Committee of the Whole

Wednesday, September 9, 2026 6:30 PM
Lecture Hall, Muhlenberg High School, 400 Sharp Avenue, Reading, PA 19605

1. **Roll Call**

2. **Pledge of Allegiance**

2.A.

3. **Educational Presentations**

3.A. PSBA's Honor Roll of School Board Service and Pennsylvania Association of School Business Officials - Dr. Alan S. Futrick

3.B. First Reading of Policies- Dr. Alan S. Futrick

4. **Hearing of Visitors**

5. **Committee Reports**

5.A. Berks County Intermediate Unit - Mr. Andrew L. Eaton, Sr.

5.B. Reading- Muhlenberg CTC - Mrs. Cindy L. Mengle

5.C. PSBA Liasion - Mrs. Kristyna Eagle

5.D. Muhlenberg Community Library - Ms. Susan M. Roeckle

5.E. School Safety and Security Committee - Mr. Enrique Castro, Jr., Mr. S. Wayne Hardy and Mr. Garrett Hyneman

5.F. Capital Projects Committee - Mr. Andrew L. Eaton, Sr., Ms. Susan M. Roeckle and Mr. Robert Mengle

5.G. Extra- Curricular and Co-Curricular Committee - Mrs. Kristyna Eagle, Mr. Ronald J. Haas, Sr., and Mrs. Cindy L. Mengle

5.H. Educational Programs - Dr. Gangi E. Cucciuffo

6. **Personnel**

6.A. Professional Appointments

6.B. Classified Appointments

6.C. Acceptance of Resignations

6.D. Mentor Assignments

6.E. Co-Curricular Appointments

6.F. Health Services Agreement for the 2026-2027 School Year

6.G. Professional and Administrative Salary Adjustments for the 2026-2027 School Year

6.H. Co-Curricular Assignments

6.I. Sports Event Monitors for the 2026-2027 School Year

6.J. Award Professional Employee Contract for Tenured Teacher

6.K. AFJROTC Stipend for the 2026-2027 School Year

7. **Management**

7.A. Election of PSBA Officers

8. **Physical Plant and Transportation**

8.A. Environmental Services for Muhlenberg High School

8.B. New Sound System for Renovated Natatorium

9. **Budget and Finance**

9.A. Approval of Financial Reports

9.B. Adult Meal Price Increase

10. **Education**

10.A. Educational Field Trip Request

10.B. Student Tuition Agreement for the 2026-2027 School Year

10.C. Conference Request

10.D. Student to Complete Senior Year as Non-Resident Student

10.E. Settlement Agreement and Release

10.F. Certificate of Support Students

10.G. Schoolwide Title I/TSI/A-TSI School Plans for the 2026-2027 School Year

11. **Minutes**

11.A. Approval of Minutes

12. **Old Business**

13. **New Business**

13.A. Memoriam of Ms. Dolores Anne Hildebrand

14. **Hearing of Visitors**

14.A. **Guidelines- For anyone who would like to make a comment, please state your name, group affiliation if applicable, and whether you are a taxpayer and/or resident.**

15. **MSD/RMCTC Board Visitor of the Month**

15.A. Schedule 2026-2027
MSD/RMCTC Board Visitor of the Month

16. **Review of Board Meetings and Calendar Events**

16.A. Calendar

17. **Adjourn the Meeting**

17.A. Adjourn Meeting

BOARD POLICY

122 Extracurricular Activities

POLICY NUMBER	VERSION	DOCUMENT STATUS	WORKFLOW
122	v2	UNDER-REVIEW	Pending Board Review

PRINTED
8/31/2026

Purpose

The Board recognizes the educational values inherent in student participation in extracurricular activities and supports the concept of student organizations for such purposes as enriching the educational experience, building social relationships, developing interests in a specific area, promoting civic engagement and gaining an understanding of the elements and responsibilities of teamwork, leadership and good citizenship.

Definitions

For purposes of this policy, **extracurricular activities** refers to programs, **which may include** athletic activities **and curriculum-related student groups**, that are sponsored or approved by the Board, are conducted wholly or partly outside the regular school day and are equally available to all students who voluntarily elect to participate.

For purposes of this policy, an **athletic activity** shall mean all of the following:[1][2]

1. An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with the school, including cheerleading, club-sponsored sports activities and sports activities sponsored by school-affiliated organizations.

2. Noncompetitive cheerleading that is sponsored by or associated with the school.

3. Practices, interschool practices and scrimmages for all athletic activities.

Curriculum-related student group - any student group that directly relates to the body of courses offered by the district.[3]

Authority

The Board shall make school facilities, supplies and equipment available and shall assign staff members for the support of extracurricular activities for students. Such availability and assignment shall be in accordance **with applicable** laws, regulations and Board policies.[4] [5] [6] [7]

Any extracurricular activity shall be considered under the sponsorship of this Board when it has been approved by the Superintendent upon recommendation of the building principal.

The Board shall maintain the program of extracurricular activities at no cost to participating students, except that:

1. Students may assume all or part of the costs for travel and attendance at extracurricular events and trips.

Where eligibility requirements are necessary or desirable, the Board shall determine the standards for eligibility to be met by all students participating in an extracurricular activity. [4][9]

The Board directs that no student may participate in extracurricular activities who has not:

1. Met the requirements for academic eligibility.[4]
2. Complied with the requirements of applicable Board policies and administrative regulations. [10] [11] [12]
3. Attended school regularly. [13]
4. Been in attendance on the day of the activity, event or practice for the hours required.
5. Adhered to other applicable conduct standards.

Off-Campus Activities

Student conduct that occurs off school property or during nonschool hours shall be addressed in accordance with the provisions of the student discipline policy regarding on and off-campus activities. [12] [14]

Delegation of Responsibility

Each school year, prior to participation in an athletic activity, every student athlete and their parent/guardian shall sign and return the acknowledgment of receipt and review of the following:[2] [10] [11][15]

1. Concussion and Traumatic Brain Injury Information Sheet.
2. Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet, that includes information about electrocardiogram testing.

The Superintendent or designee shall develop administrative regulations to implement the extracurricular activities program.

Guidelines

Guidelines shall ensure that the program of extracurricular activities:

1. Ensures provision of competent guidance and supervision by staff.
2. Guards against exploitation of students.
3. Provides a variety of experiences and diversity of organizational models.
4. Provides for continuing evaluation of the program and its components.
5. Ensures that all extracurricular activities are open to all students, without discrimination, and that all students are fully informed of the opportunities available to them.[16][17]

Legal Footnotes

[1] **24 P.S. 5322**
LEGAL REFERENCE

[2] **24 P.S. 1425**
LEGAL REFERENCE

[3] **Board of Education of Westside Community Schools v. Mergens, 496 U.S. 226 (1990)**
LEGAL REFERENCE

[4] **24 P.S. 511**
LEGAL REFERENCE

[5] **Pol. 103 — Discrimination/Harassment Affecting Students**
POLICY REFERENCE

[6] **Pol. 103.1 — Nondiscrimination - Qualified Students With Disabilities**
POLICY REFERENCE

[7] **Pol. 122.1**
POLICY REFERENCE
Referenced policy is not available in this policy book.

[9] **22 PA Code 12.3**
LEGAL REFERENCE

[10] **Pol. 123.1 — Concussion Management**
POLICY REFERENCE

[11] **Pol. 123.2**
POLICY REFERENCE
Referenced policy is not available in this policy book.

[12] **Pol. 218 — Student Discipline**
POLICY REFERENCE

[13] **Pol. 204 — Attendance**
POLICY REFERENCE

[14] **Mahanoy Area School District v. B.L. 594 U.S. 180 (2021)**
LEGAL REFERENCE

[15] **24 P.S. 5323**
LEGAL REFERENCE

[16] **22 PA Code 12.1**
LEGAL REFERENCE

[17] **22 PA Code 12.4**
LEGAL REFERENCE

Legal References

No additional references listed.

BOARD POLICY

122-1-2 Nonschool-Sponsored Student Groups

POLICY NUMBER	VERSION	DOCUMENT STATUS	WORKFLOW
122-1-2	v2	UNDER-REVIEW	Pending Board Review

PRINTED
8/31/2026

NOTE: It is important to distinguish that Policy 122.1 only applies to nonschool-sponsored student-intiated groups seeking permission to use district premises to meet. In this policy, it is the granting of the opportunity to meet that is approved; not the group itself.

- ***Extracurricular activities that are sponsored or approved by the Board are governed by Policy 122. Extracurricular Activities.***
- ***Nonschool organizations, groups and individuals initiating a request for use of school facilities or dissemination of materials are governed by policies 707. Use of School Facilities and 913. Nonschool Organizations/Groups/Individuals.***

Purpose

The district, by making a limited open forum available, provides the opportunity for nonschool-sponsored groups of secondary students to meet, without discrimination, on school district premises during noninstructional time for the purpose of conducting a meeting regardless of the religious, political, philosophical or other content of the speech at such meetings.[1] [2] [3]

Definitions

Noninstructional time - the time set aside by the school before actual classroom instruction begins, after actual classroom instruction ends or during time designated for lunch.

Limited open forum - a public secondary school has a limited open forum whenever such school grants an offering to or opportunity for one or more noncurriculum-related student groups to meet on school premises during noninstructional time.[1]

Authority

Meetings of nonschool-sponsored student groups (student groups) must be voluntary, student-initiated and conducted in accordance with applicable state and federal laws, regulations, Board policies and school rules.[1] [2] [3] [4]

Such meetings must not be sponsored in any way by the school district, its agents or employees.[1]

The meetings of student groups cannot materially and substantially interfere with the orderly conduct of the educational activities in the school.[1]

Availability and assignment of facilities, supplies and equipment necessary to conduct such meetings shall be provided in accordance with the Equal Access Act. [1]

Delegation of Responsibility

The Superintendent or designee may establish procedures regarding the length of meetings, permissible number of meetings per week and other limitations deemed reasonably necessary.

The Superintendent or designee will designate areas within district buildings and outside areas authorized for meetings of student groups. Access to areas which have not been designated as meeting spaces by the Superintendent or designee is prohibited.

A district employee will be assigned to attend and monitor each student group meeting. Monitors will attend the meetings in a nonparticipatory capacity for the purpose of maintaining order. The assignment of a monitor does not constitute

sponsorship of the student group or meeting.[1]

District employees will not be required to attend any meeting where the content of the speech is contrary to their beliefs.[1]

District administrators and staff retain the authority to:[1]

1. **Maintain order and discipline on district premises.**
2. **Protect the well-being of students and employees.**
3. **Assure the attendance of students at such meetings is voluntary.**

Guidelines

Students seeking permission to form a student group to meet during noninstructional time must submit a written request to the building principal on the designated district form.

All activities of the student group must be led by the student members of the group. The meetings and activities may not be directed, conducted, controlled or regularly attended by individuals from outside the school.[1]

Guests may be invited but may not be regular participants in the student meetings. All guests must comply with Board policy regarding school visitors. [5]

Materials prepared for dissemination on district premises must comply with the provisions of Board policy relating to the dissemination of materials. [6]

Public funds may not be used for the operation of the meetings beyond the incidental cost of providing the space for the group to meet.

The student group may not be advertised as a school-sponsored activity. All announcements and disseminated materials must include a disclaimer of school sponsorship or endorsement.

Students in violation of this policy and applicable rules may result in loss of the right to meet on school premises and/or disciplinary action. [4]

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Legal Footnotes

[1] **20 U.S.C. 4071**
LEGAL REFERENCE

[2] **Pol. 103 — Discrimination/Harassment Affecting Students**
POLICY REFERENCE

[3] **Pol. 103.1 — Nondiscrimination - Qualified Students With Disabilities**
POLICY REFERENCE

[4] **Pol. 218 — Student Discipline**
POLICY REFERENCE

[5] **Pol. 907 — School Visitors**
POLICY REFERENCE

[6] **Pol. 220 — Student Expression/Distribution and Posting of Materials**
POLICY REFERENCE

Legal References

No additional references listed.

BOARD POLICY

140 Charter Schools

POLICY NUMBER	VERSION	DOCUMENT STATUS	WORKFLOW
140	v2	UNDER-REVIEW	Pending Board Review

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8/31/2026

Purpose

To provide students an opportunity to attend schools that operate independently from the school district, the Board shall work cooperatively with individuals and groups submitting proposals and applications for charter schools.**[1]**

Definitions

Appeal Board means the State Charter School Appeal Board established by the Charter School Law.[2]

Board of Trustees of a charter school shall be classified as public officials.[3]

Charter School means an independent, nonsectarian public school established and operated under a charter from the local Board in which students are enrolled or attend. A charter school must be organized as a public, nonprofit corporation; and charters may not be granted to any for-profit entity nor to support home education programs.[2][3][4]

Local Board of Directors (Board) means the Board of Directors of the school district in which a proposed or approved charter school is located.[2]

Regional Charter School means an independent public school established and operated under a charter from more than one local Board and approved by an affirmative vote of a majority of all Board members of each of the school districts involved.[2][5]

Authority

The Board shall evaluate submitted applications for charter schools based on the criteria established by law, regulations and any additional criteria required by the Board.[4]

A charter school application shall be approved or denied by a majority vote of all Board members at **an open** meeting, in accordance with the provisions of law. Written notice of the Board's decision shall be sent to the applicant, Department of Education and the Appeal Board, including reasons for denial and a clear description of application deficiencies if the application is denied. The Board shall evaluate denied applications that are revised and resubmitted.[4][6]

Upon approval of a charter application, the Board and the charter school's Board of Trustees shall sign the written charter, which shall be binding on both **parties**. The charter shall be for a period of three (3) to five (5) years and may be renewed for five-year periods by the Board.[7]

The Board shall not cap nor limit the number of district students enrolling in a charter school, unless agreed to by the charter school as part of the written charter.[8]

The Board may approve a leave of absence for up to five (5) years for a district employee to work in a charter school located in the district of employment or in a regional charter school in which the employing district is a participant, and the employee shall have the right to return to a comparable position in the district. The Board at its discretion may grant tenure to a temporary professional employee on leave from this district to teach in a charter school located in the district, upon completion of the appropriate probation period.[9]

The Board shall annually assess whether each charter school is meeting the goals of its charter and shall require each charter school to submit an annual report no later than August 1 of each year.[10]

The Board shall conduct a comprehensive review prior to granting a five-year renewal of the charter.[10]

The Board shall have ongoing access to the records and facilities of the charter school to ensure that the charter school is in compliance with its charter, Board policy and applicable laws.[10]

In cases where the health or safety of the charter school's students, staff or both is at serious risk, the Board may take immediate action to revoke a charter.[11]

The Board affirms that the Board of Trustees and the charter school shall be solely liable for any and all damages and costs of any kind resulting from any legal challenges involving the operation of a charter school. The local Board shall not be held liable for any activity or operation related to the program of a charter school.[12]

A charter school shall execute a "hold harmless" agreement indemnifying and insuring/agreeing to defend the school district in any and all kinds of liability areas so that the school district and Board are protected in any litigation related to the operation of a charter school.

Delegation of Responsibility

Applications for charter schools shall be submitted to the Superintendent or designee, who shall be responsible for communicating and cooperating with all applicants.

The Superintendent or designee shall be responsible to assist applicants with plans for technical assistance and contracted services that may be provided by the district.

Guidelines

A charter school shall be subject to all federal and state laws and regulations prohibiting discrimination in admissions, employment and operation on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry or need for special education services.[3]

A charter school shall submit monthly enrollment figures and other required reports to the district, as stated in the charter.

Transportation

The district shall provide **free** transportation to resident students attending a charter school located in the district, a regional charter school of which the district is a member, and a charter school located within ten (10) miles outside district boundaries, in accordance with distance requirements established for district students. **Transportation provided to charter school students need not be identical to transportation provided to traditional public school students.**[13]**[14]**

Transportation shall be provided to charter school students on the dates and periods that the charter school is in session, regardless of whether transportation is provided to district students on those days.**[13]**

Applications

Applications for charter schools must contain all the information specified in the Charter School Law and any additional information required by the Board.[4][15]

Applications for charter schools shall be submitted to the Board by November 15 of **the preceding school** year in which the school will be established.[4]

Within forty-five (45) days of receipt, the Board shall hold at least one (1) public hearing on the charter application, in accordance with law. At least forty-five (45) days must pass between the first public hearing and the final decision of the Board. No later than seventy-five (75) days after the first public hearing, the Board shall grant or deny the application.[4]

Insurance/Risk Management

The charter school shall adequately protect against liability and risk through an active risk management program approved by the Board. The program shall include proof of purchase of insurance coverages as required by the Board.[12][15]

Minimum coverages and levels of appropriate coverages shall be established in the charter.

A charter school shall operate in a manner that minimizes the risk of injury and harm to students, employees and others.

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Legal Footnotes

[1] 24 P.S. 1702-A
LEGAL REFERENCE

[2] 24 P.S. 1703-A
LEGAL REFERENCE

[3] 24 P.S. 1715-A
LEGAL REFERENCE

[4] 24 P.S. 1717-A
LEGAL REFERENCE

[5] 24 P.S. 1718-A
LEGAL REFERENCE

[6] 65 Pa. C.S.A. 701
LEGAL REFERENCE

[7] 24 P.S. 1720-A
LEGAL REFERENCE

[8] 24 P.S. 1723-A
LEGAL REFERENCE

[9] 24 P.S. 1724-A
LEGAL REFERENCE

[10] 24 P.S. 1728-A
LEGAL REFERENCE

[11] 24 P.S. 1729-A
LEGAL REFERENCE

[12] 24 P.S. 1727-A
LEGAL REFERENCE

[13] 24 P.S. 1726-A
LEGAL REFERENCE

[15] 24 P.S. 1719-A
LEGAL REFERENCE

Legal References

No additional references listed.

BOARD POLICY

221 Dress and Grooming

POLICY NUMBER	VERSION	DOCUMENT STATUS	WORKFLOW
221	v2	UNDER-REVIEW	Pending Board Review

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8/31/2026

Purpose

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference.

Authority

The Board has the authority to impose limitations on students' dress in school. The Board will not interfere with the right of students and their parents/guardians to make decisions regarding their appearance, except when their choices disrupt the educational program of the schools or constitute a health or safety hazard.[1][2]

The Board directs compliance with Board policy and law prohibiting discrimination, including but not limited to protections addressing:[3] [4]

1. **Protective hairstyles, including but not limited to hairstyles such as locs, braids, twists, coils, Bantu knots, afros and extensions.**
2. **Religious creed including head covering and hairstyles historically associated with religious creeds.**

Students may be required to wear certain types of clothing while participating in physical education classes, technical education, extracurricular activities or other situations where special attire may be required to ensure the health or safety of the student.[2]

The Board directs district staff to support students experiencing educational instability by waiving penalties related to a delay in compliance with Board policy or school rules related to dress and grooming. [5]

Delegation of Responsibility

The building principal or designee shall be responsible to monitor student dress and grooming, and to enforce Board policy and school rules governing student dress and grooming.

The Superintendent or designee shall ensure that all school rules implementing this policy impose only the minimum necessary restrictions on the exercise of the student's taste and individuality.[2]

Staff members shall be instructed to demonstrate, by example, positive attitudes and compliance with Board policy and school rules related to dress and grooming. [6]

NOTE:

If district has three (3) employee sections, remember to change the policy cites in the policy and references.

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Legal Footnotes

[1] 24 P.S. 1317.3
LEGAL REFERENCE

[2] 22 PA Code 12.11
LEGAL REFERENCE

[3] 43 P.S. 951
LEGAL REFERENCE

[4] Pol. 103 — Discrimination/Harassment Affecting Students
POLICY REFERENCE

[5] Pol. 251 — Students Experiencing Homelessness, Foster Care and Other Educational Instability
POLICY REFERENCE

[6] Pol. 325 — Dress and Grooming
POLICY REFERENCE

Legal References

No additional references listed.

BOARD POLICY

236.1 Threat Assessment

POLICY NUMBER	VERSION	DOCUMENT STATUS	WORKFLOW
236.1	v2	UNDER-REVIEW	Pending Board Review

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8/31/2026

Purpose

The Board is committed to protecting the health, safety and welfare of its students and the school community and providing the resources and support to address identified student needs. The Board adopts this policy to address student behavior that may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[1]

Authority

The Board directs the Superintendent or designee, in consultation with the School Safety and Security Coordinator, to establish a threat assessment team and develop procedures for assessing and intervening with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[1]

The established procedures must include protocols for the timely consultation between the team and law enforcement, juvenile justice agencies, county agencies, health care providers or behavioral service providers, as appropriate, to refer students whose behavior indicates a potential threat for additional interventions or supports, including the exchange of relevant information in accordance with federal and state law.[1][2][3]

Definitions

Behavioral service providers – includes, but is not limited to, a state, county or local behavioral health service provider, crisis intervention center or psychiatric hospital. The term includes a private service provider which contracts with a state, county or local government to act as a behavioral health agency.[4]

Bias – the attitudes or beliefs we have about a person or group that affects our understanding, actions and decisions in a conscious or subconscious manner.

Individualized Management Plan – a plan developed for a student who is referred to the threat assessment team that documents the concerns that brought a student to the team's attention, as well as the resources and supports a student might need based on the information gathered during the assessment.

Threat assessment – a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.

Delegation of Responsibility

The Superintendent or designee, in consultation with the School Safety and Security Coordinator, shall appoint [1] individuals to a district threat assessment team.

The Superintendent or designee shall designate a member of the team as team leader for the threat assessment team.[1]

The threat assessment team shall include the School Safety and Security Coordinator and individuals with expertise in school health; counseling, school psychology or social work; special education; and school administration;[1] members of the Student Assistance Program team [5] and law enforcement agency representatives.

The Superintendent or designee may assign additional staff members or designated community resources to the threat assessment team for assessment and response support.

The Superintendent or designee shall develop and implement administrative regulations to support the threat assessment process.

Guidelines

Training

The Superintendent or designee shall ensure that threat assessment team members are provided individual and/or group training annually on:[1]

1. Responsibilities of threat assessment team members.
2. Process of identifying, reporting, assessing, responding to and intervening with threats.
3. Identifying and avoiding racial, cultural or disability bias. [9] [10]
4. Confidentiality requirements under state and federal laws and regulations, and Board policies. [5] [7] [11] [12] [13]
5. Student Assistance Program process. [5]
6. Youth suicide awareness, prevention and response. [8]
7. Trauma-informed approach. [14]
8. Safe2Say Something procedures. [7]

Threat assessment team training shall be credited toward professional education requirements and school safety and security training requirements for staff, in accordance with applicable law and Board policy.[1] [7] [15][16][17] [18]

Information for Students, Parents/Guardians and Staff

The district shall annually notify students, staff and parents/guardians about the existence and purpose of the threat assessment team through posting information on the district website, publishing in handbooks and through other appropriate methods.[1]

The threat assessment team shall make available age-appropriate informational materials to students regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Informational materials shall be available for review by parents/guardians.[1] **[8]** **[9]** **[19]** **[20]** **[21]**

The threat assessment team shall make available informational materials for school employees regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Information for school employees shall include a list of the staff members who have been appointed to the threat assessment team.[1] **[8]** **[9]** **[19]** **[21]**

The district shall annually provide mandatory training for school staff on identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities or the community, in accordance with law, Board policy and the standards specified by the state's School Safety and Security Committee. **[7]** [17]

Reporting and Identification

The threat assessment team shall document, assess and respond to reports received regarding students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.[1]

The threat assessment team shall assist in assessing and responding to reports that are received through the Safe2Say Something Program identifying students who may be a threat to themselves or others.[1] **[7]**

The threat assessment team shall assist in assessing and responding to reports of students exhibiting self-harm or suicide risk factors or warning signs, as identified in accordance with applicable law and Board policy.[1] **[8]**

When the threat assessment team has made a preliminary determination that a student's reported behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others, the team shall immediately take the following steps:[1]

1. Notify the Superintendent or designee and School Safety and Security Coordinator of the reported threat.

2. Notify the building principal of the school the student attends of the reported threat, who shall notify the student's parent/guardian of the reported threat.

