced/proficient level in Mathematics from the previous year.
White	White - 2024-2025 PSSA results released by PDE reports 66.0% of our grade 3 students scored at the advanced/proficient level in Mathematics. This is an increase of 22.1%, from 43.9% of grade 3 students who performed at the advanced/proficient level in Mathematics from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Economically Disadvantaged - 2024-2025 PSSA results released by PDE reports 50.0% of our grade 3 students scored at the advanced/proficient level in Mathematics. This is below the the All Student Group which is 63.5%.

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

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

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

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

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

Regular attendance for our All Student Group is 81.5%. This is a decrease of 2.9% from the previous year and also exceeds the statewide average of 79.6%.

False Strengths	False Challenges	True N/A
------------------------	-------------------------	-----------------

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with Disabilities - Attendance is 83.6% for 2024-2025 which is 2.1% above the All Student Group.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Economically Disadvantaged - Attendance is 77.7% for 2024-2025 which is 3.8% below the All Student Group.

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 results released by PDE reports 53.1% of our grade 3 students scored at the advanced/proficient level in English Language Arts. This is an increase of 3.1%, from 50.0% of grade 3 students who performed at the advanced/proficient level in English Language Arts from the previous year.
Students with Disabilities - Attendance is 83.6% for 2024-2025 which is 2.1% above the All Student Group.
White - 2024-2025 PSSA results released by PDE reports 66.0% of our grade 3 students scored at the advanced/proficient level in Mathematics. This is an increase of 22.1%, from 43.9% of grade 3 students who performed at the advanced/proficient level in Mathematics 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.

51% of All Student group were Proficient or Advanced on 2024 ELA PSSA - Statewide goal is 70.3% Statewide average is 53.9%
Economically Disadvantaged - 2024-2025 PSSA results released by PDE reports 50.0% of our grade 3 students scored at the advanced/proficient level in Mathematics. This is below the the All Student Group which is 63.5%.

Economically Disadvantaged - Attendance is 77.7% for 2024-2025 which is 3.8% below the All Student Group.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Grade K	67% of Grade K students are At or Above Benchmark on EOY Reading Composite Score. Increase of 1% from the previous year.
Acadience Grade 1	50% of Grade 1 students are At or Above Benchmark on EOY Reading Composite Score. Decrease of 13% from previous year.
Acadience Grade 2	49% of Grade 2 students are At or Above Benchmark on EOY Reading Composite Score. Decrease of 1% from previous year.
Acadience Grade 3	52% of Grade 3 students are At or Above Benchmark on EOY Reading Composite Score. Increase of 11% from previous year.

English Language Arts Summary

Strengths

SMES frequently and directly monitors and charts student response to interventions based on an MTSS framework. District psychologists worked collaboratively to rewrite MTSS handbook.
Grade level data teams' analysis of student growth in Core Phonics Screener and Acadience Pathway to Progress.
Heggerty, Heggerty Bridge the Gap, ERI, Phonics for Reading, LLI, 95% Group, Blevin's Building Reading Success, Sound Partners, Phonics Plug-In, Flyleaf Decodable Readers, Flow Fluency are all used as evidence-based resources and interventions. SMES teachers use these resources with fidelity based on the differentiated needs of students.
Monthly grade level meetings from 2:45 to 3:30 to meet to support fidelity of approved use of RTI for SLD determination in the area of Reading.

Challenges

Deficit in phonemic awareness and phonics skills have created an "inverted triangle" of students in grade K and 1 that are likely in need of strategic or intensive support.
--

Mathematics

Data	Comments/Notable Observations
Spring Math Grade K	92% of students "Met Target" on Spring Screen. Increase of 84% from Fall Screen.
Spring Math Grade 1	44% of students "Met Target" on Spring Screen. Increase of 13% from Fall Screen.
Spring Math Grade 2	61% of students "Met Target" on Spring Screen. Increase of 54% from Fall Screen.
Spring Math Grade 3	21% of students "Met Target" on Spring Screen. Increase of 4% from Fall Screen.

Mathematics Summary

Strengths

SMES teachers continue to use Spring Math with fidelity.
--

Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on a MTSS framework.
SMES Title I math teacher provides ongoing support and coaching to analyze Spring Math data with K-3 teachers during Act 80 professional development days.
Spring Math’s decision trees take the guesswork out of intervention selection, matching our students with the right interventions that are delivered class-wide, to small groups, and individually.