When a reported student's behavior indicates that there may be an imminent threat to the safety of the student or others, or an emergency situation, a threat assessment team member shall take immediate action, which may include promptly reporting to the appropriate law enforcement agency and school administration.[1] **[6]** **[7]** **[22]**

Where a threat assessment team member has reasonable cause to suspect that a reported situation indicates that a student may be a victim of child abuse, the member shall make a report of suspected child abuse in accordance with law and Board policy.[1][23] **[24]**

Inquiry and Assessment

In investigating, assessing and responding to threat reports, the threat assessment team shall make a determination if the report should be addressed under one or more specific Board policies or administrative regulations, based on the subject matter of the report and the requirements of law, regulations and Board policy, including, but not limited to, reports involving:

1. Discrimination/Harassment. **[9]** **[19]**

2. Bullying/Cyberbullying. **[21]**

3. Suicide Awareness, Prevention and Response. **[8]**

4. Hazing. **[25]**

5. Dating Violence. **[26]**

Members of the threat assessment team shall engage in an assessment of the reported student behavior that may indicate a threat, in accordance with training and established procedures. This process may include, but is not limited to:

1. Interviewing the student, other students, staff, parents/guardians or others regarding the subject(s) of the reported threat.

2. Reviewing existing academic, health and disciplinary records and assignments, as appropriate, regarding the subject(s) of the report.

3. Examining outside resources such as social media sites, in coordination with law enforcement, or contacting law enforcement, juvenile probation or community agencies to request additional information about the subject(s) of the report, in accordance with law, regulations and Board policies.

4. Where appropriate, convening the appropriate team to assess and/or address the situation that is the subject of the report, such as the

Individualized Education Program (IEP) team, Section 504 Team, Behavior Support team, Student Assistance Program team or others. **[5]** **[10]**

[28] **[29]** **[30]** **[31]**

The threat assessment team shall establish and implement procedures, in accordance with the district's memorandum of understanding with each law enforcement agency having jurisdiction over school property, to address situations where the investigation of a reported threat shall be transferred to the appropriate law enforcement agency. **[6]** **[22]**

The threat assessment team may request that the county agency or juvenile probation department consult and cooperate with the team in assessing the student who is the subject of a preliminary determination regarding a threat. [1]

When assessment of a student's behavior determines that it is not a threat to the student, other students, school employees, school facilities, the community or others, the threat assessment team shall document the assessment and may refer the student to other appropriate resources such as a child study team, the Student Assistance Program team, an IEP or Section 504 Team or other district supports and services.

Response and Intervention

The threat assessment team shall develop an Individualized Management Plan for each student identified and assessed as posing a threat to the student, other students, school employees, school facilities, the community or others. The plan should document the team's evaluation of the threat and recommendations for disposition of the threat, including the information gathered during the assessment and recommendations for response and intervention.

Following notification to the student's parent/guardian, the threat assessment team may refer the student to an appropriate program or take action to address the reported situation in accordance with applicable Board policy, which may include, but is not limited to:[1]

1. A referral to the Student Assistance Program. [5]
2. A referral to the appropriate law enforcement agency. [6] [7] [22]
3. An appropriate evaluation to determine whether the student is a qualified student with a disability in need of a Section 504 Service Agreement or in need of special education services through an Individualized Education Program (IEP), in accordance with applicable law and Board policy. [10] [28] [31]
4. A referral to the student's IEP Team to review and address the student's IEP and/or Positive Behavior Support Plan. This could include, but is not limited to, a manifestation determination or functional behavioral assessment in accordance with applicable law, regulations and Board policy. [28] [29] [30] [31]
5. A referral to the student's Section 504 Team to review and address the student's Section 504 Service Agreement and/or Positive Behavior Support Plan. [10]
6. With prior parental consent, a referral to a behavioral service provider, health care provider or county agency. [32]
7. Addressing behavior in accordance with applicable discipline policies and the Code of Student Conduct. [33] [34] [35] [36]
8. Ongoing monitoring of the student by the threat assessment team, a child study team, Student Assistance Program team or other appropriate school personnel.

9. Taking steps to address the safety of any potential targets identified by the reported threat. [7] [37]

School Safety and Security Incident Reporting –

For reporting purposes, the term **incident** means an instance involving an act of violence; the possession of a weapon; the possession, use or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use or sale of alcohol or tobacco products; or conduct that constitutes an offense listed in the school safety and security provisions of School Code. [22] [38][39][40]

When a reported threat also meets the definition of an incident, in accordance with reporting requirements, the Superintendent or designee shall immediately report required incidents, if not previously reported by district staff, and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the law enforcement agency that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies. [22] [33] [38][39][41][42][43]

The Superintendent or designee shall notify the parent/guardian, if not previously notified by district staff, of any student directly involved in an incident on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, who is a victim or suspect, immediately, as soon as practicable. The Superintendent or designee will inform the parent/guardian whether or not the law enforcement agency that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee will document attempts made to reach the parent/guardian. [22] [39][44]

Students With Disabilities –

When reporting an incident committed by a student with a disability or referring a student with a disability to a law enforcement agency, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these

authorities. The district shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records.[2][3][11] [13][45][46]

Monitoring and Management

If a student has an Individualized Management Plan, the threat assessment team shall monitor the Individualized Management Plan and coordinate with the designated team or resource to provide support and follow-up assessment as necessary. Follow-up assessments, referrals, re-entry plans and other supports shall be documented as part of the student's Individualized Management Plan.

The threat assessment team, in coordination with other appropriate teams and supports, shall determine when the student's Individualized Management Plan is no longer needed for disposition of the threat(s), and may transfer appropriate information in accordance with applicable law, regulations and Board policy.[5] [8] [10] [11] [13] [28]

Records Access and Confidentiality

In order to carry out their duties and facilitate the timely assessment of and intervention with students whose behavior may indicate a threat, the threat assessment team shall have access to the following student information to the extent permitted under applicable law and regulations:[1]

1. Student health records.[47][48]
2. Prior school disciplinary records.[11] [13] [49]
3. Records related to adjudication under applicable law and regulations.[49][50][51][52][53][54]
4. Records of prior behavioral or mental health or psychological evaluations or screenings maintained by the district.
5. Other records or information that may be relevant to evaluating a threat or determining treatment or referral options for a student that are maintained by the district.

The threat assessment team shall use all information or records obtained in fulfilling the team's duty in accordance with law to evaluate a threat or to recommend disposition of a threat. Team members shall not redisclose any record or information obtained or otherwise use any record of a student beyond the purpose for which the disclosure was made to the team, in accordance with law.[1]

The threat assessment team shall maintain confidentiality and handle all student records in accordance with applicable law, regulations, Board policy, the Student Records Plan and the district's legal and investigative obligations.[2][3] **[5]** **[8]** **[11]** **[12]** **[13]** **[21]** **[49]** [55]

Threat assessment members whose other assignments and roles require confidentiality of specific student communications, in accordance with law, shall ensure that all confidential communications and information are addressed in accordance with applicable law, regulations, Board policy and administrative regulations. **[12]** [56][57][58][59]

Annual Board Report

The threat assessment team shall provide the required information to the Superintendent, in consultation with the School Safety and Security Coordinator, to annually develop and present to the Board, at an executive session, a report outlining the district's approach to threat assessment, which shall include:[1]

1. Verification that the district's threat assessment team and process complies with applicable law and regulations.
2. The number of threat assessment teams assigned in the district, and their composition.
3. The total number of threats assessed that year.
4. A summary of interactions with outside law enforcement agencies, juvenile probation and behavioral service providers.
5. An assessment of the district's threat assessment team(s) operation.
6. Recommendations for improvement of the district's threat assessment processes.
7. Any additional information required by the Superintendent or designee.

The threat assessment team's information addressing verification of compliance with law and regulations, the number of threat assessment teams assigned in the district and their composition, the total number of threats assessed that year, and additional information required by the Superintendent or designee shall be included in the School Safety and Security Coordinator's annual report on district safety and security practices that is submitted to the state's School Safety and Security Committee.[1] **[6]** [60]

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Legal Footnotes

[1] **24 P.S. 1302-E**
LEGAL REFERENCE

[2] **20 U.S.C. 1232g**
LEGAL REFERENCE

[3] **34 CFR Part 99**
LEGAL REFERENCE

[4] **24 P.S. 1301-E**
LEGAL REFERENCE

[5] **Pol. 236 — Student Assistance Program**
POLICY REFERENCE

[6] **Pol. 805.2 — School Security Personnel**
POLICY REFERENCE

[7] **Pol. 805 — Emergency Preparedness and Response**
POLICY REFERENCE

[8] **Pol. 819 — Suicide Awareness, Prevention and Response**
POLICY REFERENCE

[9] **Pol. 103 — Discrimination/Harassment Affecting Students**
POLICY REFERENCE

[10] **Pol. 103.1 — Nondiscrimination - Qualified Students With Disabilities**
POLICY REFERENCE

[11] **Pol. 113.4 — Parental Status and Appointment of Surrogate Parents for Children With Disabilities**
POLICY REFERENCE

[12] **Pol. 207 — Confidential Communications of Students**
POLICY REFERENCE

[13] **Pol. 216 — Education Records**
POLICY REFERENCE

[14] **Pol. 146.1 — Trauma-Informed Approach**
POLICY REFERENCE

[15] **24 P.S. 1205.2**
LEGAL REFERENCE

[16] **24 P.S. 1205.5**
LEGAL REFERENCE

[17] **24 P.S. 1310-B**
LEGAL REFERENCE

[18] **Pol. 333 — Professional Development**
POLICY REFERENCE

[19] **Pol. 104 — Discrimination/Harassment Affecting Staff**
POLICY REFERENCE

[20] **Pol. 105.1 — Review of Instructional Materials by Parents/Guardians and Students**
POLICY REFERENCE

[21] **Pol. 249 — Bullying/Cyberbullying**
POLICY REFERENCE

[22] **Pol. 805.1 — Relations With Law Enforcement Agencies**
POLICY REFERENCE

[23] **23 Pa. C.S.A. 6311**
LEGAL REFERENCE

[24] **Pol. 806 — Child Abuse**
POLICY REFERENCE

[25] **Pol. 247 — Hazing**
POLICY REFERENCE

[26] **Pol. 252 — Dating Violence**
POLICY REFERENCE

[28] **Pol. 113 — Child Find**
POLICY REFERENCE

[29] **Pol. 113.1 — Discipline of Students With Disabilities**
POLICY REFERENCE

[30] **Pol. 113.2 — Behavior Support**
POLICY REFERENCE

[31] **Pol. 113.3 — Screening and Evaluations for Students With Disabilities**
POLICY REFERENCE

[32] **Pol. 146 — Student Services**
POLICY REFERENCE

[33] **Pol. 218 — Student Discipline**
POLICY REFERENCE

[34] **Pol. 218.1 — Weapons**
POLICY REFERENCE

[35] **Pol. 218.2 — Terroristic Threats**
POLICY REFERENCE

[36] **Pol. 233 — Suspension and Expulsion**
POLICY REFERENCE

[37] **Pol. 709 — Building Security**
POLICY REFERENCE

[38] **24 P.S. 1319-B**
LEGAL REFERENCE

[39] **22 PA Code 10.2**
LEGAL REFERENCE

[40] **35 P.S. 780-102**
LEGAL REFERENCE

[41] **24 P.S. 1306.2-B**
LEGAL REFERENCE

[42] **22 PA Code 10.21**
LEGAL REFERENCE

[43] **22 PA Code 10.22**
LEGAL REFERENCE

[44] **22 PA Code 10.25**
LEGAL REFERENCE

[45] **20 U.S.C. 1415**
LEGAL REFERENCE

[46] **34 CFR Part 300**
LEGAL REFERENCE

[47] **24 P.S. 1409**
LEGAL REFERENCE

[48] **Pol. 209 — Health Examinations/Screenings**
POLICY REFERENCE

[49] **Pol. 216.1 — Supplemental Discipline Records**
POLICY REFERENCE

[50] **24 P.S. 1304-A**
LEGAL REFERENCE

[51] **24 P.S. 1305-A**
LEGAL REFERENCE

[52] **24 P.S. 1307-A**
LEGAL REFERENCE

[53] **42 Pa. C.S.A. 6341**
LEGAL REFERENCE

[54] **Pol. 218.3 — Student Bus Code**
POLICY REFERENCE

[55] **24 P.S. 1304-D**
LEGAL REFERENCE

[56] **22 PA Code 12.12**
LEGAL REFERENCE

[57] **42 Pa. C.S.A. 5945**
LEGAL REFERENCE

[58] **42 Pa. C.S.A. 8337**
LEGAL REFERENCE

[59] **42 CFR Part 2**
LEGAL REFERENCE

[60] **24 P.S. 1309-B**
LEGAL REFERENCE

Legal References

No additional references listed.

BOARD POLICY

325 Dress and Grooming

POLICY NUMBER	VERSION	DOCUMENT STATUS	WORKFLOW
325	v2	UNDER-REVIEW	Pending Board Review

PRINTED
8/31/2026

Authority

Administrative, professional and support employees set an example in dress and grooming for students and the school community. Employees' dress should reflect their professional status and encourage respect for authority in order to have a positive influence on the district's programs and operations.

The Board has the authority to specify reasonable dress and grooming requirements, within law, for all district employees to prevent an adverse impact on the educational programs and district operations.[1]

The Board directs compliance with Board policy and law prohibiting discrimination, including but not limited to protections addressing:[2] [3]

1. **Protective hairstyles, including but not limited to hairstyles such as locs, braids, twists, coils, Bantu knots, afros and extensions.**
2. **Religious creed including head coverings and hairstyles historically associated with religious creeds.**

When assigned to district duties, employees shall be physically clean, neat, well-groomed and dressed in a manner consistent with assigned job responsibilities.

Employees shall be groomed so that their hair style does not cause a safety or health hazard.

Support employees shall be required to utilize safety gear when performing assigned duties where applicable.

Delegation of Responsibility

If an employee feels that an exception to this policy would enable **the employee** to carry out **their** assigned duties more effectively, a request should be made to the building principal and immediate supervisor.

PSBA Revised 3/26 © 2026 PSBA

Legal Footnotes

[1] 24 P.S. 510
LEGAL REFERENCE

[2] 43 P.S. 951
LEGAL REFERENCE

[3] Pol. 104 — Discrimination/Harassment Affecting Staff
POLICY REFERENCE

Legal References

No additional references listed.

BOARD POLICY

332 Working Periods

POLICY NUMBER	VERSION	DOCUMENT STATUS	WORKFLOW
332	v2	UNDER-REVIEW	Pending Board Review

PRINTED
8/31/2026

Authority

Work schedules required for administrative, professional and support employees shall be clearly specified to ensure regular attendance by employees and consistent operation of the district.

The Board has the authority and responsibility to determine the hours and days during which district programs and services shall be available to students and the community, consistent with the administrative compensation plan, individual contracts, applicable collective bargaining agreements, Board resolutions**, and state law**.**[1]**[2][3]**[4]** **[5]**

The Board has the authority to make modifications to the school calendar and the school schedule as necessary to meet the instructional and health and safety needs of students and staff. Modifications to staff working periods shall be addressed in accordance with the administrative compensation plan, individual contracts, applicable collective bargaining agreements, Board resolutions and/or Board-approved health and safety or other emergency preparedness and response plans.**[4]**[6]**[7]**

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations to ensure district employees are informed of and adhere to their assigned work schedules.

Professional personnel shall have a duty-free lunch period of not less than thirty (30) minutes.[3]

Staff may be assigned extra or alternative duties, distributed equitably when possible, at the discretion of the building principal and immediate supervisor.

All professional staff members are expected to attend each faculty meeting unless specifically excused by the responsible administrator.

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Legal Footnotes

[1] **24 P.S. 133**
LEGAL REFERENCE

[2] **24 P.S. 510**
LEGAL REFERENCE

[3] **24 P.S. 1504**
LEGAL REFERENCE

[4] **Pol. 803 — School Calendar**
POLICY REFERENCE

[5] **Pol. 804 — School Day**
POLICY REFERENCE

[6] **24 P.S. 520.1**
LEGAL REFERENCE

[7] **Pol. 805 — Emergency Preparedness and Response**
POLICY REFERENCE

Legal References

No additional references listed.

MUHLENBERG SCHOOL DISTRICT

Alan S. Futrick, Ed.D.
| Superintendent
Gangi E. Cucciuffo, Ed.D.
| Assistant Superintendent
Shane M. Mathias, CPA
| Business Manager

RECEIVED

AUG 11 2026

SUPERINTENDENT'S OFFICE

To: Dr. Alan Futrick, Superintendent
Dr. Gangi Cucciuffo, Assistant Superintendent
Dr. Nicole Huntbach, Director of Special Education

From: Haniff L. Skeete, Principal HLS 8/13/26

CC: Beth Kaylor, Secretary to the MHS Principal
Tara Flowers, Confidential Secretary to the Superintendent
Kristin Perez, Confidential Secretary to Asst. Superintendent

Date: August 10, 2026

Re: Mentors

Please let this memorandum represent my request to have the following teachers serve as a mentors for these new teachers:

Austin Chapman (Learning Support Teacher)--Anthony Geddio (Mentor)--(60 hours)

Troy Corson (PE/Health Teacher)--Todd Eisenhofer (Mentor)--(60 hours)

MUHLENBERG SCHOOL DISTRICT

Alan S. Futrick, Ed.D.
| Superintendent
Gangi E. Cucciuffo, Ed.D.
| Assistant Superintendent
Shane M. Mathias, CPA
| Business Manager

RECEIVED
AUG 11 2026
SUPERINTENDENT'S OFFICE

Memorandum

Date: August 10, 2026
To: Dr. Alan Futrick, Superintendent
From: Mr. Aaron Kopetsky, C.E. Cole Principal
Re: 26-27 Mentor Assignments
Cc: Dr. Gangi Cucciuffo, Assistant Superintendent
Mr. Shane Mathias, Business Manager
Mrs. Tara Flowers, Confidential Secretary to Superintendent

8/13/26

The purpose of this memo is to respectfully request Board approval of the following staff members as mentors for Muhlenberg C.E. Cole School new hires;

- Alison Franzone - mentor for Smantha Fick; 60 hours (Gen Ed Teacher)
- Kaley Quillman - mentor for Morgan Gallagher; 60 hours (Gen Ed Teacher)
- Stef Cerroni - mentor for Rebecca Alexander; 60 hours (Special Ed Teacher)
- Stef Cerroni - mentor for Alexandra Brodetsky; 60 hours (Special Ed Teacher)
- Meghan Goetz - mentor for Isabella Wisenburn; 60 hours (Special Ed Teacher)

Thank you for your consideration regarding this matter.

Aaron Kopetsky
C.E. Cole Principal
AK

MUHLENBERG SCHOOL DISTRICT
Alan S. Futrick, Ed.D. | Superintendent
Gangi E. Cucciuffo, Ed.D. | Assistant Superintendent
Shane M. Mathias, CPA | Business Manager

RECEIVED
8/24/26
AUG 24 2026
SUPERINTENDENT'S OFFICE

DATE: August 24, 2026

TO: Dr. Futrick, Superintendent

FROM: Virginia Hornberger, Principal VEH
RE: Mentors

CC: Dr. Cucciuffo, Assistant Superintendent
Dr. Shappell, Executive Director of Strategic Programs and Employee Development
Mr Kyle Crater, Director of Curriculum/Instruction

This memorandum serves as a request for the following staff to be mentors for new staff.

Staff Name	New Teacher	Requested Mentor Hours
Sarah Kopetsky	Sarah Pacharis	30 hours
Kevin Maier	Kristina Hamalainen	60 hours
Megan Douglas	Jocelyn Drebushenko	30 hours
Kristina Antonellos	Macy McDonough	15 hours
Jessica West	Kimberly Bray	15 hours
Paige McGrogan	Elyssa Hession	53 hours

Thank you for your consideration.

Virginia Hornberger

Virginia Hornberger
MEC Principal

MUHLENBERG SCHOOL DISTRICT

Alan S. Futrick, Ed.D.
| Superintendent
Gangi E. Cucciuffo, Ed.D.
| Assistant Superintendent
Shane M. Mathias, CPA
| Business Manager

RECEIVED
AUG 28 2026
SUPERINTENDENT'S OFFICE
8/31/26

To: Dr. Alan Futrick, Superintendent
Dr. Gangi Cucciuffo, Assistant Superintendent

From: Haniff L. Skeete, Principal HLS

CC: Beth Kaylor, Secretary to the MHS Principal
Tara Flowers, Confidential Secretary to the Superintendent
Kristin Perez, Confidential Secretary to Asst. Superintendent

Date: August 28, 2026

Re: Mentor

Please let this memorandum represent my request to have the following teacher serve as a mentor:

Nathan Patton (Music Teacher)--Nathan Mohler (Mentor)--(30 hours)

MUHLENBERG SCHOOL DISTRICT
Alan S. Futrick, Ed.D. | Superintendent
Gangi E. Cucciuffo, Ed.D. | Assistant Superintendent
Shane M. Mathias, CPA | Business Manager

RECEIVED
AUG 31 2026
SUPERINTENDENT'S OFFICE

Memorandum

Date: August 31, 2026

To: Dr. Alan Futrick, Superintendent

From: Mr. Christopher Becker, JH Principal

Re: 26-27 Mentor Assignments

Cc: Dr. Gangi Cucciuffo, Assistant Superintendent
Mr. Shane Mathias, Business Manager
Tara Flowers, Confidential Secretary to Superintendent

8/31/26

The purpose of this memo is to respectfully request Board approval of the following staff members as mentors for Muhlenberg Junior High School new hires;

- Ashley Roth - mentor for Megyn Stevens - 30 hours (Special Ed Teacher)
- Ashley Roth - mentor for Raquel Barbera - 30 hours (Special Ed Teacher)
- Maryann Ligenza - mentor for Lauren Palladino - 30 hours (School Nurse)

Thank you for your consideration regarding this matter.

Christopher Becker
Junior High Principal
CB/eb

MUHLENBERG SCHOOL DISTRICT

Alan S. Futrick, Ed.D.
| Superintendent
Gangi E. Cucciuffo, Ed.D.
| Assistant Superintendent
Shane M. Mathias, CPA
| Chief Financial Officer
Cathy A. Shappell, Ed.D.
| Executive Director

Letter of Agreement for Physician Services provided to the Muhlenberg School District/Reading-Muhlenberg Career and Technology Center

I, Kimberly Rauenzahn, DO, agree to provide my services as the School Physician for the students of Muhlenberg School District for the 2026–2027 school year.

These services shall provide medical oversight, consultation, and guidance for the District's school health services program, including standing medication orders and emergency medication orders.

The School Physician, Dr Rauenzahn, shall serve as the Muhlenberg School District's designated School Physician and shall provide medical oversight and consultation.

The District may request that the Designated School Provider, Heather Scholl, CRNP, perform mandated student physical examinations required for school enrollment, attendance, participation, or other purposes under applicable Pennsylvania law.

Mandated physical examinations may be performed by the CRNP and shall be compensated separately on an agreed-upon fee-for-service basis and shall not be included in the annual School Physician stipend.

The District may also request that the Designated School Provider/CRNP provide immunization services to eligible students at District facilities, including administration of vaccines required or recommended for school-aged children, subject to applicable Pennsylvania law, immunization requirements, clinical appropriateness, and required informed consent.

Vaccine administration services provided by the CRNP shall be compensated separately on an agreed-upon fee-for-service basis and shall not be included in the annual School Physician stipend.

No routine student physical examination or vaccination shall be performed unless the required parent/guardian authorization and other applicable consent requirements have been satisfied.

MUHLENBERG SCHOOL DISTRICT

Alan S. Futrick, Ed.D. | Superintendent
Gangi E. Cucciuffo, Ed.D. | Assistant Superintendent
Shane M. Mathias, CPA | Chief Financial Officer
Cathy A. Shappell, Ed.D. | Executive Director

Letter of Agreement for Physician Services provided to the Muhlenberg School District/Reading-Muhlenberg Career and Technology Center

A stipend of $ 5000.00 per year is offered by the Muhlenberg School District for the School Physician's medical oversight, consultation, and related services identified in this Agreement.

The annual stipend paid to the School Physician is intended to compensate the School Physician for the medical oversight, consultation, guidance, review of standing orders and emergency medication orders, and other services specifically identified in this Agreement.

The annual stipend does not include separately negotiated fee-for-service compensation for student physical examinations, immunization administration, or other services specifically designated as fee-for-service and performed by the Designated School Provider/CRNP.

All fee-for-service rates shall be established in writing and approved by the District prior to the services being provided.

This Agreement shall be effective for the 2026–2027 school year.

This Agreement shall be reviewed and, if mutually agreed upon, renewed each June before the beginning of the subsequent school year. Renewal shall be subject to approval by the Muhlenberg School District School Board.

School Physician

Printed Name: K.M. Rauenzahn DO Signature: KMRauenzahn DO

Date: 8/31/26

Muhlenberg School District

Authorized Representative/Title: SHANE M. MATHIAS CFO Date: 9.4.2026

Signature: SMM

MUHLENBERG SCHOOL DISTRICT

Alan S. Futrick, Ed.D.
| Superintendent
Gangi E. Cucciuffo, Ed.D.
| Assistant Superintendent
Shane M. Mathias, CPA
| Chief Financial Officer
Cathy A. Shappell, Ed.D.
| Executive Director

RECEIVED
gr 8/31/26
AUG 31 2026
SUPERINTENDENT'S OFFICE

Professional and Administrative Salary Adjustments for 2026-2027 School Year

Name	Step and Column	Salary
Kristina Antonellos	M+24,4 from Top	$94,074.00
Laura Barrall	M+18,Top	$98,623.00
Robert Brad	M+9,9 from Top	$79,850.00
Rebecca Cariola	M,13 from Top	$70,778.00
Rowe Cary	M,Top	$93,022.00
Stefanie Cerroni	M+24,8 from Top	$86,540.00
Michelle Chavoya	M+24,10 from Top	$82,774.00
Laura Darnell	M+18,Top	$98,623.00
Angela Deysher	B+24,6 from Top	$79,242.00
Wesley Eastok	M+18,6 from Top	$87,689.00
Andrew Evans	B+18,14 from Top	$64,058.00
Jessica Gajewski	M+24,13 from Top	$77,123.00
Michael Granat	M+18,7 from Top	$85,867.00
Kerry Hendel	M+30,9 from Top	$87,177.00
Inga Hobbs	M+30,5 from Top	$94,959.00
Samantha Kopp	M+24,6 from Top	$90,307.00
Nina Kramer	B+9,15 from Top	$60,699.00
Christine Law	M+9,12 from Top	$74,564.00
Ian Laxton	M+18,12 from Top	$76,755.00
Jessica Levy-West	M+18,11 from Top	$78,578.00
Rebekah Lilliendahl	M+9,13 from Top	$72,802.00

Kayla Lowe	B+18,14 from Top	$64,058.00
Leila McGill	M+24,9 from Top	$84,657.00
Paide McGrogan	M,11 from Top	$74,182.00
Cynthia Meyers	M+18,8 from Top	$84,044.00
Brandon Monk	M,12 from Top	$72,480.00
Kelly Murphy	B+24,12 from Top	$69,491.00
Conner Oburn	B+24,14 from Top	$66,241.00
Tanner Pajakinas	M+18,14 from Top	$73,111.00
Nathan Patton	M+30,10 from Top	$85,231.00
Alexandra Previti	M+9,11 from Top	$76,326.00
Kaley Quillman	M+24,9 from Top	$84,657.00
Carley Rankin	M+18,9 from Top	$82,222.00
Ashley Reed	M+18,11 from Top	$78,578.00
Matthew Reiniger	M+30,9 from Top	$87,177.00
Emily Rudderow	M,13 from top	$70,778.00
Nicholas Sager	B+9,14 from Top	$62,228.00
Shane Shaffer	M+24,10 from Top	$82,774.00
Abby Streeter	B+9,14 from Top	$62,228.00
Marcella Sweigart	M+24,7 from Top	$88,424.00
Madison Szczecina	M,13 from Top	$70,778.00
Jenele Vadelund	M+18,13 from Top	$74,933.00
Dalin Vallone	M+30,Top	$104,686.00
Theordore Wekheiser III	B+18,13 from Top	$65,644.00
Valery Will	M+30,6 from Top	$93,013.00
Kedric Yoder	B+24,12 from Top	$69,491.00
George Dunda	B+24, 13 from Top	$67,866.00
Allison Bolman	M, 16 from Top	$65,671.00
Emily Carmichael		$87,302.00

MUHLENBERG
SCHOOL DISTRICT
Alternative Education & Co-Curricular Engagement
Lori Morris
Supervisor

RECEIVED
SEP 04 2026
SUPERINTENDENT'S OFFICE

DATE: August 28, 2026

TO: Dr. Alan Futrick

FROM: Lori K. Morris, Supervisor of AEDY & Co-Curricular Engagement

RE: Co-Curricular advisors for 2026-2027 school year

CC: Dr. Gangi Cucciuffo
Mrs. Tara Flowers
Mr. Kyle Crater

I am recommending the following 2026-2027 school year advisors for approval at the next MSD board meeting.

Building	Activity	Last Name	First Name	Years Credit	Salary
MEC	MEC School Store Co-Advisor	Kopetsky	Laura	1	$725
MEC	MEC School Store Co-Advisor	Vicari	Kelly	1	$725
MEC	MEC Student Council Co-Advisor	Eaton	Michelle	1	$870
Cole	School Store Co-Advisor	Carmichael	Emily	2	$725
Cole	Yearbook Co-Advisor	Yenser	Erica	2	$290
Cole	Yearbook Co-Advisor	Anton	Jen	2	$290

Cole	Choral Director	Reiniger	Matthew	12	$1681
Cole	Student Council Co-Advisor	Barbon	Kelly	2	$870
Cole	Student Council Co-Advisor	Painter	Shannon	2	$870
Junior High	Play Stage Co-Manager	Evans	Chris	2	$1000
Junior High	Play Musical Director	Watson	Erica	12	$2017
Junior High	Play Director	Arndt	Michael	12	$3362
Junior High	Light and Set Design	Watson	Matthew	9	$1688
Junior High	Costumer	Silvoy	Francine	2	$500
Junior High	Choreographer	Dietrich	Megan	2	$1500
Junior High	Sound	Evans	John	2	$1000
Junior High	Co Set Construction	Watson	Matthew	2	$500
Junior High	Co Set Construction	Kretz	Jared	2	$500
Junior High	Select Ensemble	Watson	Erica	9	$1632
Junior High	Jazz Band	Evans	John	13	$1681
Junior High	Audio Visual	Gantz	John	1	$2030
Junior High	Co Intramurals	Blickley	Melissa	19	$3272
Junior High	Co Intramurals	Houck	Joe	27	$3827
Junior High	Yearbook	Gantz	John	2	$580
Junior High	Student Council Advisor	Vallone	Dalin	2	$2030
Junior High	Art Co-Advisor	Kramer	Matt	10	$653
Junior High	Art Co-Advisor	Weir	Erin	7	$634
Junior High	Volunteer Co-Advisor	Dieffenbach	Katie	6	$615
Junior High	Volunteer Co-Advisor	Ellis	Jackie	1	$580

Junior High	Golf	Laxton	Ian	5	$1231
Junior High	Science Co-Advisor	Evans	Chris	5	$308
Junior High	Science Co-Advisor	Garner	Brian	1	$290
Junior High	Unity	Morin	Sara	4	$896
Junior High	Aevidum Co-Advisor	Cuesta	Liliana	5	$1692
Junior High	Aevidum Co-Advisor	White	Diamante	5	$1692
Junior High	Crochet Co-Advisor	Brad	Kathleen	1	$580
Junior High	Crochet Co-Advisor	Shea	Paula	3	$597
Junior High	NJHS Co-Advisor	Boyer	Leslie	3	$747
Junior High	NJHS Co-Advisor	Weaver	Michele	3	$747
Junior High	Weapon Detector Monitor	Coldren	Matthew	1	$750
Junior High	Weapon Detector Monitor	Domine	Kip	1	$750
Junior High	Weapon Detector Monitor	Laxton	Ian	1	$750
Junior High	Weapon Detector Monitor	O Brien	Lisa	1	$750
Junior High	Weapon Detector Monitor	Williams	Robey	1	$750
Junior High	Weapon Detector Monitor	Jain	Shoba		$750
Junior High	Weapon Detector Monitor	Urenko	Robert		$750
Junior High	Weapon Detector Monitor	Roth	Ashley		$750
High School	Marching Band	Mohler	Nate	8	$4120
High School	Asst Marching	Bagenstose	Michael	8	$3090

	Band Percussion				
High School	Asst Marching Band	Eckenrod	Shanlyn	14	$3278
High School	Asst Marching Band	Patton	Nate	1	$2828
High School	Majorettes	Gift	Kelsey	15	$2118
High School	Color Guard	Nester	Cheyenne	5	$1846
High School	Instrumental Music Director	Mohler	Nate	7	$1901
High School	Vocal Director	Patton	Nate	1	$4640
High School	Commencent Coordinator	Hornberger	Julia	6	$3077
High School	Commencement Co-Coordinator	Schaefer	Tianna	6	$2307
High School	Junior Class Co-Advisor	Basseti	Dea	2	$1160
High School	Junior Class Co-Advisor	Jablonski	Stephanie	2	$1160
High School	Soph Class Co-Advisor	Seisler	Tyler	6	$1231
High School	Soph Class Co-Advisor	Pacharis	Tara	6	$1231
High School	Senior Class Co-Advisor	Zampelli	Jen	6	$1692
High School	Senior Class Co-Advisor	Dennis	Jarra	14	$1849
High School	Student Council	Dennis	Jarra	19	$3272
High School	Student Council	Jablonski	Stephanie	6	$2769
High School	Chess	Vallone	Justin	4	$1195
High School	Anime	Bliss	Colin	2	$1160
High School	Art	Seisler	Tyler	8	$1901
High School	Spanish	Olexy	Doug	6	$1538
High School	Purposeful Youth	Lilliendahl	Rebecca	2	$580

High School	UN Advisor	Olexy	Doug	19	$2545
High School	Yearbook Co-Advisor	Pavlovich	Jenna	3	$2688
High School	Yearbook Co-Advisor	Grube	Emily	4	$2688
High School	Leo	Estock	Wes	6	$3384
High School	NHS	Dennis	Jarra	6	$1538
High School	One By One	O'Donnell	Ben	9	$1306
High School	Reading Olympics	Searfoss	Julien	11	$1681
High School	Film	Weeks	Greg	6	$1231
High School	Tabletop Games	Werkheiser	Teddy	5	$615
High School	Dance Team	Bassetti	Dea	3	$2390
High School	Aveidum Co-Advisor	Heydt	Lauren	5	$1692
High School	Aveidum Co-Advisor	Pavlovich	Jenna	2	$1595
High School	ESports Co-Advisor	Brad	Robert	3	$1792
High School	ESports Co-Advisor	Werkheiser	Teddy	4	$1792
High School	Social Media Co-Advisor	Grube	Emily	4	$3584
High School	Social Media Co-Advisor	Pavlovich	Jenna	4	$1792
High School	Hall of Fame	Stoudt	Nikki	1	$1450
High School	Weapon Detector Monitor	Chapman	Austin	1	$750
High School	Weapon Detector Monitor	DeTurk	Dean	1	$750
High School	Weapon Detector Monitor	Kilgore	Jason	1	$750
High School	Weapon Detector Monitor	Lorchak	John	1	$750
High School	Weapon Detector	Pacharis	Tara	1	$750

	Monitor				
High School	Weapon Detector Monitor	Williams	Chelsea	1	$750
High School	Weapon Detector Monitor	Keller	Laura	1	$750
High School	Weapon Detector Monitor	Wolfe	Robert	1	$750

MUHLENBERG SCHOOL DISTRICT
Alan S. Futrick, Ed.D. | Superintendent
Gangi E. Cucciuffo, Ed.D. | Assistant Superintendent
Shane M. Mathias, CPA | Business Manager

RECEIVED
SEP 01 2026
SUPERINTENDENT'S OFFICE
9/1/26

DATE: 8/28/2026

TO: Dr. Alan Futrick

FROM: Ashley Care, Director of Athletics

RE: Recommendations for Sports Monitors

CC: Mr. Michael Mish
Mrs. Tara Flowers

I am recommending the following additional sports monitors for approval at the next MSD Board Meeting. All effective August 31, 2026 at a rate of $20.00/hour.

LAST NAME	FIRST NAME
Flowers	Matthew
Merriweather	Bradley
Clarke	Gregory
Flowers	Robert
Herndon	Bryant
Solstre	Manuel

MUHLENBERG SCHOOL DISTRICT

Alan S. Futrick, Ed.D.
| Superintendent
Gangi E. Cucciuffo, Ed.D.
| Assistant Superintendent
Shane M. Mathias, CPA
| Chief Financial Officer
Cathy A. Shappell, Ed.D.
| Executive Director

The following teachers are recommended for tenure status:

RECEIVED

AUG 28 2026

SUPERINTENDENT'S OFFICE

8/30/26

Name
Christopher Antosy
Gabriella Boyer
Laura Darnell
George Dunda
Meghan Goetz
Laura Musser
Conner Oburn
Joseph Oros
William Patti
Nancy Paul-Francois
Lilah Shade
Francine Silvoy
Allecia Stiles

MUHLENBERG SCHOOL DISTRICT

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| Superintendent
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| Business Manager

RECEIVED

SEP 01 2026

SUPERINTENDENT'S OFFICE

9/2/26

DATE: August 31, 2026

TO: Dr. Alan Futrick, Superintendent

FROM: Ken Patterson, Director of Physical Plant K.P.

RE: Bid Phase Services, Asbestos Abatement and Construction Oversight

CC: Shane Mathias, CPA., Chief Financial Officer

This memorandum serves as an explanation of capital project funds needed for environmental services for the first floor of Muhlenberg High School. During renovations of the second floor this past summer, asbestos was found in the mastic holding all of the chalk boards to the wall. The same conditions exist on the first floor in all of the classrooms. The first floor is scheduled for renovations in the summer of 2027. Muhlenberg would contract with our environmental service provider, Spotts, Stevens, and McCoy to develop bid documents, provide oversight of the asbestos abatement, including the required air testing when rooms are completed, as well as construction administration of the asbestos abatement. By contracting now, this work can be bid out and a contractor selected, so work can happen during winter break, spring break, and selected weekends, so that when the last day of school arrives, renovation work on the first floor can begin immediately, rather than being delayed until the asbestos is removed. The costs break down as follows:

Vendor	Service	Cost
Spotts, Stevens, McCoy	Bid Phase Services	$6,900
Spotts, Stevens, McCoy	Construction Oversight Services (Abatement Monitoring)	$13,600
Spotts, Stevens, McCoy	Management/ Reporting Services	$2,800

Total cost of these environmental services is **$23,300.00.** Funds for the project will be used out of the Capital Projects Fund. Thank you for your continued support.

MUHLENBERG SCHOOL DISTRICT

Alan S. Futrick, Ed.D.
| Superintendent
Gangi E. Cucciuffo, Ed.D.
| Assistant Superintendent
Shane M. Mathias, CPA
| Business Manager

RECEIVED

SEP 01 2026

SUPERINTENDENT'S OFFICE

gv 9/2/20

DATE: September 1, 2026

TO: Dr. Alan Futrick, Superintendent

FROM: Ken Patterson, Director of Physical Plant K.P.

RE: New Sound System for Renovated Natatorium

CC: Shane Mathias, CPA., Chief Financial Officer

This memorandum serves as an explanation of capital project funds needed for a new sound system in the renovated Natatorium at the Muhlenberg High School. This will replace a sound system that was over twenty years old. The costs were figured into the soft costs associated with the renovation project. The district will purchase the new system from Stray Systems Integration, who is part of the Pennsylvania purchasing cooperative, COSTARS. Stray Systems Integration will also handle the installation of the new system The costs break down as follows:

Vendor	Service	Cost
Stray Systems Integration	Sound System Components	$42,739.75
Stray Systems Integration	Installation	$32,863.39

Total cost of this new sound system is **$75,603.14.** Funds for the project will be used out of the Capital Projects Fund. Thank you for your continued support.

MUHLENBERG SCHOOL DISTRICT

FINANCIAL REPORTS
September 9, 2026

Treasurer's Report/General Fund
Investment Schedule
Year to Date Summary of Revenues
Year to Date Summary of Expenditures
Summary Revenue Comparison Report 7/31/26 & 7/31/25
Summary Expenditure Comparison Report 7/31/26 & 7/31/25
Expenditure Budget Activity – August 2026 (none)
Bill List Approvals and Ratifications
Capital Reserve Fund 32 Update
Capital Projects - 2023 GO Bonds
Capital Projects - 2024 GO Bonds
Capital Projects – 2025 GO Bonds
Monthly Activity Fund Report
Monthly Cafeteria Profit/Loss Statement

MUHLENBERG SCHOOL DISTRICT

Treasurer's Report/General Fund
For the Month Ended JULY 2026

		MID PENN	PSDLAF Investments	PLGIT Investments
GENERAL LEDGER 7/1/26		76,622.93	2,470,465.70	30,281,402.34
RECEIPTS:				
	Local Sources	-		
	Real Estate Taxes Muhlenberg	4,067,732.70		
	Real Estate Taxes Laureldale	441,699.10		
	LST	-		
	Berks EIT	201,605.65		
	Real Estate Transfer Tax	63,290.69		
	Real Estate Interim Taxes Laureldale	-		
	Real Estate Interim Taxes Muhlenberg	3,659.98		
	Business Privilege Tax - Muhlenberg	-		
	Business Privilege Tax - Laureldale	347.36		
	Delinquent Real Estate Taxes	-		
	ECYEH Transp pymt	9,666.75		
	COBRA	328.48		
	Charter School Refund	7,987.62		
	Cafeteria Expenses	57,227.00		
	Earnings on Investments	2,814.21	4,125.26	96209.36
	Fees Driver Ed	3,250.00		
	AFJROTC	-		
	Retiree Insurance Receipts	35,874.07		
	Credit Recovery/Summer School	10,300.00		
	Miscellaneous	69,158.77		
	Fire Relief	2,712.04		
	PHEAA St. Teacher Support	-		
	NRG	20,124.04		
	Chromebook Ins/Dmg	152.00		
	Corpay Revenue Share	116.72		
	Total Local Revenue	**4,998,047.18**	**4,125.26**	**96,209.36**
	State Revenues			
	State Subsidy Retirement		-	
	State Social Security Subsidy		-	
	Sp Ed		500,162.00	
	Sp Ed Misc		112.56	
	Safe Schools Equipment Grant		-	
	1305 & 1306		-	
	Dollar Day		680.00	
	Medicaid		-	
	SHARRS		81,918.54	
	Vocational Rehabilitation		-	
	Plan Con		-	
	Ready To Learn			
	PCCD Grant		-	
	Basic Education		-	
	Transportation		-	
	Rental/Bldg		-	
	Cyber Charter Transition		-	
	Property Tax Relief		-	
	Total State Revenue	**-**	**582,873.10**	**-**
	Federal Revenue			
	IDEA B	-		
	Consolidated Title Grants		91,262.66	
	Food Service Subsidy		13,712.89	
	Total Federal Revenue	**-**	**104,975.55**	**-**
DISBURSEMENTS:				
	Quarterly Employer share PSERS			
	Quarterly PAUC	7,454.54		
	Quarterly Philly Tax	568.00		
	Quarterly Local Tax	118,412.27		
	Section 125			
	PSERS EE Contribution	225,555.70		
	Cash Transfer for Payroll	2,682,736.22		
	Cash Transfer for AP Checking	2,387,703.98		
	Debt Service Payments			
	Total Disbursements	**5,422,430.71**	**-**	**-**
TRANSFERS:				
	Transfers between Mid Penn & PSDLAF	650,000.00	(650,000.00)	
	Transfers between Mid Penn & PLGIT			
	Total Transfers	**650,000.00**	**(650,000.00)**	**-**
GENERAL LEDGER 7/31/26		302,239.40	2,512,439.61	30,377,611.70

MUHLENBERG SCHOOL DISTRICT
Investment Schedule for 2026-27 Fiscal Year
Jul-26

FUND	DEPOSITORY		TYPE	RATE	CURRENT INTEREST	YTD INTEREST	BANK STATEMENT BALANCE
General Fund	MPB Section 125		Checking	0.00%	-	-	5,158.08
	Mid Penn Bank		Checking	2.63%	2,814.21	2,814.21	2,022,303.67
	PLGIT/Class		Pooled	3.48%	920.11	920.11	312,410.18
	PLGIT/Prime		Pooled	3.74%	95,289.25	95,289.25	30,065,201.52
	PLGIT/Term						
	TOTAL PLGIT				**96,209.36**	**96,209.36**	**30,377,611.70**
	PSDLAF						
	Interest credited all accounts						
	MAX Account		Pooled	3.423%	3,611.28	3,611.28	1,143,460.97
	Full Flex Pool (NEXBANK, NJ)		Pooled	3.593%	513.98	513.98	169,016.16
	TOTAL PSDLAF				**4,125.26**	**4,125.26**	**1,312,477.13**
	TOTAL GENERAL FUND				**103,148.83**	**103,148.83**	**33,717,550.58**
Activity Fund	Mid Penn Bank		Checking	2.63%	316.62	316.62	137,469.73
Athletics Activity Fund	Mid Penn Bank		Checking	2.63%	80.46	80.46	36,502.41
Food Service Fund	Mid Penn Bank		Checking	2.63%	11,158.71	11,158.71	**5,259,888.76**
Capital Reserve Fund	PLGIT/Class		Pooled	3.48%	21.77	21.77	7,392.57
	PLGIT/Prime		Pooled	3.74%	4,924.47	4,924.47	1,553,746.38
	PLGIT/Class (Env Repairs Grant)		Pooled	3.48%	243.80	243.80	9,783.62
	PLGIT/Prime (Env Repairs Grant)		Pooled	3.74%	4,508.22	4,508.22	1,422,412.82
	TOTAL CAPITAL RESERVE				**9,698.26**	**9,698.26**	**2,993,335.39**
Capital Projects Fund	PLGIT/Class (2023 GOB)		Pooled	3.48%	16,762.63	16,762.63	5,691,487.96
	PLGIT/Prime (2023 GOB)		Pooled	3.74%	26,108.96	26,108.96	8,237,771.13
	TOTAL 2023 GOB				**42,871.59**	**42,871.59**	**13,929,259.09**
	PLGIT/Class (2024 GOB)		Pooled	3.48%	727.97	727.97	247,169.81
	PLGIT/Prime (2024 GOB)		Pooled	3.74%	16.03	16.03	5,057.11
	TOTAL 2024 GOB				**744.00**	**744.00**	**252,226.92**
	PLGIT/Class (2025 GOB)		Pooled	3.48%	5,630.36	5,630.36	781,468.65
	PLGIT/Prime (2025 GOB)		Pooled	3.74%	126,478.21	126,478.21	37,757,641.54
	TOTAL 2025 GOB				**132,108.57**	**132,108.57**	**38,539,110.19**
Capital Projects TOTAL	**TOTAL 2023|2024|2025 GOB**				**175,724.16**	**175,724.16**	**52,720,596.20**

MUHLENBERG SCHOOL DISTRICT
DETAIL REVENUE STATUS REPORT
FOR THE PERIOD JULY 1, 2026 THROUGH JULY 31, 2026
BOARD MEETING - SEPTEMBER 9, 2026

ORGANIZATION	TITLE	BUDGET	PERIOD RECEIPTS	YEAR TO DATE REVENUE	BALANCE
10-8820-890-00	ACCESS REIMB TITLE 19 REVENUE	15,000.00	0.00	0.00	15,000.00
10-8810-890-00	ACCESS REIMBURSEMENT PROG REVENUE	365,914.00	0.00	0.00	365,914.00
10-6999-109-00	AQUATICS REVENUE	36,000.00	0.00	0.00	36,000.00
10-7111-201-00	BASIC ED FUNDING FORMULA REVENUE	11,750,624.00	0.00	0.00	11,750,624.00
10-6157-000-66	BUS PRIV TAX - MUHL REVENUE	1,185,000.00	0.00	0.00	1,185,000.00
10-6157-000-57	BUS PRIV TAX -LAUREL REVENUE	50,000.00	580.32	580.32	49,419.68
10-6999-103-00	COKE COMMISSION REVENUE	500.00	0.00	0.00	500.00
10-6920-000-00	CONTRIBUTIONS / DONATIONS REVENUE	5,000.00	0.00	0.00	5,000.00
10-6999-102-00	CORPAY MC PROGRAM REVENUE	7,500.00	0.00	0.00	7,500.00
10-6143-000-00	CURRENT LST REVENUE	83,500.00	0.00	0.00	83,500.00
10-6411-000-57	DELINQ RE TAXES-LAUREL REVENUE	85,000.00	0.00	0.00	85,000.00
10-6411-000-66	DELINQ RE TAXES-MUHL REVENUE	965,000.00	0.00	0.00	965,000.00
10-6151-000-00	EARNED INCOME TAXES REVENUE	4,400,000.00	11,282.14	11,282.14	4,388,717.86
10-6510-000-00	EARNINGS ON INVESTMENTS REVENUE	829,121.00	103,148.83	103,148.83	725,972.17
10-6992-008-00	ENERGY INCENT DEMAND RESP REVENUE	5,000.00	0.00	0.00	5,000.00
10-8390-915-00	FED FUND ROTC PROGRAM REVENUE	100,062.00	0.00	0.00	100,062.00
10-6740-000-00	FEES-DRIVER ED REVENUE	25,000.00	3,250.00	3,250.00	21,750.00
10-7332-330-00	FEM HYGIENE FUNDS REVENUE	7,995.00	0.00	0.00	7,995.00
10-9351-000-00	FOOD SERVICE FUND XFER REVENUE	50,000.00	0.00	0.00	50,000.00
10-6832-520-00	IDEA PART B IU REVENUE	870,883.00	0.00	0.00	870,883.00
10-6832-510-00	IDEA SECTION 619 REVENUE	18,598.00	0.00	0.00	18,598.00
10-9990-000-00	INSURANCE RECOVERIES REVENUE	20,000.00	0.00	0.00	20,000.00
10-6212-000-66	INTERIM TAX DISC MUHL TWP REVENUE	0.00	-74.69	-74.69	74.69
10-6112-000-57	INTERIM TAXES - LAUREL REVENUE	3,000.00	0.00	0.00	3,000.00
10-6112-000-66	INTERIM TAXES - MUHL REVENUE	367,000.00	3,734.67	3,734.67	363,265.33
10-7330-000-00	MEDICAL / DENTAL SERVICES REVENUE	85,000.00	0.00	0.00	85,000.00
10-6999-000-00	MISC REVENUE REVENUE	2,500.00	505.50	505.50	1,994.50
10-7312-312-00	NONPUB & CHARTER TRANSP REVENUE	84,700.00	0.00	0.00	84,700.00
10-6114-000-00	PAYMENT IN LIEU OF TAXES REVENUE	8,500.00	10,085.38	10,085.38	-1,585.38
10-7362-360-00	PCCD MNTL HLTH & SAFE/SEC REVENUE	181,500.00	0.00	0.00	181,500.00
10-7311-311-00	PUPIL TRANSP SUBSIDY REVENUE	694,300.00	0.00	0.00	694,300.00