Challenges

Students get stuck on one skill for an extended period of time.
Assigning peer to peer partner review needs to be done strategically and monitored frequently for effectiveness.

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
Our data source used is Xello/CCspark. CCspark is the K-2 platform and 3rd grades works in the Xello platform which follows them to high school. Xello/CCspark, has been carefully designed to help students acquire early career development concepts and foster critical thinking skills, through an age-appropriate approach to National Career Development Standards.	After reviewing data and making notable observation over the past year, some strengths would be our educators and specialist staff allow students to explore their interests and skills within the daily life of their classrooms concurrently with the Xello/CCspark. program which meet the career readiness criteria. The online program has many benefits, allows our students to have a portfolio which follow their career, it allows for our schools to track and assure all students are meeting the states criteria in a standardized way. Additional strengths of our career readiness program, students are exposed to career readiness through multiple field trips and experiences outside of the classroom throughout the school year and at the different grade levels. Challenges faced would specifically be making time for the Xello/CCspark. program on top of the other initiatives our educators uphold in their classrooms. Although our educators and staff are implementing career readiness within their classrooms daily, the Xello/CCspark. program specifically tracks the data that is needed for the state. An added challenge is the general technical difficulty implementing the online program such as the log in process with children of this age. Although the program is helpful with tracking data, it has some short comings in terms of accounting for the enriching experiences our students receive in class.

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

The interface and platform have changed, making for better use for our staff and students.

Challenges

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

The technical pieces could be resolved by working closely with the tech department to make the login process more user friendly.

Additionally, working with the online program company in the future with updates and changes to their platform will help us as a district utilize this resource better in terms of being able to collect classroom data and uploading items to the students online portfolio.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
43.8% of Economically Disadvantaged students were Advanced/Proficient on the 2024 ELA PSSA	Economically Disadvantaged students 7.2% below the All-Student Group.
50.0% of Economically Disadvantaged students were Advanced/Proficient on the 2024 Math PSSA	Economically Disadvantaged students 13.5% below the All Student Group.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	51% of All Student group in comparison to 53.1% of White Student group were Advanced/Proficient on 2025 ELA PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.
White	63.5% of All Student group in comparison to 66% of White Student group were Advanced/Proficient on 2025 Math PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.

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.

51% of All Student group in comparison to 53.1% of White Student group were Advanced/Proficient on 2025 ELA PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.
63.5% of All Student group in comparison to 66% of White Student group were Advanced/Proficient on 2025 Math PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.

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.

43.8% of Economically Disadvantaged students were Advanced/Proficient on the 2025 ELA PSSA
50.0% of Economically Disadvantaged students were Advanced/Proficient on the 2025 Mathematics PSSA

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	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	Operational
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?

>

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Implement a multi-tiered system of supports for academics and behavior. MTSS handbook has recently been updated and distributed to all K-3 staff.
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community
Identify and address individual student learning needs.

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?

>

Continuously monitor implementation of the school improvement plan and adjust as needed.
Having the human, fiscal and programmatic capital resources to identify and meet the individual and diverse student learning needs of all students.

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 results released by PDE reports 53.1% of our grade 3 students scored at the advanced/proficient level in English Language Arts. This is an increase of 3.1%, from 50.0% of grade 3 students who performed at the advanced/proficient level in English Language Arts from the previous year.	False
Students with Disabilities - Attendance is 83.6% for 2024-2025 which is 2.1% above the All Student Group.	False
White - 2024-2025 PSSA results released by PDE reports 66.0% of our grade 3 students scored at the advanced/proficient level in Mathematics. This is an increase of 22.1%, from 43.9% of grade 3 students who performed at the advanced/proficient level in Mathematics from the previous year.	False
SMES frequently and directly monitors and charts student response to interventions based on an MTSS framework. District psychologists worked collaboratively to rewrite MTSS handbook.	False
Grade level data teams' analysis of student growth in Core Phonics Screener and Acadience Pathway to Progress.	False
Heggerty, Heggerty Bridge the Gap, ERI, Phonics for Reading, LLI, 95% Group, Blevin's Building Reading Success, Sound Partners, Phonics Plug-In, Flyleaf Decodable Readers, Flow Fluency are all used as evidence-based resources and interventions. SMES teachers use these resources with fidelity based on the differentiated needs of students.	False
Monthly grade level meetings from 2:45 to 3:30 to meet to support fidelity of approved use of RTI for SLD determination in the area of Reading.	True
SMES teachers continue to use Spring Math with fidelity.	False
Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on a MTSS framework.	True
SMES Title I math teacher provides ongoing support and coaching to analyze Spring Math data with K-3 teachers during Act 80 professional development days.	False
Spring Math's decision trees take the guesswork out of intervention selection, matching our students with the right interventions that are delivered class-wide, to small groups, and individually.	False
Our strengths as a school in terms of implementing our career readiness program is that our educators and staff are meeting the career readiness standards with the education they are providing our students. Our educators have been very flexible when it comes to the online program challenges faced and understand the need for students to be able to have an online portfolio for their career readiness. We continue to refine and grow each year in how to assure the online program fits our schedules and students needs.	False