10-6113-000-00	PURTA REVENUE	44,000.00	0.00	0.00	44,000.00
10-6211-000-57	RE DISCOUNT LAURELDALE REVENUE	0.00	-8,579.27	-8,579.27	8,579.27
10-6211-000-66	RE DISCOUNT MUHL TWP REVENUE	0.00	-78,186.15	-78,186.15	78,186.15
10-6111-000-57	RE TAXES - LAURELDALE REVENUE	4,762,696.00	450,278.37	450,278.37	4,312,417.63
10-6111-000-66	RE TAXES - MUHLENBERG REVENUE	43,343,971.00	4,135,833.47	4,135,833.47	39,208,137.53
10-6153-000-00	RE TRANSFER TAXES REVENUE	750,000.00	0.00	0.00	750,000.00
10-6991-000-00	REF OF PY EXPENDITURES REVENUE	23,500.00	56,823.59	56,823.59	-33,323.59
10-6910-000-00	RENTALS REVENUE	6,500.00	0.00	0.00	6,500.00
10-7532-222-00	RTLBG ADEQUACY SUPPLEMENT REVENUE	1,997,448.00	0.00	0.00	1,997,448.00
10-7531-222-00	RTLBG FOUNDATION REVENUE	5,240,897.00	0.00	0.00	5,240,897.00
10-7160-000-00	SECTION 1305 / 1306 REVENUE	15,000.00	0.00	0.00	15,000.00
10-7271-000-00	SPED ED STATE REVENUE	3,149,514.00	500,162.00	500,162.00	2,649,352.00
10-7340-000-00	STATE PROP TAX REDUCTION REVENUE	2,092,916.00	0.00	0.00	2,092,916.00
10-7810-000-00	STATE SUBSIDY FICA REVENUE	1,960,636.00	133,672.58	133,672.58	1,826,963.42
10-7820-000-00	STATE SUBSIDY RETIREMENT REVENUE	8,741,872.00	156,526.53	156,526.53	8,585,345.47
10-8514-412-00	TITLE I REVENUE	1,380,184.00	0.00	0.00	1,380,184.00
10-8515-421-00	TITLE IIA REVENUE	152,979.00	0.00	0.00	152,979.00
10-8516-471-00	TITLE III REVENUE	93,621.00	0.00	0.00	93,621.00
10-8517-432-00	TITLE IV 21ST CENTURY REVENUE	79,025.00	0.00	0.00	79,025.00
	TOTAL REPORT	**96,136,956.00**	**5,479,043.27**	**5,479,043.27**	**90,657,912.73**

MUHLENBERG SCHOOL DISTRICT
EXPENDITURE SUMMARY STATUS REPORT
FOR THE PERIOD JULY 1, 2026 THROUGH JULY 31, 2026
BOARD MEETING - SEPTEMBER 9, 2026

FUNCTION	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
1442	ALT ED PROGRAMS	531,361.00	18,924.74	393,323.43	18,924.74	119,112.83	77.58%
1233	AUTISTIC SUPPORT	3,796,254.00	66,564.72	1,476,155.23	66,564.72	2,253,534.05	40.64%
2650	B&G VEHICLE OPERATION	10,000.00	0.00	0.00	0.00	10,000.00	0.00%
2310	BOARD SVCS	24,110.00	20,490.42	600.00	20,490.42	3,019.58	87.48%
2320	BOARD TREASURER SVCS	1,600.00	0.00	1,500.00	0.00	100.00	93.75%
2512	BUDGETING SERVICES	7,000.00	7,240.64	0.00	7,240.64	-240.64	103.44%
2730	BUS MONITORING SVCS	83,999.00	98.00	5,095.00	98.00	78,806.00	6.18%
3320	CIVIC SVCS	119,000.00	5,497.76	57,506.66	5,497.76	55,995.58	52.94%
2122	COUNSELING SVCS	2,508,469.00	66,361.46	1,890,374.61	66,361.46	551,732.93	78.01%
1441	COURT PLACED PROGRAMS	2,500.00	0.00	0.00	0.00	2,500.00	0.00%
5240	DEBT SVCS FUND TRANSFERS	9,989,841.00	0.00	0.00	0.00	9,989,841.00	0.00%
1281	DEV DELAY SUPPORT	18,598.00	0.00	0.00	0.00	18,598.00	0.00%
1410	DRIVERS EDUCATION	152,363.00	5,204.77	116,300.49	5,204.77	30,857.74	79.75%
1231	EMOTIONAL SUPPORT	1,544,121.00	9,313.64	357,333.73	9,313.64	1,177,473.63	23.74%
1232	EMOTIONAL SUPPORT PRRI	162,000.00	0.00	162,800.00	0.00	-800.00	100.49%
2640	EQUIPMENT MAINTENANCE SV	12,000.00	0.00	0.00	0.00	12,000.00	0.00%
1190	FED FUNDED REGULAR PROG	1,226,316.00	0.00	900,556.74	0.00	325,759.26	73.44%
2515	FINANCIAL ACCTG SERVICES	350,453.00	12,505.27	157,318.09	12,505.27	180,629.64	48.46%
1243	GIFTED SUPPORT	142,270.00	1,185.07	122,927.90	1,185.07	18,157.03	87.24%
2630	GROUNDS MAINTENANCE SVCS	72,300.00	1,443.00	0.00	1,443.00	70,857.00	2.00%
3400	HALL OF FAME/ AWARDS	2,000.00	0.00	0.00	0.00	2,000.00	0.00%
1221	HEARING SUPPORT	102,500.00	0.00	145.00	0.00	102,355.00	0.14%
1430	HOMEBOUND EDUCATION	500.00	0.00	0.00	0.00	500.00	0.00%
2271	INST STAFF PROF DEV CERT	1,118,313.00	22,962.66	711,978.19	22,962.66	383,372.15	65.72%
2272	INST STAFF PROF DEV NCER	3,200.00	0.00	0.00	0.00	3,200.00	0.00%
2270	INST STAFF PROF DEV SVCS	73,692.00	7,378.97	0.00	7,378.97	66,313.03	10.01%
2260	INST-CURR DEV SVCS	1,425,256.00	98,005.05	884,872.86	98,005.05	442,378.09	68.96%
1241	LEARNING SUPPORT	6,333,883.00	90,582.87	3,836,995.48	90,582.87	2,406,304.65	62.01%
5140	LEASES	231,120.00	17,852.00	0.00	17,852.00	213,268.00	7.72%
2350	LEGAL/ACCOUNTING	422,250.00	6,000.00	0.00	6,000.00	416,250.00	1.42%

1211	LIFE SKILLS SUPPORT	1,102,567.00	31,661.29	355,121.88	31,661.29	715,783.83	35.08%
2420	MEDICAL SVCS	289,500.00	0.00	281,696.00	0.00	7,804.00	97.30%
1270	MULTI-HANDICAPPED SUPPOR	137,000.00	0.00	0.00	0.00	137,000.00	0.00%
2280	NON PUBLIC SUPPORT SVCS	2,150.00	0.00	0.00	0.00	2,150.00	0.00%
2450	NONPUBLIC HEALTH SERVICE	1,150.00	0.00	0.00	0.00	1,150.00	0.00%
1500	NONPUBLIC SCHOOL PROGRAM	35,000.00	0.00	0.00	0.00	35,000.00	0.00%
2750	NON-PUBLIC TRANSPORTATIO	435,762.00	0.00	0.00	0.00	435,762.00	0.00%
2440	NURSING SVCS	974,883.00	16,885.01	477,896.51	16,885.01	480,101.48	50.75%
2619	OPER/MAINT PLANT SPVSR	75,542.00	24,624.64	226,862.53	24,624.64	-175,945.17	332.91%
2611	OPERATION AND MAINT PLAN	306,833.00	25,014.77	184,949.06	25,014.77	96,869.17	68.43%
2620	OPERATION OF BUILDING SV	5,360,221.00	273,590.78	1,877,968.11	273,590.78	3,208,662.11	40.14%
2690	OTHER - OPERATION & MAIN	27,896.00	0.00	0.00	0.00	27,896.00	0.00%
2390	OTHER ADMIN SVCS	242,193.00	15,429.79	57,415.99	15,429.79	169,347.22	30.08%
3390	OTHER COMMUNITY SVCS	83,092.00	5,727.65	23,434.73	5,727.65	53,929.62	35.10%
2519	OTHER FISCAL SERVICES	128,301.00	11,105.20	76,837.57	11,105.20	40,358.23	68.54%
1490	OTHER INSTRUCTIONAL PRGM	360,746.00	9,064.38	93,647.74	9,064.38	258,033.88	28.47%
2190	OTHER STUDENT SVCS	87,889.00	0.00	0.00	0.00	87,889.00	0.00%
2790	OTHER STUDENT TRANS SVCS	1,140,000.00	0.00	4,960.33	0.00	1,135,039.67	0.44%
1290	OTHER SUPPORT	718,773.00	19,026.17	241,055.17	19,026.17	458,691.66	36.18%
2910	OTHER SUPPRT SERVICES	48,000.00	0.00	0.00	0.00	48,000.00	0.00%
2119	OTHER SUPRVSN STUDNT SER	670,181.00	6,144.24	532,941.11	6,144.24	131,095.65	80.44%
1390	OTHER VOC EDUCATION PROG	3,273,538.00	259,892.85	3,013,644.93	259,892.85	0.22	100.00%
2514	PAYROLL SERVICES	144,979.00	11,973.21	73,548.38	11,973.21	59,457.41	58.99%
2126	PLACEMENT SVCS	188,073.00	3,387.21	141,754.79	3,387.21	42,931.00	77.17%
2380	PRINCIPAL SVCS	4,677,310.00	416,949.06	2,748,880.78	416,949.06	1,511,480.16	67.68%
2836	PROF DEV NON-INST NONCER	9,700.00	0.00	0.00	0.00	9,700.00	0.00%
2140	PSYCHOLOGICAL SVCS	716,919.00	9,291.53	394,406.15	9,291.53	313,221.32	56.31%
2823	PUBLIC INFORMATION SVCS	12,000.00	8,763.80	30.04	8,763.80	3,206.16	73.28%
2125	RECORD MAINT SVCS	104,000.00	0.00	0.00	0.00	104,000.00	0.00%
2832	RECRUITMENT AND PLACEMEN	10,670.00	213.00	0.00	213.00	10,457.00	2.00%
5130	REFUND PRIOR YR REVENUES	308,000.00	0.00	0.00	0.00	308,000.00	0.00%
1110	REGULAR PROGRAMS	31,992,003.00	517,561.82	24,382,967.75	517,561.82	7,091,473.43	77.83%
3250	SCHOOL ATHLETICS	1,519,070.00	35,242.90	353,444.15	35,242.90	1,130,382.95	25.59%
2250	SCHOOL LIBRARY SVCS	17,350.00	5,268.52	4,393.01	5,268.52	7,688.47	55.69%
2660	SECURITY SVCS	857,950.00	25,195.00	178,389.42	25,195.00	654,365.58	23.73%
2160	SOCIAL WORK	603,385.00	50,311.17	400,399.47	50,311.17	152,674.36	74.70%
1225	SPEECH/LANGUAGE SUPPORT	874,857.00	7,257.42	688,206.71	7,257.42	179,392.87	79.49%
2834	STAFF DEV NON-INSTR CERT	49,550.00	450.00	0.00	450.00	49,100.00	0.91%

2839	STAFF SERVICES	2,900.00	0.00	0.00	0.00	2,900.00	0.00%
2850	STATE & FED AGENCY LIASO	2,170.00	198.59	595.77	198.59	1,375.64	36.61%
3210	STUDENT ACTIVITIES	304,296.00	0.00	331.50	0.00	303,964.50	0.11%
2711	STUDENT TRANSP DIRECTOR	325,477.00	68,711.98	215,429.21	68,711.98	41,335.81	87.30%
1420	SUMMER SCHOOL	422,208.00	62,497.12	940.60	62,497.12	358,770.28	15.03%
2360	SUPERINTENDENT SVCS	1,023,365.00	83,308.01	635,291.22	83,308.01	304,765.77	70.22%
2141	SUPERVISE PSYCH SVCS	346,898.00	16,058.20	250,173.72	16,058.20	80,666.08	76.75%
2111	SUPERVISN OF STUDENT SRV	783,558.00	55,959.19	451,397.53	55,959.19	276,201.28	64.75%
2841	SUPR OF DATA PROCESS SVC	1,172,287.00	95,706.95	710,946.88	95,706.95	365,633.17	68.81%
2511	SUPR OF FISCAL SVCS	409,578.00	33,856.60	316,553.16	33,856.60	59,168.24	85.55%
2831	SUPR OF STAFF SERV	277,054.00	141,532.94	75,521.27	141,532.94	59,999.79	78.34%
2818	SYSTEM-WIDE TECH SVCS	527,795.00	102,052.88	120,538.28	102,052.88	305,203.84	42.17%
2330	TAX COLLECTION SVCS	74,299.00	9,822.20	0.00	9,822.20	64,476.80	13.22%
5230	TRANSFER TO CAP PROJECT	633,123.00	0.00	0.00	0.00	633,123.00	0.00%
2740	VEHICLE MAINTENANCE SVCS	7,500.00	421.16	0.00	421.16	7,078.84	5.62%
2720	VEHICLE TRANS SVCS	1,746,226.00	0.00	0.00	0.00	1,746,226.00	0.00%
1224	VISION SUPPORT	23,920.00	0.00	0.00	0.00	23,920.00	0.00%
	TOTAL REPORT	**96,136,956.00**	**2,917,768.27**	**50,668,354.86**	**2,917,768.27**	**42,550,832.87**	**55.74%**

MUHLENBERG SCHOOL DISTRICT
SUMMARY REVENUE COMPARISON REPORT
FOR THE PERIOD JULY 1, 2026 THROUGH JULY 31, 2026 COMPARED TO THE PERIOD JULY 1, 2025 THROUGH JULY 31, 2025
BOARD MEETING - SEPTEMBER 9, 2026

TITLE	CURRENT YEAR BUDGET	CURRENT YEAR REVENUE	CURRENT YEAR BALANCE	CURRENT YEAR %	PRIOR YEAR BUDGET	PRIOR YEAR REVENUE	PRIOR YEAR BALANCE	PRIOR YEAR %
TOTAL ACCESS-TITLE 19	15,000.00	0.00	15,000.00	0.0%	15,000.00	0.00	15,000.00	0.0%
TOTAL BASIC ED FUNDING FOR	11,750,624.00	0.00	11,750,624.00	0.0%	11,675,618.00	0.00	11,675,618.00	0.0%
TOTAL BUILDING RENTAL PAYM	0.00	0.00	0.00	0.0%	555,000.00	0.00	555,000.00	0.0%
TOTAL CONTRIBUTIONS & DONA	5,000.00	0.00	5,000.00	0.0%	2,300.00	0.00	2,300.00	0.0%
TOTAL CURRENT 511 MERC. TA	1,235,000.00	580.32	1,234,419.68	0.0%	1,225,000.00	45,115.13	1,179,884.87	3.7%
TOTAL CURRENT 511 MUN. SVC	83,500.00	0.00	83,500.00	0.0%	85,000.00	0.00	85,000.00	0.0%
TOTAL CURRENT EIT	4,400,000.00	11,282.14	4,388,717.86	0.3%	4,225,000.00	0.00	4,225,000.00	0.0%
TOTAL CURRENT REAL ESTATE	48,106,667.00	4,586,111.84	43,520,555.16	9.5%	46,164,735.00	6,575,939.43	39,588,795.57	14.2%
TOTAL DELINQUENT TAXES	1,050,000.00	0.00	1,050,000.00	0.0%	950,000.00	8,701.48	941,298.52	0.9%
TOTAL DISCOUNT CURRENT RE	0.00	-86,765.42	86,765.42	0.0%	0.00	-124,319.18	124,319.18	0.0%
TOTAL DISCOUNT ON INTERIM	0.00	-74.69	74.69	0.0%	0.00	-1,340.27	1,340.27	0.0%
TOTAL ENERGY EFF REV/INCEN	5,000.00	0.00	5,000.00	0.0%	5,000.00	0.00	5,000.00	0.0%
TOTAL FEDERAL IDEA PASSED	889,481.00	0.00	889,481.00	0.0%	855,773.00	0.00	855,773.00	0.0%
TOTAL FEES	25,000.00	3,250.00	21,750.00	13.0%	25,000.00	4,250.00	20,750.00	17.0%
TOTAL FEM HYGIENE	7,995.00	0.00	7,995.00	0.0%	0.00	0.00	0.00	0.0%
TOTAL FOOD SERVICE FUND XF	50,000.00	0.00	50,000.00	0.0%	50,000.00	0.00	50,000.00	0.0%
TOTAL HEALTH SVCS	85,000.00	0.00	85,000.00	0.0%	80,000.00	0.00	80,000.00	0.0%
TOTAL INSURANCE RECOVERIES	20,000.00	0.00	20,000.00	0.0%	20,000.00	2,399.00	17,601.00	12.0%
TOTAL INTERIM REAL ESTATE	370,000.00	3,734.67	366,265.33	1.0%	375,000.00	67,013.91	307,986.09	17.9%
TOTAL INVESTMENT INTEREST	829,121.00	103,148.83	725,972.17	12.4%	1,184,000.00	77,886.82	1,106,113.18	6.6%
TOTAL MEDICAL ASSISTANCE-A	365,914.00	0.00	365,914.00	0.0%	231,576.00	0.00	231,576.00	0.0%
TOTAL MENTL HEALTH & SAFET	181,500.00	0.00	181,500.00	0.0%	0.00	0.00	0.00	0.0%
TOTAL MIGRATORY CHILDREN	0.00	0.00	0.00	0.0%	0.00	383.00	-383.00	0.0%
TOTAL MISC REVENUE	46,500.00	505.50	45,994.50	1.1%	35,000.00	331.17	34,668.83	0.9%
TOTAL NONPUB & CHARTER TRA	84,700.00	0.00	84,700.00	0.0%	77,000.00	0.00	77,000.00	0.0%
TOTAL OTHER RESTR FED DIRE	100,062.00	0.00	100,062.00	0.0%	92,262.00	0.00	92,262.00	0.0%
TOTAL PAYMENTS IN LIEU OF	8,500.00	10,085.38	-1,585.38	118.7%	7,250.00	0.00	7,250.00	0.0%
TOTAL PUBLIC UTILITY REALT	44,000.00	0.00	44,000.00	0.0%	42,500.00	0.00	42,500.00	0.0%
TOTAL PUPIL TRANSP SUBSIDY	694,300.00	0.00	694,300.00	0.0%	680,000.00	0.00	680,000.00	0.0%
TOTAL READY TO LEARN BLOCK	0.00	0.00	0.00	0.0%	947,941.00	0.00	947,941.00	0.0%
TOTAL READY TO LEARN BLOCK	5,240,897.00	0.00	5,240,897.00	0.0%	0.00	0.00	0.00	0.0%
TOTAL REAL ESTATE TRANSFER	750,000.00	0.00	750,000.00	0.0%	650,000.00	0.00	650,000.00	0.0%
TOTAL REFUNDS OF PRIOR YR	23,500.00	56,823.59	-33,323.59	241.8%	10,000.00	301.80	9,698.20	3.0%
TOTAL RENTALS	6,500.00	0.00	6,500.00	0.0%	4,500.00	0.00	4,500.00	0.0%
TOTAL RTLBG ADEQUACY SUPPL	1,997,448.00	0.00	1,997,448.00	0.0%	3,995,362.00	0.00	3,995,362.00	0.0%
TOTAL RTLBG TAX EQUITY SUP	0.00	0.00	0.00	0.0%	297,594.00	0.00	297,594.00	0.0%
TOTAL SCHOOL SAFETY & SEC	0.00	0.00	0.00	0.0%	24,000.00	0.00	24,000.00	0.0%

TOTAL SECTION 1305 & 1306	15,000.00	0.00	15,000.00	0.0%	50,000.00	0.00	50,000.00	0.0%
TOTAL SPECIAL EDUCATION	3,149,514.00	500,162.00	2,649,352.00	15.9%	3,110,821.00	0.00	3,110,821.00	0.0%
TOTAL STATE PROPERTY TAX R	2,092,916.00	0.00	2,092,916.00	0.0%	2,089,932.00	0.00	2,089,932.00	0.0%
TOTAL STATE SHARE RETIREME	8,741,872.00	156,526.53	8,585,345.47	1.8%	8,206,004.00	162,355.37	8,043,648.63	2.0%
TOTAL STATE SHARE SOC SEC	1,960,636.00	133,672.58	1,826,963.42	6.8%	1,824,140.00	120,927.28	1,703,212.72	6.6%
TOTAL TITLE I	1,380,184.00	0.00	1,380,184.00	0.0%	1,030,884.00	0.00	1,030,884.00	0.0%
TOTAL TITLE IIA	152,979.00	0.00	152,979.00	0.0%	150,366.00	0.00	150,366.00	0.0%
TOTAL TITLE III	93,621.00	0.00	93,621.00	0.0%	89,259.00	0.00	89,259.00	0.0%
TOTAL TITLE IV 21ST CENTUR	79,025.00	0.00	79,025.00	0.0%	84,991.00	0.00	84,991.00	0.0%
TOTAL TRANSFER FROM CAP PR	0.00	0.00	0.00	0.0%	1,000,000.00	0.00	1,000,000.00	0.0%
TOTAL REPORT	**96,136,956.00**	**5,479,043.27**	**90,657,912.73**	**5.7%**	**92,223,808.00**	**6,939,944.94**	**85,283,863.06**	**7.53%**

TOTAL EXPENDITURES	**2,917,768.27**	**2,958,873.22**
REVENUES OVER EXPENDITURES	**2,561,275.00**	**3,981,071.72**
as a % of Expenses:	87.78%	134.55%

MUHLENBERG SCHOOL DISTRICT
SUMMARY EXPENDITURE COMPARISON REPORT
FOR THE PERIOD JULY 1, 2026 THROUGH JULY 31, 2026 COMPARED TO THE PERIOD JULY 1, 2025 THROUGH JULY 31, 2025
BOARD MEETING - SEPTEMBER 9, 2026