The interface and platform have changed, making for better use for our staff and students.	False
51% of All Student group in comparison to 53.1% of White Student group were Advanced/Proficient on 2025 ELA PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.	False
63.5% of All Student group in comparison to 66% of White Student group were Advanced/Proficient on 2025 Math PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Implement a multi-tiered system of supports for academics and behavior. MTSS handbook has recently been updated and distributed to all K-3 staff.	True
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	True
Identify and address individual student learning needs.	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
51% of All Student group were Proficient or Advanced on 2024 ELA PSSA - Statewide goal is 70.3% Statewide average is 53.9%	True
Economically Disadvantaged - 2024-2025 PSSA results released by PDE reports 50.0% of our grade 3 students scored at the advanced/proficient level in Mathematics. This is below the the All Student Group which is 63.5%.	True
Economically Disadvantaged - Attendance is 77.7% for 2024-2025 which is 3.8% below the All Student Group.	True
Deficit in phonemic awareness and phonics skills have created an "inverted triangle" of students in grade K and 1 that are likely in need of strategic or intensive support.	False
Students get stuck on one skill for an extended period of time.	False
Assigning peer to peer partner review needs to be done strategically and monitored frequently for effectiveness.	False
The technical pieces could be resolved by working closely with the tech department to make the login process more user friendly.	False
Additionally, working with the online program company in the future with updates and changes to their platform will help us as a district utilize this resource better	False

in terms of being able to collect classroom data and uploading items to the students online portfolio.	
43.8% of Economically Disadvantaged students were Advanced/Proficient on the 2025 ELA PSSA	False
50.0% of Economically Disadvantaged students were Advanced/Proficient on the 2025 Mathematics PSSA	False
Continuously monitor implementation of the school improvement plan and adjust as needed.	False
Having the human, fiscal and programmatic capital resources to identify and meet the individual and diverse student learning needs of all students.	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.

Overall proficiency on the English Language Arts and Mathematics PSSA is a concern. 2024 PSSA results released by PDE reports 51.0% of our grade 3 students scored at the advanced/proficient level in English Language Arts. This is a slight increase of 1.0% from 2024. 63.5% of All Student group were Advanced/Proficient on 2024-2025 Math PSSA. Statewide average is 41.7%. There continues to be a deficit in phonemic awareness and phonics skills of students in grade K and 1 that are likely in need of strategic or intensive support. Implement a multi-tiered system of supports for academics and behavior. MTSS handbook has recently been updated and distributed to all K-3 staff. Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices Heggerty, UFLI, 95% Group, West Virginia Phonics, Early Reading Intervention, iReady, Flyleaf Decodable Readers and Flow Fluency, continue to be used as supplemental resources. SMES teachers use these resources with fidelity.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
51% of All Student group were Proficient or Advanced on 2024 ELA PSSA - Statewide goal is 70.3% Statewide average is 53.9%	Implementation of Core Phonics Screener as universal assessment in grades K-3. Implementation of University of Florida Literacy Institute Phonics (UFLI), Heggerty Phonemic Awareness, Flyleaf Decodable Readers and Early Reading Intervention (ERI) to strengthen phonemic awareness and phonics instruction. Pilot of Story Champs/Step Up to Writing and Heggerty Bridge to Writing to strengthen K-3 language/writing/comprehension program.	True
Economically Disadvantaged - 2024-2025 PSSA results released by PDE reports 50.0% of our grade 3 students scored at the advanced/proficient level in Mathematics. This is below the the All Student Group which is 63.5%.	Discussion of Spring Math's interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student. 2025-2026 a new math series, I-Ready was implemented in the school.	True
Economically Disadvantaged - Attendance is 77.7% for 2024-2025 which is 3.8% below the All Student Group.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Monthly grade level meetings from 2:45 to 3:30 to meet to support fidelity of approved use of RTI for SLD determination in the area of Reading.	Utilization of Pathways of Progress from Acadience to make decisions regarding tiered supports.
Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on a MTSS framework.	Utilization of Pathways of Progress from Acadience to make decisions regarding tiered supports.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	A variety of assessments are used to frequently and directly monitor and chart student response to interventions. (Core Phonic Screener, Acadience, Spring Math)
Implement a multi-tiered system of supports for academics and behavior. MTSS handbook has recently been updated and distributed to all K-3 staff.	Strodes Mills continues to develop/refine a Multi-Tiered System of Support handbook to assure fidelity of implementation by all stakeholders. MTSS handbook recently rewritten with PaTTAN (Dr. Collins) during the summer of 2023.