TITLE	CURRENT YEAR BUDGET	CURRENT YEAR EXPENDITURES	CURRENT YEAR BALANCE	CURRENT YEAR %	PRIOR YEAR BUDGET	PRIOR YEAR EXPENDITURES	PRIOR YEAR BALANCE	PRIOR YEAR %
TOTAL ALT ED PROGRAMS	531,361.00	18,924.74	512,436.26	3.56%	564,697.00	15,576.03	549,120.97	2.76%
TOTAL AUTISTIC SUPPORT	3,796,254.00	66,564.72	3,729,689.28	1.75%	2,809,866.00	93,396.02	2,716,469.98	3.32%
TOTAL B&G VEHICLE OPERATIO	10,000.00	0.00	10,000.00	0.00%	10,000.00	0.00	10,000.00	0.00%
TOTAL BOARD SVCS	24,110.00	20,490.42	3,619.58	84.99%	58,720.00	55,587.51	3,132.49	94.67%
TOTAL BOARD TREASURER SVCS	1,600.00	0.00	1,600.00	0.00%	1,600.00	0.00	1,600.00	0.00%
TOTAL BUDGETING SERVICES	7,000.00	7,240.64	-240.64	103.44%	6,500.00	6,817.93	-317.93	104.89%
TOTAL BUS MONITORING SVCS	83,999.00	98.00	83,901.00	0.12%	129,062.00	100.00	128,962.00	0.08%
TOTAL CIVIC SVCS	119,000.00	5,497.76	113,502.24	4.62%	114,120.00	5,286.30	108,833.70	4.63%
TOTAL COUNSELING SVCS	2,508,469.00	66,361.46	2,442,107.54	2.65%	2,469,459.00	66,441.35	2,403,017.65	2.69%
TOTAL COURT PLACED PROGRAM	2,500.00	0.00	2,500.00	0.00%	5,000.00	0.00	5,000.00	0.00%
TOTAL DEBT SVCS FUND TRANS	9,989,841.00	0.00	9,989,841.00	0.00%	11,461,405.00	0.00	11,461,405.00	0.00%
TOTAL DEV DELAY SUPPORT	18,598.00	0.00	18,598.00	0.00%	52,598.00	0.00	52,598.00	0.00%
TOTAL DRIVERS EDUCATION	152,363.00	5,204.77	147,158.23	3.42%	148,820.00	5,422.07	143,397.93	3.64%
TOTAL EMOTIONAL SUPPORT	1,544,121.00	9,313.64	1,534,807.36	0.60%	1,163,554.00	16,705.50	1,146,848.50	1.44%
TOTAL EMOTIONAL SUPPORT PR	162,000.00	0.00	162,000.00	0.00%	316,080.00	0.00	316,080.00	0.00%
TOTAL EQUIPMENT MAINTENANC	12,000.00	0.00	12,000.00	0.00%	4,750.00	0.00	4,750.00	0.00%
TOTAL FED FUNDED REGULAR P	1,226,316.00	0.00	1,226,316.00	0.00%	983,246.00	0.00	983,246.00	0.00%
TOTAL FINANCIAL ACCTG SERV	350,453.00	12,505.27	337,947.73	3.57%	367,235.00	14,010.49	353,224.51	3.82%
TOTAL GIFTED SUPPORT	142,270.00	1,185.07	141,084.93	0.83%	136,135.00	1,005.41	135,129.59	0.74%
TOTAL GROUNDS MAINTENANCE	72,300.00	1,443.00	70,857.00	2.00%	78,200.00	0.00	78,200.00	0.00%
TOTAL GUIDANCE SVCS	0.00	0.00	0.00	0.00%	8,115.00	0.00	8,115.00	0.00%
TOTAL HALL OF FAME/ AWARDS	2,000.00	0.00	2,000.00	0.00%	2,000.00	0.00	2,000.00	0.00%
TOTAL HEARING SUPPORT	102,500.00	0.00	102,500.00	0.00%	77,500.00	773.34	76,726.66	1.00%
TOTAL HOMEBOUND EDUCATION	500.00	0.00	500.00	0.00%	900.00	0.00	900.00	0.00%
TOTAL INST STAFF PROF DEV	3,200.00	0.00	3,200.00	0.00%	5,225.00	0.00	5,225.00	0.00%
TOTAL INST STAFF PROF DEV	73,692.00	7,378.97	66,313.03	10.01%	77,763.00	-0.57	77,763.57	0.00%
TOTAL INST STAFF PROF DEV	1,118,313.00	22,962.66	1,095,350.34	2.05%	981,603.00	17,371.52	964,231.48	1.77%
TOTAL INST-CURR DEV SVCS	1,425,256.00	98,005.05	1,327,250.95	6.88%	1,156,356.00	79,495.11	1,076,860.89	6.87%
TOTAL LEARNING SUPPORT	6,333,883.00	90,582.87	6,243,300.13	1.43%	5,475,879.00	80,779.96	5,395,099.04	1.48%
TOTAL LEASES	231,120.00	17,852.00	213,268.00	7.72%	258,224.00	17,852.00	240,372.00	6.91%
TOTAL LEGAL/ACCOUNTING	422,250.00	6,000.00	416,250.00	1.42%	346,000.00	0.00	346,000.00	0.00%
TOTAL LIFE SKILLS SUPPORT	1,102,567.00	31,661.29	1,070,905.71	2.87%	1,543,867.00	31,218.27	1,512,648.73	2.02%
TOTAL MEDICAL SVCS	289,500.00	0.00	289,500.00	0.00%	248,500.00	0.00	248,500.00	0.00%
TOTAL MULTI-HANDICAPPED SU	137,000.00	0.00	137,000.00	0.00%	95,500.00	0.00	95,500.00	0.00%
TOTAL NON PUBLIC SUPPORT S	2,150.00	0.00	2,150.00	0.00%	1,309.00	0.00	1,309.00	0.00%
TOTAL NONPUBLIC HEALTH SER	1,150.00	0.00	1,150.00	0.00%	500.00	0.00	500.00	0.00%
TOTAL NONPUBLIC SCHOOL PRO	35,000.00	0.00	35,000.00	0.00%	15,000.00	0.00	15,000.00	0.00%
TOTAL NON-PUBLIC TRANSPORT	435,762.00	0.00	435,762.00	0.00%	405,000.00	0.00	405,000.00	0.00%

TOTAL NURSING SVCS	974,883.00	16,885.01	957,997.99	1.73%	929,984.00	19,628.29	910,355.71	2.11%
TOTAL OPER/MAINT PLANT SPV	75,542.00	24,624.64	50,917.36	32.60%	294,524.00	25,095.52	269,428.48	8.52%
TOTAL OPERATION AND MAINT	306,833.00	25,014.77	281,818.23	8.15%	283,616.00	24,026.89	259,589.11	8.47%
TOTAL OPERATION OF BUILDIN	5,360,221.00	273,590.78	5,086,630.22	5.10%	5,279,946.00	562,299.04	4,717,646.96	10.65%
TOTAL OTHER - OPERATION &	27,896.00	0.00	27,896.00	0.00%	30,658.00	30,015.00	643.00	97.90%
TOTAL OTHER ADMIN SVCS	242,193.00	15,429.79	226,763.21	6.37%	209,605.00	29,637.49	179,967.51	14.14%
TOTAL OTHER COMMUNITY SVCS	83,092.00	5,727.65	77,364.35	6.89%	98,754.00	5,116.82	93,637.18	5.18%
TOTAL OTHER FISCAL SERVICE	128,301.00	11,105.20	117,195.80	8.66%	120,589.00	10,437.24	110,151.76	8.66%
TOTAL OTHER INSTRUCTIONAL	360,746.00	9,064.38	351,681.62	2.51%	344,135.00	22,904.55	321,230.45	6.66%
TOTAL OTHER STUDENT SVCS	87,889.00	0.00	87,889.00	0.00%	87,889.00	0.00	87,889.00	0.00%
TOTAL OTHER STUDENT TRANS	1,140,000.00	0.00	1,140,000.00	0.00%	500,250.00	4,879.45	495,370.55	0.98%
TOTAL OTHER SUPPORT	718,773.00	19,026.17	699,746.83	2.65%	718,778.00	20,620.87	698,157.13	2.87%
TOTAL OTHER SUPPRT SERVICE	48,000.00	0.00	48,000.00	0.00%	44,000.00	0.00	44,000.00	0.00%
TOTAL OTHER SUPRVSN STUDNT	670,181.00	6,144.24	664,036.76	0.92%	605,722.00	6,484.89	599,237.11	1.07%
TOTAL OTHER VOC EDUCATION	3,273,538.00	259,892.85	3,013,645.15	7.94%	3,150,722.00	249,672.53	2,901,049.47	7.92%
TOTAL PAYROLL SERVICES	144,979.00	11,973.21	133,005.79	8.26%	130,015.00	11,192.69	118,822.31	8.61%
TOTAL PLACEMENT SVCS	188,073.00	3,387.21	184,685.79	1.80%	180,003.00	2,898.51	177,104.49	1.61%
TOTAL PRINCIPAL SVCS	4,677,310.00	416,949.06	4,260,360.94	8.91%	4,085,831.00	325,020.69	3,760,810.31	7.95%
TOTAL PROF DEV NON-INST NO	9,700.00	0.00	9,700.00	0.00%	12,000.00	0.00	12,000.00	0.00%
TOTAL PSYCHOLOGICAL SVCS	716,919.00	9,291.53	707,627.47	1.30%	555,644.00	12,269.43	543,374.57	2.21%
TOTAL PUBLIC INFORMATION S	12,000.00	8,763.80	3,236.20	73.03%	42,000.00	0.00	42,000.00	0.00%
TOTAL RECORD MAINT SVCS	104,000.00	0.00	104,000.00	0.00%	100,000.00	0.00	100,000.00	0.00%
TOTAL RECRUITMENT AND PLAC	10,670.00	213.00	10,457.00	2.00%	11,850.00	150.00	11,700.00	1.27%
TOTAL REFUND PRIOR YR REVE	308,000.00	0.00	308,000.00	0.00%	627,834.00	0.00	627,834.00	0.00%
TOTAL REGULAR INSTRUCTION	0.00	0.00	0.00	0.00%	104,186.00	0.00	104,186.00	0.00%
TOTAL REGULAR PROGRAMS	31,992,003.00	517,561.82	31,474,441.18	1.62%	31,384,264.00	444,769.16	30,939,494.84	1.42%
TOTAL SCHOOL ATHLETICS	1,519,070.00	35,242.90	1,483,827.10	2.32%	1,512,534.00	40,776.77	1,471,757.23	2.70%
TOTAL SCHOOL LIBRARY SVCS	17,350.00	5,268.52	12,081.48	30.37%	15,821.00	-12.00	15,833.00	-0.08%
TOTAL SECURITY SVCS	857,950.00	25,195.00	832,755.00	2.94%	675,155.00	4,800.00	670,355.00	0.71%
TOTAL SOCIAL WORK	603,385.00	50,311.17	553,073.83	8.34%	581,499.00	48,820.54	532,678.46	8.40%
TOTAL SPEECH/LANGUAGE SUPP	874,857.00	7,257.42	867,599.58	0.83%	719,683.00	6,159.05	713,523.95	0.86%
TOTAL STAFF DEV NON-INSTR	49,550.00	450.00	49,100.00	0.91%	58,054.00	1,300.00	56,754.00	2.24%
TOTAL STAFF SERVICES	2,900.00	0.00	2,900.00	0.00%	2,900.00	825.00	2,075.00	28.45%
TOTAL STATE & FED AGENCY L	2,170.00	198.59	1,971.41	9.15%	0.00	198.59	-198.59	0.00%
TOTAL STUDENT ACCTG SVCS P	0.00	0.00	0.00	0.00%	12,500.00	0.00	12,500.00	0.00%
TOTAL STUDENT ACTIVITIES	304,296.00	0.00	304,296.00	0.00%	301,209.00	0.00	301,209.00	0.00%
TOTAL STUDENT TRANSP DIREC	325,477.00	68,711.98	256,765.02	21.11%	250,967.00	21,504.70	229,462.30	8.57%
TOTAL SUMMER SCHOOL	422,208.00	62,497.12	359,710.88	14.80%	406,551.00	79,744.60	326,806.40	19.61%
TOTAL SUPERINTENDENT SVCS	1,023,365.00	83,308.01	940,056.99	8.14%	1,193,478.00	93,264.46	1,100,213.54	7.81%
TOTAL SUPERVISE PSYCH SVCS	346,898.00	16,058.20	330,839.80	4.63%	170,569.00	14,259.24	156,309.76	8.36%
TOTAL SUPERVISN OF STUDENT	783,558.00	55,959.19	727,598.81	7.14%	512,924.00	41,634.82	471,289.18	8.12%
TOTAL SUPR OF DATA PROCESS	1,172,287.00	95,706.95	1,076,580.05	8.16%	991,830.00	79,068.24	912,761.76	7.97%
TOTAL SUPR OF FISCAL SVCS	409,578.00	33,856.60	375,721.40	8.27%	377,816.00	31,482.27	346,333.73	8.33%
TOTAL SUPR OF STAFF SERV	277,054.00	141,532.94	135,521.06	51.08%	437,011.00	119,491.52	317,519.48	27.34%
TOTAL SYSTEM-WIDE TECH SVC	527,795.00	102,052.88	425,742.12	19.34%	294,027.00	59,106.09	234,920.91	20.10%

TOTAL TAX COLLECTION SVCS	74,299.00	9,822.20	64,476.80	13.22%	76,057.00	1,492.03	74,564.97	1.96%
TOTAL TRANSFER TO CAP PROJ	633,123.00	0.00	633,123.00	0.00%	0.00	0.00	0.00	0.00%
TOTAL VEHICLE MAINTENANCE	7,500.00	421.16	7,078.84	5.62%	4,500.00	0.00	4,500.00	0.00%
TOTAL VEHICLE TRANS SVCS	1,746,226.00	0.00	1,746,226.00	0.00%	1,775,000.00	0.00	1,775,000.00	0.00%
TOTAL VISION SUPPORT	23,920.00	0.00	23,920.00	0.00%	340,636.00	0.00	340,636.00	0.00%
TOTAL REPORT	**96,136,956.00**	**2,917,768.27**	**93,219,187.73**	**3.04%**	**92,223,808.00**	**2,958,873.22**	**89,264,934.78**	**3.21%**

MUHLENBERG SCHOOL DISTRICT
BILL LIST SUMMARY
8/01/26-8/31/26

RATIFICATION

GENERAL FUND EXPENSES		8/01/26-8/31/26
August 6, 2026	$	3,327.11
August 6, 2026	$	130,045.10
August 6, 2026	$	191,126.72
August 10, 2026	$	749.45
August 14, 2026	$	6,903.99
August 14, 2026	$	829,358.47
August 14, 2026	$	1,242,093.06
August 20, 2026	$	3,226.11
August 20, 2026	$	362.56
August 20, 2026	$	362.56
August 20, 2026	$	8,719.82
August 20, 2026	$	367,310.50
August 28, 2026	$	1,951.92
August 28, 2026	$	834.75
August 28, 2026	$	7,483.72
August 28, 2026	$	428,784.46
August 28, 2026	$	5,852.35
VOID	$	(787.51)
Total	**$**	**3,227,705.14**
AUGUST 2026 Non-check Payments	**$**	**2,629,473.46**

Cafeteria Fund Expenses

August 6, 2026	$	3,227.84
August 6, 2026	$	47,327.07
August 14, 2026	$	964.50
August 14, 2026	$	31,740.05
August 14, 2026	$	1,026.25
August 20, 2026	$	62,278.82
August 20, 2026	$	63.00
August 28, 2026	$	642.32
August 28, 2026	$	1,202.25
August 28, 2026	$	33,884.55
Void Check		
Total	**$**	**182,356.65**

Check Register

Check Number	Check Date	Vendor Name	Transaction Amount
61127	08/06/2026	MUHLENBERG SD FOUNDATION	41.82
61128	08/06/2026	READING-BERKS SCHOOL EMPLOYEES	3,285.29
61129	08/06/2026	BCIU/TRANSPORTATION	39,961.98
	08/06/2026		734.40
	08/06/2026		11,631.58
	08/06/2026		4,903.72
	08/06/2026		1,992.03
61130	08/06/2026	BERKS CO INTERMEDIATE UNIT	40,096.50
	08/06/2026		1,603.86
61131	08/06/2026	REPUBLIC SERVICES #318	2,304.70
61132	08/06/2026	CHESTER COUNTY INTERMEDIATE UNIT	693.75
	08/06/2026		2,030.16
	08/06/2026		2,393.14
61133	08/06/2026	COUNTRYSIDE FUEL SERVICE LLC	876.59
61134	08/06/2026	PSBA INSURANCE TRUST	11,598.41
61135	08/06/2026	READING-MUHLENBERG CAREER &	20.00
61136	08/06/2026	SWEET, STEVENS, KATZ & WILLIAMS LLP	3,545.20
61137	08/06/2026	TREBRON COMPANY INC	4,000.00
61138	08/06/2026	TRIANGLE COMMUNICATIONS INC	900.00
61139	08/06/2026	VERIZON	30.04
61140	08/06/2026	WINTER ENGINE GENERATOR SERV INC	729.04
61141	08/06/2026	ACRISURE EAST INSURANCE SERVICES LL	22,673.00
	08/06/2026		10,900.00
61142	08/06/2026	AMAZON CAPITAL SERVICES INC	441.22
	08/06/2026		33.20
	08/06/2026		779.00
61143	08/06/2026	B&H FOTO & ELECTRONICS CORP	454.14
61144	08/06/2026	BLICK ART MATERIALS	204.62
61145	08/06/2026	BOROUGH OF LAURELDALE	160.00
61146	08/06/2026	C&S OFFICE SUPPLY & FURNITURE INC	120.00
	08/06/2026		180.00
61147	08/06/2026	CM REGENT RESOURCES LLC	258.00
61148	08/06/2026	CONCENTRA MEDICAL CENTERS	63.00
61149	08/06/2026	WILLIAM A FRASER INC	281.20
61150	08/06/2026	GLOBAL INDUSTRIES, INC.	424.95
	08/06/2026		-424.95
61151	08/06/2026	SUSAN DIANNE HAWKINS	2,600.00
61152	08/06/2026	HEWLETT PACKARD FINANCIAL SERVICES	70,958.98
61153	08/06/2026	HOGAN LEARNING ACADEMY LLC	10,920.00
	08/06/2026		10,920.00
61154	08/06/2026	GRAUERS PAINT & DECORATING	718.67
61155	08/06/2026	ENCORE HOLDINGS, LLC	2,855.42

61156	08/06/2026	POWERSCHOOL CORPORATION	7,590.93
61157	08/06/2026	SINCLAIR CAMPBELL COMPANY	800.00
61158	08/06/2026	READING-MUHLENBERG CAREER &	703.36
61159	08/06/2026	SCHLABAUGH & SONS WOODWORKING INC	1,221.95
61160	08/06/2026	SCHOOL OUTFITTERS LLC	190.71
61161	08/06/2026	JOSEPH R SCOBORIA JR	2,884.80
61162	08/06/2026	THE ART STORE INC	5,119.71
	08/06/2026		746.54
	08/06/2026		1,192.73
	08/06/2026		2,000.00
61163	08/06/2026	TREBRON COMPANY INC	11,894.40
	08/06/2026		7,469.45
61164	08/06/2026	ULINE	274.13
61165	08/06/2026	UTICA MUTUAL INSURANCE COMPANY	10,032.00
61166	08/06/2026	VERIZON	2,280.61
61167	08/06/2026	WILMINGTON TRUST	780.00
61168	08/10/2026	CATHY ANN MITCHELL	749.45
61169	08/14/2026	AMAZON CAPITAL SERVICES INC	14.83
61170	08/14/2026	BCIU/TRANSPORTATION	129,623.19
	08/14/2026		4,886.68
61171	08/14/2026	BERKS CO INTERMEDIATE UNIT	595.00
61172	08/14/2026	CENTRAL YORK SCHOOL DISTRICT	4,698.26
61173	08/14/2026	CHESTER COUNTY INTERMEDIATE UNIT	40,408.20
	08/14/2026		21,706.08
	08/14/2026		49,881.73
61174	08/14/2026	HOGAN LEARNING ACADEMY LLC	2,080.00
	08/14/2026		1,040.00
61175	08/14/2026	KAYLA M LOWE	1,602.00
61176	08/14/2026	JAMES E. MANCUSO, ESQ	2,992.50
61177	08/14/2026	MOBILE MODULAR MANAGEMENT CORP	15,250.00
61178	08/14/2026	MUHLENBERG TOWNSHIP	554,580.00
61179	08/14/2026	AMAZON CAPITAL SERVICES INC	42.14
	08/14/2026		49.98
	08/14/2026		215.99
	08/14/2026		54.33
61180	08/14/2026	BCIU/TUITION	151.67
61181	08/14/2026	MACMILLAN HOLDINGS LLC	4,981.29
61182	08/14/2026	BERKS CO INTERMEDIATE UNIT	5,525.86
61183	08/14/2026	BERKS CTY SCHOOL DIST HEALTH TRUST	968,316.55
	08/14/2026		852.28
61184	08/14/2026	BOB FISHER CHEVROLET INC	109.07
61185	08/14/2026	CTBOOK HOLDINGS LLC	1,364.00
61186	08/14/2026	CENGAGE LEARNING	13,930.00
61187	08/14/2026	CLEAN IMAGE INC	85.44
	08/14/2026		289.84

	08/14/2026		289.84
	08/14/2026		204.40
61188	08/14/2026	CONCENTRA MEDICAL CENTERS	184.00
61189	08/14/2026	DELTAMATH SOLUTIONS INC.	5,500.00
61190	08/14/2026	EDUTEK SOLUTIONS LLC	6,324.73
61191	08/14/2026	FACILITIES MANAGEMENT EXPRESS LLC	4,960.33
	08/14/2026		4,960.33
61192	08/14/2026	GARAVENTA USA INC	810.00
	08/14/2026		810.00
	08/14/2026		810.00
	08/14/2026		810.00
61193	08/14/2026	JENNIFER WENTZEL	144.93
61194	08/14/2026	KENCOR LLC	312.11
	08/14/2026		304.50
61195	08/14/2026	KEYSTONE FIRE PROTECTION CO	1,452.45
	08/14/2026		780.00
61196	08/14/2026	KAYLA M LOWE	1,602.00
61197	08/14/2026	MOBILE MODULAR MANAGEMENT CORP	18,055.00
61198	08/14/2026	DAVID L MOORE	10.00
61199	08/14/2026	OFFICE BASICS INC	210.34
	08/14/2026		178.94
	08/14/2026		252.63
	08/14/2026		73.69
61200	08/14/2026	ONHAND SCHOOLS INC	14,100.45
	08/14/2026		14,100.45
61201	08/14/2026	PA LEADERSHIP CHARTER SCHOOL	968.45
	08/14/2026		1,936.90
	08/14/2026		1,830.37
61202	08/14/2026	PASBO	134.00
	08/14/2026		133.00
	08/14/2026		133.00
61203	08/14/2026	KENNETH DEAN PATTERSON	263.50
61204	08/14/2026	PENNSYLVANIA PRINCIPALS ASSOCIATION	605.00
61205	08/14/2026	PITNEY BOWES BANK INC	5,000.00
	08/14/2026		5,000.00
61206	08/14/2026	SINCLAIR CAMPBELL COMPANY	554.66
	08/14/2026		400.00
61207	08/14/2026	GATEWAY ED/SAVVAS LEARNING CO LLC	142,144.50
61208	08/14/2026	THE ART STORE INC	337.13
61209	08/14/2026	THE GUARDIAN LIFE INSURANCE COMPANY	6,326.20
61210	08/14/2026	THE HARRISON GROUP INC	558.00
61211	08/14/2026	THOMSON REUTERS	1,646.19
61212	08/14/2026	UNITED SALES USA CORP	14.79
	08/14/2026		330.99
	08/14/2026		475.99