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Federal Program Coordinator meets monthly with building principal to determine how Title I funds can supplement programmatic and human resources to support student and building needs identified in school improvement plan.
Identify and address individual student learning needs.	Title I funds will support the purchase of MTSS resources, staff professional development (LETRS) and highly qualified Title I reading and math intervention teachers.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Implementation of Heggerty and UFLI with Fidelity to strengthen phonemic awareness and phonics instruction. Implementation of Core Phonics Screener as universal assessment in grades K-3.
	Strodes Mills will continue implementation of Spring Math interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student. i-Ready Mathematics was used for the first time in 2025-2026 as the new core math resource for all K-3 classrooms. Strodes Mills will work to improve the use and effectiveness of the I-Ready resource.

Goal Setting

Priority: Implementation of Heggerty and UFLI with Fidelity to strengthen phonemic awareness and phonics instruction. Implementation of Core Phonics Screener as universal assessment in grades K-3.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
By June 1, 2027, 70% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.			
Measurable Goal Nickname (35 Character Max)			
Tier I /Acadience Reading Composite			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 1, 2026, 40% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.	By January 30, 2027, 50% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.	By March 30, 2027, 60% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.	By June 1, 2027, 70% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Priority: Strodes Mills will continue implementation of Spring Math interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student. i-Ready Mathematics was used for the first time in 2025-2026 as the new core math resource for all K-3 classrooms. Strodes Mills will work to improve the use and effectiveness of the I-Ready resource.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 1, 2026, 70% of Strodes Mills Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.			
Measurable Goal Nickname (35 Character Max)			
Spring Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 1, 2026, 20% of Strodes Mills Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.	By January 30, 2027, 50% of Strodes Mills Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.	By March 30, 2027, 50% of Strodes Mills Elementary K-3 students will have 'Met Target' based on Spring Math School Overview	By June 1, 2027, 70% of Strodes Mills Elementary K-3 students will have 'Met Target' based on Spring Math School Overview

Action Plan

Measurable Goals

Tier I /Acadience Reading Composite	Spring Math
-------------------------------------	-------------

Action Plan For: Heggerty Phonemic Awareness

Measurable Goals:
By June 1, 2027, 70% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Action Step		Anticipated Start Date	Anticipated Completion Date
Kindergarten and Grade 1 teachers will continue to use Heggerty Phonemic Awareness in their daily curriculum.		2026-08-24	2027-06-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kindergarten/Grade 1 Classroom Teachers	Heggerty Phonemic Awareness Curriculum	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in Acadience PSF and FSF for K and 1 students.	Acadience Data BOY/MOY/EOY

Action Plan For: MTSS

Measurable Goals:
By June 1, 2027, 70% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Action Step		Anticipated Start Date	Anticipated Completion Date
SMES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model		2026-08-24	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Travis Zook/Principal Amelia Nulton/School Psychologist	Federal Funds will support Universal Screeners/Evidence Based Interventions/Standards Based Core Curriculum/Reading and Math Intervention Teachers	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Decrease in the number of students who need Tier II and Tier III levels of support.	Frequent and direct monitoring and charting student response to interventions

Action Plan For: PBIS

Measurable Goals:
By June 1, 2027, 70% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Action Step		Anticipated Start Date	Anticipated Completion Date
PBIS Ready, Responsible, Respectful and Safe expectations modeled to all students. Each grade level will take a turn planning quarterly celebrations.		2026-08-24	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Core Team	Federal Funds will support PBIS Handbook/funding for PBIS rewards and celebrations.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will demonstrate Ready, Responsible, Respectful and Safe behaviors will lead to a reduction of minor and major behavioral referrals.	Skyward major and minor behavior referrals will be reviewed on a monthly basis.