	08/14/2026		14.79
61213	08/14/2026	US EXPRESS PRINTING	46.00
61214	08/14/2026	VERIZON	30.04
61215	08/20/2026	MUHLENBERG SD FOUNDATION	40.82
61216	08/20/2026	READING-BERKS SCHOOL EMPLOYEES	3,185.29
61217	08/20/2026	BERKS CO INTERMEDIATE UNIT	2,739.28
	08/20/2026		3.36
	08/20/2026		448.00
61218	08/20/2026	CENTRAL CAMBRIA SD	3,534.52
	08/20/2026		-347.15
61219	08/20/2026	DIESEL DIRECT CENTRAL LLC	1,777.69
	08/20/2026		564.12
61220	08/20/2026	AMAZON CAPITAL SERVICES INC	490.39
61221	08/20/2026	BERKS CO INTERSCHOLASTIC ATH ASSOC	7,750.00
61222	08/20/2026	REPUBLIC SERVICES #318	2,397.90
61223	08/20/2026	JOANN BREZNA	90.00
61224	08/20/2026	CENGAGE LEARNING	6,265.00
61225	08/20/2026	CLEAN IMAGE INC	62.40
	08/20/2026		124.80
	08/20/2026		62.40
	08/20/2026		62.40
61226	08/20/2026	XANEDU PUBLISHING INC	54,561.00
61227	08/20/2026	DATA PROCESSING DESIGN INC	20.00
61228	08/20/2026	H.A. BERKHEIMER INC	40.80
61229	08/20/2026	LAUREN E HEYDT	299.99
61230	08/20/2026	HOLLYWOOD ONE HOUR CLEANERS LTD	2,591.00
61231	08/20/2026	KELCHNER CLEANERS	525.00
61232	08/20/2026	JOHN J LORCHAK	759.00
61233	08/20/2026	NASCO	46.74
61234	08/20/2026	NEWSELA INC	8,925.00
61235	08/20/2026	NORTH EAST PARTS GROUP, LLC	86.98
61236	08/20/2026	DIRECT ENERGY MARKETING INC	35.12
	08/20/2026		107.89
61237	08/20/2026	READING-MUHLENBERG CAREER &	259,892.85
	08/20/2026		390.00
61238	08/20/2026	SPORTSMANS	15,095.80
61239	08/20/2026	SWEETWATER SOUND INC	405.64
61240	08/20/2026	THE ART STORE INC	83.30
	08/20/2026		83.30
	08/20/2026		83.30
61241	08/20/2026	TOLEDO PHYSICAL EDUCATION SUPPLY IN	479.88
61242	08/20/2026	ULINE	337.62
61243	08/20/2026	UNCHARTED LEARNING NFP	3,850.00
61244	08/20/2026	WILMINGTON TRUST	780.00
61245	08/20/2026	YOUR STORAGE SOLUTION	525.00

61246	08/28/2026	AMAZON CAPITAL SERVICES INC	1,451.87
	08/28/2026		596.56
	08/28/2026		490.29
	08/28/2026		2,589.64
61247	08/28/2026	CARY L ROWE	3,528.00
61248	08/28/2026	BERKS CO INTERMEDIATE UNIT	577.50
61249	08/28/2026	BLICK ART MATERIALS	28.68
	08/28/2026		1,656.71
61250	08/28/2026	GABRIELLA N BOYER	1,602.00
61251	08/28/2026	CASCADE SCHOOL SUPPLIES	1,338.21
61252	08/28/2026	COLONIAL ELECTRIC SUPPLY COMPANY IN	3,600.00
61253	08/28/2026	COMPUTER SPORTS MEDICINE INC	1,265.00
61254	08/28/2026	DECKER INC SCHOOL FIX	12.66
	08/28/2026		622.42
61255	08/28/2026	DEMCO INC	235.84
61256	08/28/2026	ANDREW J EVANS	1,602.00
61257	08/28/2026	FOLLETT CONTENT SOLUTIONS, LLC	3,035.11
61258	08/28/2026	ALAN S FUTRICK	163.91
61259	08/28/2026	GOLFBALLS.COM	255.91
61260	08/28/2026	LANEY A HEFTER	2,000.00
61261	08/28/2026	INTEGRA ONE	923.98
61262	08/28/2026	SUSAN MARY BECKER	16,530.25
61263	08/28/2026	KEYSTONE FIRE PROTECTION CO	123.00
61264	08/28/2026	COURTNEY E KNITTLE	47.67
	08/28/2026		175.00
61265	08/28/2026	KURTZ BROS	702.97
	08/28/2026		184.83
	08/28/2026		88.12
	08/28/2026		500.00
61266	08/28/2026	LOWES BUSINESS ACCT/SYNCB	17.61
	08/28/2026		135.81
	08/28/2026		145.75
	08/28/2026		26.00
61267	08/28/2026	MSD- CAFETERIA	52.50
61268	08/28/2026	NASCO	78.96
61269	08/28/2026	OFFICE BASICS INC	1,888.00
	08/28/2026		270.50
61270	08/28/2026	PITNEY BOWES BANK INC	4,000.00
61271	08/28/2026	PYRAMID SCHOOL PRODUCTS INC	5,854.32
	08/28/2026		47.80
	08/28/2026		160.00
	08/28/2026		2,066.00
61272	08/28/2026	QUILL CORPORATION	48.59
61273	08/28/2026	R.I.C.H. INCORPORATED	104.00
61274	08/28/2026	READING-MUHLENBERG CAREER &	746.69

	08/28/2026		690.00
61275	08/28/2026	RHYTHM BAND INSTRUMENTS LLC	389.60
61276	08/28/2026	RIVERSIDE INSIGHTS	4,025.84
61277	08/28/2026	SCHOOL AI, INC.	15,001.80
61278	08/28/2026	JOSEPH R SCOBORIA JR	80.03
61279	08/28/2026	SHI INTERNATIONAL CORP	41,239.80
61280	08/28/2026	SINGER EQUIPMENT COMPANY INC	6.09
	08/28/2026		12.18
	08/28/2026		12.18
	08/28/2026		6.09
61281	08/28/2026	SONOVA USA INC.	145.00
61282	08/28/2026	STEVE WEISS MUSIC INC	434.95
	08/28/2026		506.50
61283	08/28/2026	TANG MATH LLC	6,800.00
61284	08/28/2026	THE GUARDIAN LIFE INSURANCE COMPANY	1,573.58
61285	08/28/2026	TREBRON COMPANY INC	61,275.00
61286	08/28/2026	UTICA MUTUAL INSURANCE COMPANY	211,584.00
	08/28/2026		9,596.00
61287	08/28/2026	VERITIV OPERATING COMPANY	1,985.03
	08/28/2026		1,786.52
	08/28/2026		3,970.05
61288	08/28/2026	VERIZON	2,309.98
61289	08/28/2026	WEAVER'S HARDWARE	68.10
	08/28/2026		131.07
	08/28/2026		262.95
	08/28/2026		116.46
61290	08/28/2026	WILSON LANGUAGE TRAINING CORPORATIO	3,105.00
61291	08/28/2026	ZONAR SYSTEMS INC	100.00
61292	08/28/2026	BERKS CO INTERMEDIATE UNIT	560.00
61293	08/28/2026	CHESTER COUNTY INTERMEDIATE UNIT	39.29
	08/28/2026		39.29
61294	08/28/2026	GEORGE DUNDA	1,548.00
61295	08/28/2026	ALISON PEGGY FRANZONE	1,602.00
61296	08/28/2026	RIDDELL ALL AMERICAN	3,418.35
61297	08/28/2026	SPORTSMANS	276.79
V28608	08/14/2026	*CURRICULUM ASSOCIATES LLC	366.24
V28609	08/14/2026	*DATA SHEET SOLUTIONS LLC	4,800.00
V28610	08/14/2026	*PITNEY BOWES GLOBAL FINANCIAL SERV	423.78
V28611	08/14/2026	*RYDIN DECAL	145.63
	08/14/2026		295.04
V28612	08/14/2026	*W. B. MASON CO., INC.	873.30
V28613	08/20/2026	*W. B. MASON CO., INC.	362.56
V28614	08/28/2026	*J.C. EHRLICH	833.14
	08/28/2026		931.98
	08/28/2026		970.48

	08/28/2026		829.58
	08/28/2026		780.90
V28615	08/28/2026	*S & S WORLDWIDE INC	4.39
V28616	08/28/2026	*SCHOOL SPECIALTY LLC	1,001.88
	08/28/2026		500.00
V28617	08/28/2026	*CORPAY MC	834.75
V28618	08/28/2026	*CORPAY MC	39.84
	08/28/2026		21.20
	08/28/2026		1,211.88
	08/28/2026		179.00
	08/28/2026		500.00
Total			**3,227,705.14**

MUHLENBERG SCHOOL DISTRICT
NON-CHECK PAYMENTS
BOARD MEETING

Payment Date	Vendor Name & Description	Amount
8/5/26	ZIP CHECK PAYMENT FOR UGI-HEATING	520.64
8/5/26	ZIP CHECK PAYMENT FOR UGI-HEATING	556.58
8/5/26	ZIP CHECK PAYMENT FOR UGI-HEATING	642.10
8/5/26	ZIP CHECK PAYMENT FOR UGI-HEATING	1,600.64
8/6/26	ZIP CHECK PAYMENT FOR UGI-HEATING	47.26
8/6/26	GROSS PAYROLL AND EMPLOYERS SHARE SOCIAL SECURITY	1,223,625.37
8/6/26	PSERS PAYMENT (VOYA)	15,512.32
8/6/26	PSERS EE JULY CONTRIBUTIONS	174,269.03
8/7/26	ZIP CHECK PAYMENT FOR UGI-HEATING	252.90
8/13/26	ZIP CHECK PAYMENT FOR MET ED UTILITIES	199.65
8/13/26	ZIP CHECK PAYMENT FOR MET ED UTILITIES	538.20
8/13/26	ZIP CHECK PAYMENT FOR MET ED UTILITIES	82.64
8/20/26	GROSS PAYROLL AND EMPLOYERS SHARE SOCIAL SECURITY	1,191,590.72
8/20/26	PSERS PAYMENT (VOYA)	14,597.80
8/21/26	ZIP CHECK PAYMENT FOR UGI-HEATING	65.45
8/26/26	ZIP CHECK PAYMENT FOR UGI-HEATING	16.26
8/26/26	ZIP CHECK PAYMENT FOR MET ED UTILITIES	1,100.10
8/26/26	ZIP CHECK PAYMENT FOR MET ED UTILITIES	1,214.61
8/27/26	ZIP CHECK PAYMENT FOR UGI-HEATING	34.89
8/27/26	ZIP CHECK PAYMENT FOR UGI-HEATING	36.62
8/27/26	ZIP CHECK PAYMENT FOR UGI-HEATING	681.23
8/27/26	ZIP CHECK PAYMENT FOR UGI-HEATING	6.98
8/31/26	ZIP CHECK PAYMENT FOR FRONTIER	2,281.47
		$ 2,629,473.46

CAFÉ Check Register

Check Number	Check Date	Vendor Name	Transaction Amount
9054	08/06/2026	CLOVER FARMS DAIRY LLC	443.80
	08/06/2026		294.67
	08/06/2026		294.65
9055	08/06/2026	FEESER'S FOOD DISTRIBUTORS	3,564.80
	08/06/2026		1,691.55
	08/06/2026		2,403.19
	08/06/2026		2,403.17
9056	08/06/2026	HEARTLAND	2,667.99
	08/06/2026		2,667.99
	08/06/2026		2,667.99
	08/06/2026		2,668.00
9057	08/06/2026	GOLD STAR FOOD INC	155.25
	08/06/2026		155.25
	08/06/2026		155.25
	08/06/2026		155.25
9058	08/06/2026	KREMMER'S CAFE & CATERING	657.90
9059	08/06/2026	MORABITO BAKING COMPANY CO	177.00
	08/06/2026		177.00
9060	08/06/2026	MUHLENBERG SCHOOL DISTRICT	19,100.16
	08/06/2026		479.58
	08/06/2026		2,145.71
9061	08/06/2026	FINISHED WEAR APPAREL LLC	496.78
	08/06/2026		449.16
	08/06/2026		561.48
	08/06/2026		693.50
9062	08/14/2026	CLEMENS REFRIGERATION & HVAC LLC	964.50
9063	08/14/2026	CLOVER FARMS DAIRY LLC	191.30
	08/14/2026		65.81
	08/14/2026		65.81
9064	08/14/2026	FEESER'S FOOD DISTRIBUTORS	2,699.77
	08/14/2026		1,830.02
9065	08/14/2026	ASHLEY NICOLE ISAMOYER	4.35
	08/14/2026		38.05
9066	08/14/2026	CAREY C KLINE	25.00
	08/14/2026		200.00
	08/14/2026		300.00
	08/14/2026		170.00
9067	08/14/2026	MUHLENBERG SCHOOL DISTRICT	12,254.50
	08/14/2026		13,445.92
9068	08/14/2026	OFFICE DEPOT INC	69.36
	08/14/2026		86.71
	08/14/2026		86.71

	08/14/2026		104.04
9069	08/14/2026	YEAGER SUPPLY INC	102.70
9070	08/20/2026	CLOVER FARMS DAIRY LLC	285.05
9071	08/20/2026	FEESER'S FOOD DISTRIBUTORS	47.07
	08/20/2026		8,093.20
	08/20/2026		15,075.55
	08/20/2026		4,345.45
	08/20/2026		70.61
	08/20/2026		12,139.80
9072	08/20/2026	BRITTNEY GODFREY	56.98
9073	08/20/2026	JUDY L GRIESEMER	125.00
9074	08/20/2026	MUHLENBERG SCHOOL DISTRICT	19,104.24
	08/20/2026		456.86
	08/20/2026		2,123.25
9075	08/20/2026	SINGER EQUIPMENT COMPANY INC	355.76
9076	08/28/2026	CLOVER FARMS DAIRY LLC	256.93
	08/28/2026		385.39
9077	08/28/2026	CLOVER FARMS DAIRY LLC	570.21
	08/28/2026		482.26
	08/28/2026		241.13
	08/28/2026		855.31
9078	08/28/2026	FEESER'S FOOD DISTRIBUTORS	939.77
	08/28/2026		196.91
	08/28/2026		1,591.16
9079	08/28/2026	JOHN BENNETT CREATIVE SERVICES	119.00
	08/28/2026		148.75
	08/28/2026		148.75
	08/28/2026		178.50
9080	08/28/2026	DANA MICHELLE MOODY	20.00
9081	08/28/2026	MORABITO BAKING COMPANY CO	58.00
	08/28/2026		553.50
	08/28/2026		215.25
	08/28/2026		87.00
9082	08/28/2026	MUHLENBERG SCHOOL DISTRICT	22,634.37
	08/28/2026		567.78
	08/28/2026		2,532.96
	08/28/2026		11.08
9083	08/28/2026	JAEL RIVERA	93.20
9084	08/28/2026	SINGER EQUIPMENT COMPANY INC	655.86
	08/28/2026		983.80
V3247	08/06/2026	*K&D FACTORY SERVICE INC	376.43
	08/06/2026		2,286.77
	08/06/2026		564.64
V3248	08/14/2026	*BEDWAY PRODUCE INC	30.00
	08/14/2026		227.00

	08/14/2026		769.25
V3249	08/20/2026	*BEDWAY PRODUCE INC	63.00
V3250	08/28/2026	*BEDWAY PRODUCE INC	188.10
	08/28/2026		607.00
	08/28/2026		125.00
	08/28/2026		282.15
Total			**182,356.65**

Muhlenberg School District
Capital Reserve Fund - Fund 32

Capital Reserve Cash Balance as of August 31, 2026		**$ 1,566,126.62**
Approved Project balances due	(30,000.00)	
Total Encumbrances	$ (30,000.00)	
TOTAL CASH AVAILABLE (DEFICIT) FOR FUTURE CAPITAL PROJECTS		**$ 1,536,126.62**
Proposed 5-year Facility Improvements - Funded by Capital Reserve funds		
2026-27 Budget estimates	(528,000.00)	
2027-28 Budget estimates	(45,000.00)	
2028-29 Budget estimates	(545,000.00)	
2029-30 Budget estimates	(1,045,000.00)	
2030-31 Budget estimates	(55,000.00)	
Total Proposed Facility Improvements	(2,218,000.00)	
Total Proposed Funding	1,433,123.00	
TOTAL CASH AVAILABLE (DEFICIT)		**$ 751,249.62**

Blue Print for Success - Facility Improvements Summary

Approved Projects:	Board Approved	Paid To Date	Estimated Balances Due
Classroom construction MEC SGI	197,853.42	(167,853.42)	30,000.00
	197,853.42	(167,853.42)	30,000.00

Cash Available Proof:

Balance at July 2026	1,531,138.95
Interest Earned August	4,987.67
	1,536,126.62

c - project complete

MUHLENBERG SCHOOL DISTRICT

CAPITAL RESERVE FUND
SCHOOL DISTRICT IMPROVEMENTS

BLDG	PROPOSED PROJECT	COST	BUDGETED CONTRIBUTIONS	RUNNING CAPITAL RESERVE CASH BALANCE
	Cash Balance after approved projects July 31, 2026		→	1,536,127
	2026-27			
MHS/MJHS	REPLACE STAGE CURTAINS WITH IFR MATERIAL CURTAINS	60,000		
MJHS	RIGGING EQUIPMENT INSPECTION	25,000		
MHS	RECOAT ROOF SECTION OVER NATATORIUM AND SURROUNDING ROOF SECTIONS	200,000		
DIST	REPLACE AND UPGRADE FENCING	208,000		
MEC	ROOF PREVENTATIVE MAINTENANCE	35,000		
		528,000	633,123	1,641,250
	2027-28			
DIST	SEAL PARKING LOTS, REPAINT LINES	45,000		
		45,000	200,000	1,796,250
	2028-29			
COLE	EXTEND ROOF LIFE WITH TREMCO PAINTING	500,000		
DIST	SEAL PARKING LOTS, REPAINT LINES	45,000		
		545,000	200,000	1,451,250
	2029-30			
DIST	REPLACE TRACK SURFACE	550,000		
DIST	SEAL PARKING LOTS, REPAINT LINES	45,000		
DIST	REPLACE TURF ON TURF FIELDS	450,000		
		1,045,000	200,000	606,250
	2030-31			
DIST	SEAL PARKING LOTS, REPAINT LINES	55,000		
		55,000	200,000	**751,250**

ACCOUNTING PERIOD: 2/27

(INACTIVE ACCOUNTS INCLUDED)
SELECTION CRITERIA: genledgr.gl_key_orgn='32' AND genledgr.account in ('010101','010121')
TOTALED ON: FUND,ACCOUNT,PERIOD

FUND - 32 - CAPITAL RESERVE FUND

ACCOUNT	DATE	T/C	REFERENCE	VENDOR/PAYER	DEBIT	CREDIT	DESCRIPTION	NET
010101	PLGIT-CLASS				7,392.57		BEGINNING BALANCE	
	09/04/26	19-2	JE 08026		21.92		AUG CLASS INT	
	TOTAL PERIOD 2				21.92	.00		21.92
TOTAL PLGIT-CLASS					7,414.49			
010121	PLGIT-PRIME				1,553,746.38		BEGINNING BALANCE	
	09/04/26	19-2	JE 08026		4,965.75		AUG PRIME INT	
	TOTAL PERIOD 2				4,965.75	.00		4,965.75
TOTAL PLGIT-PRIME					1,558,712.13			
TOTAL CAPITAL RESERVE FUND					1,566,126.62	.00		
TOTAL REPORT					1,566,126.62	.00		

* THERE IS A NOTE ASSOCIATED WITH THIS TRANSACTION

Muhlenberg School District
Environmental Repairs Grant - Fund 32
Board Meeting - September 9, 2026

Grant Receipt, 50% of Total Grant		**$**	**3,915,675.00**
Project costs paid thru August 31, 2026	(4,186,772.44)		
	(4,186,772.44)		
Original grant remaining balance at August 31, 2026	(271,097.44)		
Interest earned PLGIT Investment account thru August 31, 2026	272,909.71		
Balance PLGIT Investment Account at August 31, 2026		**$**	**1,812.27**
Approved project balances due	$ -		
Total Encumbrances	$ -		
TOTAL CASH AVAILABLE (DEFICIT) FOR FUTURE CAPITAL PROJECTS		**$**	**1,812.27**

Approved Projects:	Paid To Date	
MEC HVAC Upgrades - GESA Project	$ 3,193,240.44	cp
JH Chiller & Generator Project - GESA Project	375,918.00	cp
JH HVAC Rooftop Units - GESA Project	617,614.00	cp
TOTAL	**$ 4,186,772.44**	

cp **Project funded with capital projects funds as well as the Env Repairs Grant**
Payments shown here represent the portion paid from the grant

Balance of grant will be paid to district after the project is finished

ACCOUNTING PERIOD: 2/27

(INACTIVE ACCOUNTS INCLUDED)
SELECTION CRITERIA: genledgr.gl_key_orgn='32' AND genledgr.account in ('010101.9','010121.9')
TOTALED ON: FUND,ACCOUNT,PERIOD

FUND - 32 - CAPITAL RESERVE FUND

ACCOUNT	DATE	T/C	REFERENCE	VENDOR/PAYER	DEBIT	CREDIT	DESCRIPTION	NET
010101.9	PLGIT CLASS - ENV REPAIRS				9,783.62		BEGINNING BALANCE	
	08/04/26	19-2	ENV 32		1,422,412.82		TRANSFER	
	08/05/26	19-2	VENCHKS			1,432,196.44	VENDOR CHECKS	
	09/04/26	19-2	JE 08026		1,372.71		ENV RPRS CLASS INT	
	TOTAL PERIOD 2				1,423,785.53	1,432,196.44		-8,410.91
TOTAL PLGIT CLASS - ENV REPAIRS					1,372.71			
010121.9	PLGIT PRIME - ENV REPAIRS				1,422,412.82		BEGINNING BALANCE	
	08/04/26	19-2	ENV 32			1,422,412.82	TRANSFER	
	09/04/26	19-2	JE 08026		439.56		ENV RPRS PRIME INT	
	TOTAL PERIOD 2				439.56	1,422,412.82		-1,421,973.26
TOTAL PLGIT PRIME - ENV REPAIRS					439.56			
TOTAL CAPITAL RESERVE FUND					1,812.27	.00		
TOTAL REPORT					1,812.27	.00		

* THERE IS A NOTE ASSOCIATED WITH THIS TRANSACTION

SELECTION CRITERIA: transact.gl_key_orgn='32' and transact.gl_cash='010101.9' and transact.ck_date>'20260801'
ACCOUNTING PERIOD: 3/27

FUND - 32 - CAPITAL RESERVE FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
010101.9	5003	08/05/26	5449	MCCLURE COMPANY	3244000001000260	330	PROJ 24891	0.00	1,432,196.44
TOTAL CASH ACCOUNT								0.00	1,432,196.44
TOTAL FUND								0.00	1,432,196.44
TOTAL REPORT								0.00	1,432,196.44

Muhlenberg School District
GO Bonds, Series 2023 - Fund 39
Board Meeting - September 9, 2026

General Obligation Bonds, Series of 2023		$ 14,800,000.00
Bond Issuance Costs	(237,460.00)	
Net Original Issue Premium	196,661.60	
Project costs paid thru August 31, 2026	(7,976,887.77)	
	(8,017,686.17)	
Original Note remaining balance at August 31, 2026	6,782,313.83	
Interest earned PLGIT Investment account thru August 31, 2026	1,672,442.03	
Balance PLGIT Investment Account at August 31, 2026		$ 8,454,755.86
Approved project balances due	$ -	
Total Encumbrances	$ -	
TOTAL CASH AVAILABLE (DEFICIT) FOR FUTURE CAPITAL PROJECTS		$ 8,454,755.86

Approved Projects:	Board Approved	Paid To Date	Amount Due	
5-6 Building - Marotta Main Architects*	$ -	$ 1,558,221.57	$ -	
Turf Fields - Marotta Main Architects*	-	205,070.64	-	
Campus Roadway - Marotta Main Architects*	-	61,884.10	-	
JH Building - Marotta Main Architects*		447,391.60	-	
HS Building Renovations - Marotta Main Architects*		91,325.60	-	
Mechanical Upgrades - Marotta Main Architects*	-	11,342.61	-	
General Phase I		32,399.00	-	
Modular Classrooms		10,710.95	-	
Sports Turf - Football Stadium Field Construction	1,431,490.00	218,384.30	-	T
Stadium Turf - Change orders (approved August 2024)	176,297.75	4,175.25	-	T
Multi-Purpose Turf Field	6,409,338.00	-	-	T
New Grades 5-6 Middle School Building	29,270,244.26	1,926,509.62	-	
HS Building Renovation & Classroom Addition	33,535,894.31	2,297,695.95	-	
JH Summer Classroom Renovation	1,950,000.00	661,252.58	-	
McClure - Energy Savings Agreement JH	4,271,516.00	450,524.00	-	
TOTAL	**$ 77,044,780.32**	**$ 7,976,887.77**	**$ -**	

C **Completed**

* **Phase 1 approved by Board. Amounts paid to MMA include engineering and other professional fees (McCarthy & ELA Sports, etc)**

T **Liabilities totaling $7,794,566.20 transferred to 2024 Bond Issue. Plan to spend those proceeds down prior to the 2023 bonds**

Resumed spending of 2023 bonds in August 2026. All funds must be spent down by Nov 2026.