Action Plan For: Spring Math

Measurable Goals:

Action Step		Anticipated Start Date	Anticipated Completion Date
K-3 Classroom and Title I Instructor will administer Spring Math Assessment in Fall, Winter and Spring.		2026-08-24	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Natalie Powell/Title I Math	Federal Funds will support Spring Math Assessment	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Class-wide and individual interventions groups developed for students	Fall, Winter and Spring Assessments during scheduled data analysis PD time.

Action Plan For: Early Reading Intervention

Measurable Goals:
By June 1, 2027, 70% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Action Step	Anticipated Start Date	Anticipated Completion Date
Early Reading Intervention will be delivered to all K students who score below the 10th percentile on Acadience DCS at BOY and MOY.	2026-08-24	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Mandy Hartzler/Sylvia Franklin/Zachary Sigler/Title I Reading Specialists	Federal Funds will support Early Reading Intervention Kits/Title I Reading Specialists.	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improvement with Acadience students' progress monitoring in FSF, PSF, NWF/WWR.	Acadience data and ERI placement checks

Action Plan For: University of Florida Literacy Institute (UFLI)

Measurable Goals:
By June 1, 2027, 70% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Action Step	Anticipated Start Date	Anticipated Completion Date
Implementation of University of Florida Literacy Institute Phonics (UFLI) into core instruction for all K-2 students.	2026-08-24	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Travis Zook/Building Principal K-2 Classroom Teachers	UFLI Travis Zook/Building Principal K-2 Classroom Teachers	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
--------------------	---

Improvement with Acadience students' progress monitoring in FSF, PSF, NWF/WWR.	Acadience Data BOY/MOY/EOY
--	----------------------------

Action Plan For: Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development

Measurable Goals:
By June 1, 2027, 70% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Action Step		Anticipated Start Date	Anticipated Completion Date
Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development offered to K-3 Classroom, Special Education and Title I Teachers and Administrators.		2026-08-24	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Travis Zook/Building Principal Steven DeArment/Chief Academic Officer	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development Training Resources. Language Essentials for Administrators (LETRS) Professional Development Training Resources. TIU 11 Professional Development Facilitators for LETRS Units of Study.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in effectiveness of Reading and Spelling instruction in K-3 classrooms. Increase in number of grade 3 students scoring advanced or proficient on the ELA PSSA.	2025 Grade 3 ELA PSSA results.

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	• Heggerty Phonemic Awareness • MTSS • PBIS • Spring Math • Early Reading Intervention • University of Florida Literacy Institute (UFLI)	4 Title I Reading/Math Teacher Salary/Benefits	1	
Instruction	• Heggerty Phonemic Awareness • MTSS • PBIS • Spring Math • Early Reading Intervention • University of Florida Literacy Institute (UFLI)	Camp on the Way to Kindergarten Salary/Benefits	1	
Other Expenditures	• Heggerty Phonemic Awareness • MTSS • PBIS • Spring Math • Early Reading Intervention	MTSS Supplies	1	

	University of Florida Literacy Institute (UFLI)			
Total Expenditures				3

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS	SMES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model
PBIS	PBIS Ready, Responsible, Respectful and Safe expectations modeled to all students. Each grade level will take a turn planning quarterly celebrations.
Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development offered to K-3 Classroom, Special Education and Title I Teachers and Administrators.

Problem Solving Team Meetings (PST)

Action Step		
SMES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Monthly
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3d: Using Assessment in Instruction 4a: Reflecting on Teaching 4b: Maintaining Accurate Records	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

PBIS Core Team Meetings

Action Step

PBIS Ready, Responsible, Respectful and Safe expectations modeled to all students. Each grade level will take a turn planning quarterly celebrations.		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	
2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2d: Managing Student Behavior 2c: Managing Classroom Procedures 3a: Communicating with Students 3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development

Action Step		
Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development offered to K-3 Classroom, Special Education and Title I Teachers and Administrators.		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Course(s)	Units 1-4 2026-2027 School Year Units 5-8 2026-2027 School Year
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3b: Using Questioning and Discussion Techniques	

- | |
|--|
| <ul style="list-style-type: none">• 3d: Using Assessment in Instruction• 4a: Reflecting on Teaching• 4d: Participating in a Professional Community |
| This Step Meets the Requirements of State Required Trainings |
| Language and Literacy Acquisition for All Students |

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Travis Zook	2026-06-24
School Improvement Facilitator Signature	Date