ACCOUNTING PERIOD: 2/27

(INACTIVE ACCOUNTS INCLUDED)
SELECTION CRITERIA: genledgr.gl_key_orgn='39' AND genledgr.account in ('010101.1','010121.1','010122.1')
TOTALED ON: FUND,ACCOUNT,PERIOD

FUND - 39 - OTHER CAP PROJ FUND

ACCOUNT	DATE	T/C	REFERENCE	VENDOR/PAYER	DEBIT	CREDIT	DESCRIPTION	NET
010101.1	PLGIT CLASS 2023 BOND				5,691,487.96		BEGINNING BALANCE	
	08/26/26	19-2	VENCHKS			5,067,184.10	VENDOR CHECKS	
	08/26/26	19-2	VENCHKS			450,524.00	VENDOR CHECKS	
	09/04/26	19-2	JE 08027		16,877.09		AUG CLASS INT 2023	
	TOTAL PERIOD 2				16,877.09	5,517,708.10		-5,500,831.01
TOTAL PLGIT CLASS 2023 BOND					190,656.95			
010121.1	PLGIT PRIME 2023 BOND				8,237,771.13		BEGINNING BALANCE	
	09/04/26	19-2	JE 08027		26,327.78		AUG PRIME INT 2023	
	TOTAL PERIOD 2				26,327.78	.00		26,327.78
TOTAL PLGIT PRIME 2023 BOND					8,264,098.91			
010122.1	PLGIT TERM 2023 BOND				.00		BEGINNING BALANCE	
	TOTAL PERIOD 2				.00	.00		.00
TOTAL PLGIT TERM 2023 BOND					.00			
TOTAL OTHER CAP PROJ FUND					8,454,755.86	.00		
TOTAL REPORT					8,454,755.86	.00		

* THERE IS A NOTE ASSOCIATED WITH THIS TRANSACTION

MUHLENBERG SCHOOL DISTRICT
CHECK REGISTER - BY FUND

SELECTION CRITERIA: transact.gl_key_orgn='39' and transact.ck_date='20260826'
ACCOUNTING PERIOD: 3/27

FUND - 39 - OTHER CAP PROJ FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
010101.1	1019	08/26/26	5416	ECICONSTRUCTION LLC	3946000003009230	450	PROJ 25118 HS REN	0.00	1,097,992.78
010101.1	1019	08/26/26	5416	ECICONSTRUCTION LLC	3945000001009160	450	MS 5-6 BLDG	0.00	1,147,715.38
TOTAL CHECK								0.00	2,245,708.16
010101.1	1020	08/26/26	2764	GOODING SIMPSON & M	3945000001009160	450	MS 5-6 BLDG	0.00	131,781.18
010101.1	1021	08/26/26	2315	HIRNEISEN ELECTRIC	3945000001009160	450	MS 5-6 BLDG	0.00	175,587.84
010101.1	1022	08/26/26	4642	MAROTTA/MAIN ARCHIT	3945000003009177	450	26-MSD-06 ATH STOR	0.00	4,742.50
010101.1	1022	08/26/26	4642	MAROTTA/MAIN ARCHIT	3946000003009230	450	24-MSD-01 HS	0.00	23,825.60
010101.1	1022	08/26/26	4642	MAROTTA/MAIN ARCHIT	3944000003009190	450	23-MSD-07 JH	0.00	122,917.85
010101.1	1022	08/26/26	4642	MAROTTA/MAIN ARCHIT	3945000001009160	450	23-MSD-02 MEC	0.00	30,240.00
TOTAL CHECK								0.00	181,725.95
010101.1	1023	08/26/26	5417	MATCHLINE MECHANICA	3945000001009160	450	MS 5-6 BLDG	0.00	233,730.00
010101.1	1024	08/26/26	5538	NORTH BAY MECHANICA	3946000003009230	450	PROJ 24-MSD-01 HS R	0.00	733,423.45
010101.1	1025	08/26/26	5536	PHILIPS BROTHERS EL	3946000003009230	450	PROJ 24-MSD-01 HS R	0.00	334,204.02
010101.1	1026	08/26/26	5503	S.J. THOMAS COMPANY	3946000003039190	450	RENOV JH LIB & LGI	0.00	661,252.58
010101.1	1027	08/26/26	5419	SM FRIDY MECHANICAL	3945000001009160	450	MS 5-6 BLDG	0.00	107,518.32
010101.1	1027	08/26/26	5419	SM FRIDY MECHANICAL	3945000001009160	450	MS 5-6 BLDG	0.00	130,176.90
TOTAL CHECK								0.00	237,695.22
010101.1	1028	08/26/26	5537	VISION MECHANICAL I	3946000003009230	450	MHS ADD & RENO	0.00	132,075.70
010101.1	1029	08/26/26	5449	MCCLURE COMPANY	3944000003000260	330	PROJ 24920	0.00	74,606.00
010101.1	1029	08/26/26	5449	MCCLURE COMPANY	3944000003000260	330	PROJ 24772	0.00	375,918.00
TOTAL CHECK								0.00	450,524.00
TOTAL CASH ACCOUNT								0.00	5,517,708.10
TOTAL FUND								0.00	5,517,708.10
TOTAL REPORT								0.00	5,517,708.10

Muhlenberg School District
GO Bonds, Series 2024 - Fund 39
Board Meeting - September 9, 2026

General Obligation Bonds, Series of 2024		**$ 46,990,000.00**
Bond Issuance Costs	(471,656.00)	
Net Original Issue Premium	3,481,427.15	
Project costs paid thru August 31, 2026	(52,235,675.17)	
	(49,225,904.02)	
Original Note remaining balance at August 31, 2026	(2,235,904.02)	
Interest earned PLGIT Investment account August 31, 2026	2,488,880.04	
Balance PLGIT Investment Account at August 31, 2026		**$ 252,976.02**
Approved project balances due	$ 64,312,129.57	
Total Encumbrances	$ 64,312,129.57	
TOTAL CASH AVAILABLE (DEFICIT) FOR FUTURE CAPITAL PROJECTS		**$ (64,059,153.55)**

Approved Projects:	Board Approved		Paid To Date	Amount Due	
Turf Fields - Marotta Main Architects*	$ -		$ 240,981.19	$ -	
Campus Roadway - Marotta Main Architects*	-		67,500.00	-	
5-6 Building - Marotta Main Architects*	-		6,249,670.88	-	
5-6 Building - Builders Risk Insurance	-		53,148.00	-	
HS Building Renovations - Marotta Main Architects*	-		1,722,877.45		
HS Renovation - Permits, Builders Risk, Other			756,533.28		
JH Building - Marotta Main Architects*	-		689,434.08	-	
Mechanical Upgrades - Marotta Main Architects*	-		20,515.02	-	
General Phase I	-		36,677.50	-	
Modular Classrooms	-		13,867.50	-	
Fidevia LLC (Clerk of the Works)	-		441,550.28	-	
Sports Turf - Football Stadium Field Construction	1,213,105.70	T	1,213,105.70	-	c
Stadium Turf - Change Orders	188,339.50	T	188,339.50	-	c
Multi-Purpose Turf Field	6,409,338.00	T	6,257,955.14	-	c
Multi-Purpose Turf Field - Change Orders	1,091,703.22		1,091,703.22	-	c
(2) Daktronic Scoreboards	460,000.00		449,850.00	-	c
New Grades 5-6 Middle School Building	60,567,500.00		31,297,255.74	29,270,244.26	
Time Lapse/Security Camera - 5/6 Building	15,077.24		14,774.00	-	c
McClure - Energy Savings Agreement	2,763,457.00		1,257,466.00	1,505,991.00	
HS Building Renovation & Classroom Addition	33,708,365.00		172,470.69	33,535,894.31	
TOTAL	**$ 106,416,885.66**		**$ 52,235,675.17**	**$ 64,312,129.57**	

c **Completed**

***** **Phase 1 approved by Board. Amounts paid to MMA include engineering and other professional fees (McCarthy & ELA Sports, etc)**

T **Liabilities totaling $7,794,566.20 transferred to 2024 Bond Issue (from 2023 Bond Issue)**

ACCOUNTING PERIOD: 2/27

(INACTIVE ACCOUNTS INCLUDED)
SELECTION CRITERIA: genledgr.gl_key_orgn='39' AND genledgr.account in ('010101.2','010121.2','010122.2')
TOTALED ON: FUND,ACCOUNT,PERIOD

FUND - 39 - OTHER CAP PROJ FUND

ACCOUNT	DATE	T/C	REFERENCE	VENDOR/PAYER	DEBIT	CREDIT	DESCRIPTION	NET
010101.2	PLGIT CLASS 2024 BOND				247,169.81		BEGINNING BALANCE	
	09/04/26	19-2	JE 08027		732.94		AUG CLASS INT 2024	
	TOTAL PERIOD 2				732.94	.00		732.94
TOTAL PLGIT CLASS 2024 BOND					247,902.75			
010121.2	PLGIT PRIME 2024 BOND				5,057.11		BEGINNING BALANCE	
	09/04/26	19-2	JE 08027		16.16		AUG PRIME INT 2024	
	TOTAL PERIOD 2				16.16	.00		16.16
TOTAL PLGIT PRIME 2024 BOND					5,073.27			
010122.2	PLGIT TERM 2024 BOND				.00		BEGINNING BALANCE	
	TOTAL PERIOD 2				.00	.00		.00
TOTAL PLGIT TERM 2024 BOND					.00			
TOTAL OTHER CAP PROJ FUND					252,976.02	.00		
TOTAL REPORT					252,976.02	.00		

* THERE IS A NOTE ASSOCIATED WITH THIS TRANSACTION

Muhlenberg School District
GO Bonds, Series 2025 - Fund 39
Board Meeting - September 9, 2026

General Obligation Bonds, Series of 2025		**$ 49,260,000.00**
Bond Issuance Costs	(500,551.30)	
Net Original Issue Premium	1,240,551.30	
Project costs paid thru August 31, 2026	(17,974,878.12)	
	(17,234,878.12)	
Original Note remaining balance at August 31, 2026	32,025,121.88	
Interest earned PLGIT Investment account thru August 31, 2026	2,001,882.84	
Balance PLGIT Investment Account at August 31, 2026		**$ 34,027,004.72**
Approved project balances due	$ 58,103,884.58	
Total Encumbrances	$ 58,103,884.58	
TOTAL CASH AVAILABLE (DEFICIT) FOR FUTURE CAPITAL PROJECTS		**$ (24,076,879.86)**

Approved Projects:	Board Approved	Paid To Date	Amount Due
5-6 Building - Soft Costs		176,602.20	
HS Renovation - Soft Costs		209,314.85	
JH Project - Soft Costs		265,818.09	
Concession - Soft Costs		7,063.33	
District Wide Mechanical - Soft Costs		4,500.00	
Fidevia LLC (Clerk of the Works)		73,748.66	
New Grades 5-6 Middle School Building	29,270,244.26 T	10,008,033.16	19,262,211.10
McClure - Energy Savings Agreement	10,585,577.00 T	2,020,233.56	8,565,343.44
HS Building Renovation & Classroom Addition	33,535,894.31 T	5,104,878.57	28,431,015.74
JH Summer Classroom Renovation	1,950,000.00	104,685.70	1,845,314.30
TOTAL	**$ 75,341,715.57**	**$ 17,974,878.12**	**$ 58,103,884.58**

c **Completed**

T **Liabilities totaling $64,312,129.57 transferred to 2025 Bond Issue (from 2024 Bond Issue)**

Proof:

Balance May meeting	51,443,092.33
Newly issued checks	(3,705,528.00)
Interest earnings posted (May)	160,904.48
Balance June meeting	47,898,468.81

ACCOUNTING PERIOD: 2/27

(INACTIVE ACCOUNTS INCLUDED)
SELECTION CRITERIA: genledgr.gl_key_orgn='39' AND genledgr.account in ('010101.3','010121.3','010122.3')
TOTALED ON: FUND,ACCOUNT,PERIOD

FUND - 39 - OTHER CAP PROJ FUND

ACCOUNT	DATE	T/C	REFERENCE	VENDOR/PAYER	DEBIT	CREDIT	DESCRIPTION	NET
010101.3	PLGIT CLASS 2025 BOND				640,433.79		BEGINNING BALANCE	
	08/05/26	19-2	VENCHKS			228,173.42	VENDOR CHECKS	
	08/11/26	19-2	VENCHKS			722,385.48	VENDOR CHECKS	
	08/17/26	19-2	JE 08007		470,000.00		TRANSFER	
	08/20/26	19-2	VENCHKS			3,539,559.13	VENDOR CHECKS	
	08/20/26	20-2			3,539,559.13		VOID CHECKS	
	08/20/26	19-2	VENCHKS			3,539,559.13	VENDOR CHECKS	
	08/24/26	19-2	JE 08009		3,539,559.00		TRANSFER	
	09/04/26	19-2	JE 08027		3,128.10		AUG CLASS INT 2024	
	TOTAL PERIOD 2				7,552,246.23	8,029,677.16		-477,430.93
TOTAL PLGIT CLASS 2025 BOND					163,002.86			
010121.3	PLGIT PRIME 2025 BOND				37,757,641.54		BEGINNING BALANCE	
	08/17/26	19-2	JE 08007			470,000.00	TRANSFER	
	08/24/26	19-2	JE 08009			3,539,559.00	TRANSFER	
	09/04/26	19-2	JE 08027		115,919.32		AUG PRIME INT 2025	
	TOTAL PERIOD 2				115,919.32	4,009,559.00		-3,893,639.68
TOTAL PLGIT PRIME 2025 BOND					33,864,001.86			
010122.3	PLGIT TERM 2025 BOND				.00		BEGINNING BALANCE	
	TOTAL PERIOD 2				.00	.00		.00
TOTAL PLGIT TERM 2025 BOND					.00			
TOTAL OTHER CAP PROJ FUND					34,027,004.72	.00		
TOTAL REPORT					34,027,004.72	.00		

* THERE IS A NOTE ASSOCIATED WITH THIS TRANSACTION

SELECTION CRITERIA: transact.gl_key_orgn='39' and transact.gl_cash='010101.3' and transact.ck_date>'20260801'
ACCOUNTING PERIOD: 3/27

FUND - 39 - OTHER CAP PROJ FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
010101.3	25040	08/05/26	5357	EARTH ENGINEERING I	3946000003009230	450	HS INSP PROJ 39154	0.00	10,603.00
010101.3	25040	08/05/26	5357	EARTH ENGINEERING I	3945000001009160	450	MS INSP PROJ 38199	0.00	11,062.20
010101.3	25040	08/05/26	5357	EARTH ENGINEERING I	3945000001009160	450	MS INSP PROJ 38199	0.00	14,967.00
TOTAL CHECK								0.00	36,632.20
010101.3	25041	08/05/26	5335	FIDEVIA LLC	3943000000000000	330	PROF SERV	0.00	488.66
010101.3	25041	08/05/26	5335	FIDEVIA LLC	3946000003009230	450	PROF SERV	0.00	17,000.00
010101.3	25041	08/05/26	5335	FIDEVIA LLC	3945000001009160	450	PROF SERV	0.00	19,100.00
TOTAL CHECK								0.00	36,588.66
010101.3	25042	08/05/26	5449	MCCLURE COMPANY	3944000001000260	330	PROJ 24891	0.00	154,952.56
010101.3	25043	08/11/26	5416	ECICONSTRUCTION LLC	3946000003009230	450	PROJ 25118 HS REN A	0.00	722,385.48
010101.3	25044	08/20/26	5416	ECICONSTRUCTION LLC	3945000001009160	450	PRJCT 25103 SVC 6/3	0.00	1,674,278.13
010101.3	25044 V	08/20/26	5416	ECICONSTRUCTION LLC	3945000001009160	450	PRJCT 25103 SVC 6/3	0.00	-1,674,278.13
TOTAL CHECK								0.00	0.00
010101.3	25045	08/20/26	5449	MCCLURE COMPANY	3944000003000260	330	PRJCT 24772 SVC 7/3	0.00	451,100.00
010101.3	25045	08/20/26	5449	MCCLURE COMPANY	3944000001000260	330	PRJCT 24891 SVC 7/3	0.00	1,190,362.00
010101.3	25045	08/20/26	5449	MCCLURE COMPANY	3944000003000260	330	PRJCT 24920 SVC 7/3	0.00	223,819.00
010101.3	25045 V	08/20/26	5449	MCCLURE COMPANY	3944000003000260	330	PRJCT 24920 SVC 7/3	0.00	-223,819.00
010101.3	25045 V	08/20/26	5449	MCCLURE COMPANY	3944000003000260	330	PRJCT 24772 SVC 7/3	0.00	-451,100.00
010101.3	25045 V	08/20/26	5449	MCCLURE COMPANY	3944000001000260	330	PRJCT 24891 SVC 7/3	0.00	-1,190,362.00
TOTAL CHECK								0.00	0.00
010101.3	25046	08/20/26	5416	ECICONSTRUCTION LLC	3945000001009160	450	PRJCT 25103 SVC 6/3	0.00	1,674,278.13
010101.3	25047	08/20/26	5449	MCCLURE COMPANY	3944000003000260	330	PRJCT 24920 SVC 7/3	0.00	223,819.00
010101.3	25047	08/20/26	5449	MCCLURE COMPANY	3944000003000260	330	PRJCT 24772 SVC 7/3	0.00	451,100.00
010101.3	25047	08/20/26	5449	MCCLURE COMPANY	3944000001000260	330	PRJCT 24891 SVC 7/3	0.00	1,190,362.00
TOTAL CHECK								0.00	1,865,281.00
TOTAL CASH ACCOUNT								0.00	4,490,118.03
TOTAL FUND								0.00	4,490,118.03
TOTAL REPORT								0.00	4,490,118.03

MUHLENBERG SCHOOL DISTRICT
ACTIVITY FUND BALANCE SHEET
FOR THE PERIOD ENDING JULY 31, 2026
BOARD MEETING - SEPTEMBER 9, 2026

FUND	ACCOUNT	TITLE	DEBITS
21 - ACTIVITY FUNDS	010113	ACTIVITY FUNDS HS YEARBOOK CASH	4,879.01
21 - ACTIVITY FUNDS	010114	ACTIVITY FUNDS COLE STORE CASH	679.23
21 - ACTIVITY FUNDS	010115	ACTIVITY FUNDS READING OLYMPICS CASH	5,120.55
21 - ACTIVITY FUNDS	010116	ACTIVITY FUNDS NAT HONOR SOC CASH	1,037.22
21 - ACTIVITY FUNDS	010117	ACTIVITY FUNDS HS ST COUNC CASH	14,879.19
21 - ACTIVITY FUNDS	010118	ACTIVITY FUNDS HS SOCIAL MEDIA CASH	30.88
21 - ACTIVITY FUNDS	010119	ACTIVITY FUNDS MEC ST COUNCIL CASH	46,819.80
21 - ACTIVITY FUNDS	010123	ACTIVITY FUNDS JH ST COUNCIL CASH	2,561.97
21 - ACTIVITY FUNDS	010124	ACTIVITY FUNDS SADD CLUB CASH	200.52
21 - ACTIVITY FUNDS	010125	ACTIVITY FUNDS UN CLUB CASH	54.08
21 - ACTIVITY FUNDS	010126	ACTIVITY FUNDS SCIENCE CLUB CASH	4,214.10
21 - ACTIVITY FUNDS	010127	ACTIVITY FUNDS HS ART CLUB CASH	125.12
21 - ACTIVITY FUNDS	010128	ACTIVITY FUNDS HS SPRING MUS CASH	9,679.48
21 - ACTIVITY FUNDS	010130	ACTIVITY FUNDS JH SPRING MUS CASH	3,984.34
21 - ACTIVITY FUNDS	010132	ACTIVITY FUNDS JRH AEVIDUM CASH	1,258.13
21 - ACTIVITY FUNDS	010133	ACTIVITY FUNDS COLE ST COUNCIL CASH	4,695.24
21 - ACTIVITY FUNDS	010134	ACTIVITY FUNDS CHESS CLUB CASH	257.48
21 - ACTIVITY FUNDS	010135	ACTIVITY FUNDS JRH YEARBOOK CASH	2,407.09
21 - ACTIVITY FUNDS	010136	ACTIVITY FUNDS LEO CLUB CASH	3,124.12
21 - ACTIVITY FUNDS	010145	ACTIVITY FUNDS YOUTH VOLUNT CASH	120.33
21 - ACTIVITY FUNDS	010151	ACTIVITY FUNDS CLASS OF 2026 CASH	2,564.00
21 - ACTIVITY FUNDS	010153	ACTIVITY FUNDS MUSIC FUND CASH	5,906.45
21 - ACTIVITY FUNDS	010154	ACTIVITY FUNDS ONE BY ONE CLUB CASH	1,569.15
21 - ACTIVITY FUNDS	010155	ACTIVITY FUNDS HS AEVIDUM CASH	1,342.17
21 - ACTIVITY FUNDS	010160	ACTIVITY FUNDS JROTC	23,387.70
21 - ACTIVITY FUNDS	010161	ACTIVITY FUNDS JH SCHOOL STORE CASH	202.67
21 - ACTIVITY FUNDS	010163	ACTIVITY FUNDS CLASS OF 2027 CASH	311.74
21 - ACTIVITY FUNDS	010164	ACTIVITY FUNDS CLASS OF 2028 CASH	1,061.99
29 - ATHLETIC FUNDS	010129	ATHLETIC FUNDS ATHLETICS CASH	35,027.41

Muhlenberg School District

Cafeteria Statement of Income and Expense

For the period July 1, 2026 to July 31, 2026

Operating Revenues	Total Cafeteria Fund	MSHS	MJHS	COLE	ELEM
Sales - Students - Breakfast (6612)	$0.00	$0.00	$0.00	$0.00	$0.00
Sales - Students - Lunch (6611)	$0.00	$0.00	$0.00	$0.00	$0.00
Sales - Adults - Ala Carte (6620)	$741.00	$0.00	$0.00	$741.00	$0.00
Sales - Student Ala Carte - Lunch (6620)	$7.00	$0.00	$0.00	$7.00	$0.00
State Subsidies (7600)	$0.00	$0.00	$0.00	$0.00	$0.00
State Retirement (7820)	$2,419.77	$604.94	$604.94	$483.96	$725.93
State Social Security (7810)	$771.70	$186.96	$183.97	$184.54	$216.23
Federal Subsidies (8531)	$0.00	$0.00	$0.00	$0.00	$0.00
Donated Commodities Used	$0.00	$0.00	$0.00	$0.00	$0.00
School Catering (6630)	$0.00	$0.00	$0.00	$0.00	$0.00
Outside Catering (6631)	$0.00	$0.00	$0.00	$0.00	$0.00
Other Revenue (6999)	$460.15	$114.42	$116.92	$91.53	$137.28
Earnings on Investments (6510)	$11,158.71	$2,789.68	$2,789.68	$2,231.74	$3,347.61
Fresh Fruit and Vegetable Grant - ES	$0.00	$0.00	$0.00	$0.00	$0.00
Refund of Prior Yr. Exp.	$0.00	$0.00	$0.00	$0.00	$0.00
Sale of Fixed Asset	$0.00	$0.00	$0.00	$0.00	$0.00
Emergency Food Service Program	$0.00	$0.00	$0.00	$0.00	$0.00
Summer Food Service Program	$65,957.85	$16,489.46	$16,489.46	$16,489.46	$16,489.47
Total Operating Revenue	**$81,516.18**	**$20,185.46**	**$20,184.97**	**$20,229.23**	**$20,916.52**
Cost of Sales					
Food Purchased (631)	$0.00	$0.00	$0.00	$0.00	$0.00
Supplies Purchased (610)	$0.00	$0.00	$0.00	$0.00	$0.00
Processing (590)	$0.00	$0.00	$0.00	$0.00	$0.00
Software (650)	$0.00	$0.00	$0.00	$0.00	$0.00
Donated Commodities Used	$0.00	$0.00	$0.00	$0.00	$0.00
Change in Food Inventory (639)	($3,655.44)	$0.00	$0.00	($1,462.18)	($2,193.26)
Change in Supplies Inventory (611)	$148.56	$0.00	$0.00	$59.42	$89.14
Total Cost of Sales	**($3,506.88)**	**$0.00**	**$0.00**	**($1,402.76)**	**($2,104.12)**
Operating Expenses					
Salaries-Staff (171)	$0.00	$0.00	$0.00	$0.00	$0.00
Salaries-Add'l (113)	$0.00	$0.00	$0.00	$0.00	$0.00
Salaries-Temp. (172)	$0.00	$0.00	$0.00	$0.00	$0.00
Salaries-Payout (115)	$4,820.62	$1,111.30	$1,000.17	$1,568.35	$1,140.80
Salaries-Mentor Stipend (175)	$0.00	$0.00	$0.00	$0.00	$0.00
Salaries-Clerical (151)	$4,393.62	$1,098.40	$1,098.40	$878.72	$1,318.10
Salaries-FSD & Managers (111)	$6,297.70	$1,574.42	$1,574.42	$1,259.54	$1,889.32
Salaries-Total	**$15,511.94**	**$3,784.12**	**$3,672.99**	**$3,706.61**	**$4,348.22**
Insurance (211/116)	$12,158.86	$4,547.62	$2,495.13	$2,046.45	$3,069.66
LT Disability (214)	$102.69	$31.19	$31.19	$13.80	$26.51
Social Security (220)	$1,145.29	$277.47	$273.03	$273.88	$320.91
Retirement (230)	$3,625.20	$901.30	$906.45	$729.93	$1,087.52
Unemployment (250)	$0.00	$0.00	$0.00	$0.00	$0.00
Worker's Compensation (260)	$0.00	$0.00	$0.00	$0.00	$0.00
Other Retirement Plan (291)	$60.00	$0.00	$0.00	$24.00	$36.00
Other Professional Services	$0.00	$0.00	$0.00	$0.00	$0.00
Benefits - Total	**$17,092.04**	**$5,757.58**	**$3,705.80**	**$3,088.06**	**$4,540.60**
Repairs & Maintenance (432)	$1,556.01	$1,556.01	$0.00	$0.00	$0.00
Maint of Tech Equipment (438)	$0.00	$0.00	$0.00	$0.00	$0.00
Rental of Equipment (442)	$535.09	$133.77	$133.77	$133.77	$133.78
Non cap new equip.	$0.00	$0.00	$0.00	$0.00	$0.00
Clothing allowance (612)	$0.00	$0.00	$0.00	$0.00	$0.00
Communications (530)	$0.00	$0.00	$0.00	$0.00	$0.00
Misc Purch Svcs (591)	$0.00	$0.00	$0.00	$0.00	$0.00
Dues & Fees & Misc. (810/890)	$599.98	$150.00	$150.00	$120.00	$179.98
Registration/Reservations	$0.00	$0.00	$0.00	$0.00	$0.00
Employee Training/Conferences	$0.00	$0.00	$0.00	$0.00	$0.00
Utilities (424)	$850.00	$283.34	$283.34	$113.33	$169.99
Emergency Food Service Program	$0.00	$0.00	$0.00	$0.00	$0.00
Summer Food Service Program	$49,771.65	$12,442.91	$12,442.91	$12,442.91	$12,442.92
Total Operating Expenses	**$85,916.71**	**$24,107.73**	**$20,388.81**	**$19,604.68**	**$21,815.49**
Net Profit or Loss	**($893.65)**	**($3,922.27)**	**($203.84)**	**$2,027.31**	**$1,205.15**

MUHLENBERG SCHOOL DISTRICT

Alan S. Futrick, Ed.D.
| Superintendent
Gangi E. Cucciuffo, Ed.D.
| Assistant Superintendent
Shane M. Mathias, CPA
| Business Manager

RECEIVED

AUG 10 2026

SUPERINTENDENT'S OFFICE

DATE: 8/10/26

TO: Dr. Alan Futrick, Superintendent 8/13/26

FROM: Carey Kline, Director of Food Service & Nutrition

RE: Adult Meal Price Increase

CC: Shane Mathias CPA, Business Manager

This memorandum serves as a recommendation to the School Board Directors to update the Adult Meal Prices for the 2026-2027 School Year. Using the Adult Meal Price Calculation Spreadsheet for the 2026-2027 School Year, it was determined that our current prices were below the minimum allowable amount. We will need to raise the Adult Breakfast price from $3.00 to $3.05, and the Adult meal price from $5.00 to $5.05 to be compliant. Once approved this increase will take effect.

All student meals will still be served at no charge.

Thank you for this consideration.

Attachment A

MUHLENBERG SCHOOL DISTRICT

8/24/26

Budget Request for Field Trip

To be submitted at the normal time of budget requisitioning for supplies and equipment.
Incomplete forms will be returned.

Destination Daytona FL

Approximate date of trip 30 April - 4 May

Duration 5 Days

Teacher (s) MSgt Beaver Grade level 9-12

Estimate number of students involved 14

Means of transportation Air / Rental Vehicle / School Van Transport

Means of funding ~~Student Account~~

Cost to district $25,000 JROTC Budget

Educational goals and alignment to the curriculum

RECEIVED

AUG 17 2026

SUPERINTENDENT'S OFFICE

Describe the correlation of the trip to PA Academic Standards and curriculum goals?

National Fitness Competion
Embry-Riddle Visit
Kennedy Space Center

Describe the student specific learning targets that will be achieved on this trip.

Reinforce previously received curriculum.
Compete

Describe the educational benefits to be derived from the trip? The Experience of Competion and opportunity see Kennedy Space Center.

Teacher's Signature	School	Date
	MHS	14 Aug 26

Requisition Approved ☑ Not Approved ☐

Principal

8/17/26
Date

CONFERENCE/CONVENTION REQUEST FOR APPROVAL

Please complete and submit this form to your building principal/supervisor. The Conference Request form shall accompany the "Application for Leave" form to be submitted to the Superintendent. Conferences/conventions that include overnight travel and accommodations require pre-approval by the Superintendent and School Board.

Scoboria — Joseph

Last Name — First Name

2026 Education Law Association Annual Conference

Title of Event

Raleigh-Durham Reseach Triangle, Cary, NC

Location

10/22/26-10/24/26

Conference Dates

Departure: Date 10/22/26 Time 8:00AM Return: Date 10/24/26 Time 3:00PM

Brief justification of attendance: The Education Law Association will be recognizing my 2025 dissertation entitled, "How Policymaker Discourse Played a Role In The Interpretation, Navigation, and Leveraging of a State Court Decision". I will be able to connect with other public school student service supervisors.

TOTAL MAXIMUM EXPENSE TO SCHOOL DISTRICT $1,240.89
(itemized worksheet on other side of form)

BUDGETED FROM Curriculum & Instruction
(Department)

NUMBER OF DAYS A SUBSTITUTE TEACHER WILL BE NEEDED # 0

SIGNATURE OF STAFF MEMBER — 7/29/26 *DATE SUBMITTED*

Principal — Recommended: Approval ✓ Denial ___ Date 7/27/26

Assistant Superintendent — Recommended: Approval ✓ Denial ___ Date

Superintendent — Recommended: Approval ✓ Denial ___ Date 8/20/26

Board Resolution # ___ Approval Date (if applicable) ___

Upon return from conference, please submit a Personal Expense Report (including all receipts) and a Conference Report to your supervisor. Also submit a copy of the Conference Report to the Superintendent.

ITEMIZED EXPENSE WORKSHEET FOR CONFERENCE/CONVENTION

REGISTRATION FEE $0.00

TRANSPORTATION

miles 860 @ $.76 /mile $653.60

(Mileage reimbursement is calculated at current IRS rate.)

Other mode of transportation _____ $_____

MEAL EXPENSE

The latest federal per diem rate schedule for meals and incidental expenses (M+IE) by location and the standard destination rate can be found at the U.S. General Services Administration website: www.gsa.gov

Breakfast: $36
Lunch: $40
Dinner: $62

Total Meal Expense $138.00

LODGING COSTS

Reimbursement for lodging will be based on prevailing rates of the hotel if the hotel is the site of the conference/convention. If the hotel at the site of the conference is not available, lodging may be paid for similar accommodations at a rate not to exceed the hotel rate at the event site.

The latest federal per diem rate schedule for lodging by location and the standard destination rate can be found at the U.S. General Services Administration website: www.gsa.gov

2 # of days X $189.00 /day = Total Lodging Cost $378.00

OTHER EXPENSES (Please specify)

Parking 20, hotel taxes 51.29

Total Other $71.29

TOTAL ESTIMATED EXPENSE TO SCHOOL DISTRICT $1,240.89

ENTER THIS TOTAL ON PAGE 1

8

Muhlenberg El Ctr

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Muhlenberg El Ctr		114065503
Address 1		
610 Sharp Avenue		
Address 2		
City	**State**	**Zip Code**
Reading	PA	19605
Chief School Administrator		**Chief School Administrator Email**
Dr Alan S Futrick		futricka@muhlsdk12.net
Principal Name		
Ms. Ginny Hornberger		
Principal Email		
hornbergerg@muhlsdk12.net		
Principal Phone Number		**Principal Extension**
6109218000		6102
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Dr. Cathy A. Shappell		shappellc@muhlsdk12.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Ginny Hornberger	Principal	Muhlenberg Elementary Center	hornbergerg@muhlsdk12.net
Cathy Shappell	District Level Leaders	Muhlenberg School District	shappellc@muhlsdk12.net
Dan Kramer	Other	MEC Assistant Principal	kramerd@muhlsdk12.net
Kristina Antonellos	Teacher	Muhlenberg Elementary Center	antonellosk@muhlsdk12.net
Laurie Vlasak	Teacher	Muhlenberg Elementary Center	vlasakl@muhlsdk12.net
Zachary Dieter	Parent	Muhlenberg Elementary Center	zachdieter87@gmail.com
Jennifer Dieter	Parent	Muhlenberg Elementary Center	jenniferdieter19@gmail.com
Kenneth Shappell	Parent	Muhlenberg Elementary Center	kshappell3@gmail.com
Sami Shappell	Parent	Muhlenberg Elementary Center	sbarc137@gmail.com
Elizabeth Laviena	District Level Leaders	Parent Outreach	lavienae@muhlsdk12.net
Amy Maderia	Education Specialist	Instructional Coach	maderiaa@muhlsdk12.net
Garrett Hyneman	Board Member	Muhlenberg School District	hynemang@muhlsdk12.net
Wendy Hromiak	Education Specialist	Math Interventionist	hromiakw@muhlsdk12.net

Vision for Learning

Vision for Learning

Muhlenberg Elementary Center Vision: All Children Reading on Grade Level by the time they enter Grade 3. According to the Children's Reading Foundation: "Children from all walks of life must learn to read proficiently. Reading is the most crucial academic skill because it is the foundation for learning. Through third grade children are learning to read; after third grade students read to learn. But only one-in-three students read proficiently by that point. Without a strong foundation in reading, children are left behind at the beginning of their education. They lag in every class, year after year because more than 85 percent of the curriculum is taught by reading. And by the end of third grade, 74 percent of struggling readers won't ever catch up. In fact, one of the most important predictors of graduating from high school is reading proficiently by the end of third grade." With this research we are committed to our goal of all children reading on grade level when entering the 3rd grade so they can read to learn. Our commitment is rooted in the number of reading specialists we employee, our MTSS system, our data analysis and our professional development for our staff.

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

Grade 3 is the only tested grade in this building

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

Strengths

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	Two or More races is the only subgroup that is trending up from 30.3 to 33.3

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Our Hispanic subgroup has increased to become our largest subgroup but has declined significantly since 2019-20, when they were not our largest subgroup. This tends to be our subgroup with the most transience
English Learners	We now have more ELLs in this building than IEP students. This subgroup was a strength in 23-24 at 42.9, but declined significantly to 17.3

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

Grade 3 is the only tested grade in this building

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

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	This subgroup is performing at the same level as the All Student group, 39%
White	Our White subgroup is significantly outperforming our all student group, 50% compared to 39.3%

Challenges

ESSA Student Subgroups	Indicator
English Learners	We now have more ELLs in this building than IEP students. This subgroup was a strength in 23-24 at 32.1%, but declined slightly to 30.8
Students with Disabilities	This subgroup is performing significantly lower than our All Student, 10.6 compared to 39.3

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

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

Comments/Notable Observations

Our EL Growth and Attainment has started to recover since the pandemic. Our highest reporting year since then was 22-23 at 62.6. As our ELL population continues to grow, we cannot keep up with the staffing to meet the needs of all the identified students. In 24-25 we dropped back to 57

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

Strengths

ESSA Student Subgroups	Indicator
Hispanic	This subgroup is by far the largest group of identified ELLs. We are trending upward with this group

Challenges

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	This subgroup is trending negatively, 41.7 compared to Hispanic only at 59.7

Regular Attendance

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

Comments/Notable Observations

Our regular attendance continues to outperform the statewide average

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

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	This subgroup outperforms all at 93.4

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Regular attendance among our children with disabilities is declining.

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.

Two or More races is the only subgroup that is trending up from 30.3 to 33.3
This subgroup is performing at the same level as the All Student group, 39%
This subgroup is by far the largest group of identified ELLs. We are trending upward with this group
Our regular attendance continues to outperform the statewide 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.

Grade 3 is the only tested grade in this building
Grade 3 is the only tested grade in this building
Our Hispanic subgroup has increased to our largest subgroup but has declined significantly since 2019-20 when they were not are largest subgroup.
We now have more ELLs in this building than IEP students. This subgroup was a strength in 23-24 at 32.1%, but declined slightly to 30.8

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Amplify - Dibels 8 Data Grade 3	All students in this building were benchmarked using Amplify -Dibels 8. Grade 3 Fall benchmark to the Spring benchmark declined slightly
Classroom Diagnostic Tool	CDT was administered twice during the 25-26 school year. The percent reading on grade level improved from CDT 1 to 2

English Language Arts Summary

Strengths

Having a dedicated team of reading specialists, ESL teachers, Special Education teachers, instructional coaches, and administrators to plan, implement a MTSS, and respond to the data analysis is responding to our biggest reading challenges.

Challenges

The biggest challenge to our analysis of all students reading on grade level is to ensure all student groups have equitable access to instruction, interventions, and support. This requires improved resources to close the achievement gap and more reading specialists, ESL teachers, and SpEd teachers to work with every child showing the need.

Mathematics

Data	Comments/Notable Observations
Classroom Diagnostic Tool	CDT was administered twice during the 25-26 school year. The percent math level improved from CDT 1 to 2.
Math Fluency	We dedicated our math interventionist to work with Grade 3 students showing below grade on CDT and the math fluency assessment

Mathematics Summary

Strengths

Implementing an intervention program in mathematics. This intervention tool gives all teachers data that can impact their teaching in mathematics. This prescribed program allows the teachers to meet the needs of all children. We will continue this process for all Grade 3 students. We have 1 dedicated math interventionist to this building to pull out small groups using data from both CDT and Math Fluency. The defined 30-min math intervention at the end of the day will start earlier in the school year for 26-27. For the size of our classes we need another math interventionist dedicated to the early grades.

Challenges

The biggest challenge to our analysis of all students improving mathematically is to ensure all student groups have equitable access to instruction, interventions, and support. This requires improved resources to close the achievement gap and more interventionists to work with every child showing the need in mathematics. Adding more specialists that can provide push-in support in math core will increase in the 26-27 SY.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Classroom Data using Open Sci Ed.	We are switching to Mystery Science for our early learners, hoping this will develop more mastery of science in Grade 3

Science, Technology, and Engineering Education Summary

Strengths

Having dedicated time to science every day and a strong STEM curriculum are the two biggest contributors to the successes we are seeing in science, technology, and engineering.

Challenges

The challenge in the area of science for this building is having no state assessment in Grade 3 and there is a strong need to focus on growth in literacy and mathematics. Training in phenomenon teaching and STEELS for teachers will greatly impact student growth in science. We will continue to train our teachers in STEELS at all grade levels.

Related Academics

Career Readiness

Data	Comments/Notable Observations
College and Career Benchmarks	Not applicable at this school

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.

Not applicable at this school

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.

Not applicable at this school

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.

We are the most diversed school in Berks County. We focus all of our data looking at student groups and making informed decisions on this breakdown of data
We apply a school-wide Title I plan for the Muhlenberg Elementary School so all children receive any and all Title I funding.

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.

Growth in Reading and Math were significantly lower as measured by PSSA for our students with disabilities. Improving the overall growth of our students with disabilities in these areas this would have a huge impact in achieving the Mission and Vision.
As we enter year 3 of a new math program, we have uncovered the need for more math interventions in this building. Using a schoolwide approach to intervention, all subgroups would get the support that they need as we aim for the future-ready targets. We will focus our math interventionist to work with grade 3. We need a dedicated math interventionist for our early learners.

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	Exemplary
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Exemplary

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	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	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	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 practice. The district has committed financially to monitor student learning through platforms for intervention, employing reading specialists and instructional coaches.
Provide frequent, timely, and systematic feedback and support on instructional practices. The administrative team is in classrooms each and every week, providing feedback and support to the teachers. We do not use a differentiated supervision plan, but rather observe and give feedback through informal and formal observations and walk-throughs.

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 the implementation of the school improvement plan and adjust as needed. This is emerging as we are challenged with A-TSI designations in our district. We need to consistently monitor the student groups that are trending down and address their needs accordingly.
Implement a multi-tiered system of supports for academics and behavior. We need to monitor and improve upon the strategies for our student with disabilities sub-group. One out of every three students in the Muhlenberg School District have been with us less than 24 months. We need to identify the needs of our "move-in" students early and get them the supports they need and deserve.

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
Two or More races is the only subgroup that is trending up from 30.3 to 33.3	False
This subgroup is performing at the same level as the All Student group, 39%	False
This subgroup is by far the largest group of identified ELLs. We are trending upward with this group	False
Our regular attendance continues to outperform the statewide average	True
Having a dedicated team of reading specialists, ESL teachers, Special Education teachers, instructional coaches, and administrators to plan, implement a MTSS, and respond to the data analysis is responding to our biggest reading challenges.	True
Implementing an intervention program in mathematics. This intervention tool gives all teachers data that can impact their teaching in mathematics. This prescribed program allows the teachers to meet the needs of all children. We will continue this process for all Grade 3 students. We have 1 dedicated math interventionist to this building to pull out small groups using data from both CDT and Math Fluency. The defined 30-min math intervention at the end of the day will start earlier in the school year for 26-27. For the size of our classes we need another math interventionist dedicated to the early grades.	False
Having dedicated time to science every day and a strong STEM curriculum are the two biggest contributors to the successes we are seeing in science, technology, and engineering.	False
Not applicable at this school	False
We are the most diversed school in Berks County. We focus all of our data looking at student groups and making informed decisions on this breakdown of data	False
We apply a school-wide Title I plan for the Muhlenberg Elementary School so all children receive any and all Title I funding.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practice. The district has committed financially to monitor student learning through platforms for intervention, employing reading specialists and instructional coaches.	False
Provide frequent, timely, and systematic feedback and support on instructional practices. The administrative team is in classrooms each and every week, providing feedback and support to the teachers. We do not use a differentiated supervision plan, but rather observe and give feedback through informal and formal observations and walk-throughs.	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
Grade 3 is the only tested grade in this building	False
Grade 3 is the only tested grade in this building	False
Our Hispanic subgroup has increased to our largest subgroup but has declined significantly since 2019-20 when they were not are largest subgroup.	True

We now have more ELLs in this building than IEP students. This subgroup was a strength in 23-24 at 32.1%, but declined slightly to 30.8	True
This subgroup is trending negatively, 41.7 compared to Hispanic only at 59.7	False
Regular attendance among our children with disabilities is declining.	False
Grade 3 is the only tested grade in this building	False
Grade 3 is the only tested grade in this building	False
Our EL Growth and Attainment has started to recover since the pandemic. Our highest reporting year since then was 22-23 at 62.6. As our ELL population continues to grow, we cannot keep up with the staffing to meet the needs of all the identified students. In 24-25 we dropped back to 57	False
The biggest challenge to our analysis of all students reading on grade level is to ensure all student groups have equitable access to instruction, interventions, and support. This requires improved resources to close the achievement gap and more reading specialists, ESL teachers, and SpEd teachers to work with every child showing the need.	False
The biggest challenge to our analysis of all students improving mathematically is to ensure all student groups have equitable access to instruction, interventions, and support. This requires improved resources to close the achievement gap and more interventionists to work with every child showing the need in mathematics. Adding more specialists that can provide push-in support in math core will increase in the 26-27 SY.	False
The challenge in the area of science for this building is having no state assessment in Grade 3 and there is a strong need to focus on growth in literacy and mathematics. Training in phenomenon teaching and STEELS for teachers will greatly impact student growth in science. We will continue to train our teachers in STEELS at all grade levels.	False
Not applicable at this school	False
Growth in Reading and Math were significantly lower as measured by PSSA for our students with disabilities. Improving the overall growth of our students with disabilities in these areas this would have a huge impact in achieving the Mission and Vision.	False
As we enter year 3 of a new math program, we have uncovered the need for more math interventions in this building. Using a schoolwide approach to intervention, all subgroups would get the support that they need as we aim for the future-ready targets. We will focus our math interventionist to work with grade 3. We need a dedicated math interventionist for our early learners.	False
Continuously monitor the implementation of the school improvement plan and adjust as needed. This is emerging as we are challenged with A-TSI designations in our district. We need to consistently monitor the student groups that are trending down and address their needs accordingly.	False
Implement a multi-tiered system of supports for academics and behavior. We need to monitor and improve upon the strategies for our student with disabilities sub-group. One out of every three students in the Muhlenberg School District have been with us less than 24 months. We need to identify the needs of our "move-in" students early and get them the supports they need and deserve.	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.

The most notable observation at Muhlenberg Elementary school is how far behind our Student with Disabilities group is than the other student groups in math and reading. This aligns to our challenge of implementing a multi-tiered system and the need to monitor and improve our reading and math instruction to all our children. If we want all children to be able to read on grade level when entering 3rd grade, we have to support ALL our children. Our student breakdown in

English Arts shows that Hispanic students and Students with Disabilities is trending down, all other subgroups are trending up. All students will be benchmarked and progress monitored this year using mClass and Boost Reading. Students not identified as ELL and/or IEP will be in the appropriate tier group with reading specialists focused on Tier 3 and the Classroom Teacher in Tiers 1 and 2. In a schoolwide setting all students, regardless of ethnicity or socioeconomic status are given what they need based on data. Our professional development this year will be on Tier 1 instruction to continue to close the achievement gap.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	**Discussion Points**	**Check for Priority**
Our Hispanic subgroup has increased to our largest subgroup but has declined significantly since 2019-20 when they were not are largest subgroup.	As our Hispanic subgroup continues to grow, we need to have more intervention groups that prioritize language with our students at a disadvantage	True
We now have more ELLs in this building than IEP students. This subgroup was a strength in 23-24 at 32.1%, but declined slightly to 30.8	Our number of identified ELLs continues to climb, we need to add another ESL teacher so the small groups for pullout remain managable	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Our regular attendance continues to outperform the statewide average	Schoolwide incentives for attendance are working
Having a dedicated team of reading specialists, ESL teachers, Special Education teachers, instructional coaches, and administrators to plan, implement a MTSS, and respond to the data analysis is responding to our biggest reading challenges.	We need to continue our focus on intervention in professional development and making sure ALL our children have equal access to success
Provide frequent, timely, and systematic feedback and support on instructional practices. The administrative team is in classrooms each and every week, providing feedback and support to the teachers. We do not use a differentiated supervision plan, but rather observe and give feedback through informal and formal observations and walk-throughs.	We are excellent at observations and walkthroughs and providing timely feedback to our teachers

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To ensure high academic achievement and foster an inclusive, high-expectation environment for our largest student population, we will implement targeted, culturally responsive instructional practices and early-intervention strategies across all grade levels to halt and reverse the multi-year performance decline of our Hispanic subgroup and return to or exceed pre-2019 baseline levels.
	To build a culture of continuous growth and equitable learning, we will leverage asset-based, evidence-based instructional strategies across all general education classrooms to increase academic growth for our expanding English Language Learner (ELL) population, reversing the minor performance dip from 30.8% back toward our previous peak of 32.1% and beyond.

Goal Setting

Priority: To build a culture of continuous growth and equitable learning, we will leverage asset-based, evidence-based instructional strategies across all general education classrooms to increase academic growth for our expanding English Language Learner (ELL) population, reversing the minor performance dip from 30.8% back toward our previous peak of 32.1% and beyond.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By the end of the 26-27 SY, the percentage of English Language Learners (ELLs) meeting or exceeding academic growth benchmarks will increase from 30.8% to 35.0% (surpassing the 2023–24 baseline peak of 32.1%), as measured by WIDA ACCESS for ELLs			
Measurable Goal Nickname (35 Character Max)			
ELL Growth and Attainment			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
31.55	32.6	33.65	35

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
For students to improve reading on grade level as measured by the Grade 3 Reading PSSA and meet the statewide average. CDT will be used to diagnose needs, while Firefly will complement it as a progress monitor tool. Also monitored will be a quarterly constructive-response prompt.			
Measurable Goal Nickname (35 Character Max)			
Grade 3 PSSA Reading Improvement through Reading Intervention and Tier 1 Instruction			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
34	39	44	49

Priority: To ensure high academic achievement and foster an inclusive, high-expectation environment for our largest student population, we will implement targeted, culturally responsive instructional practices and early-intervention strategies across all grade levels to halt and reverse the multi-year performance decline of our Hispanic subgroup and return to or exceed pre-2019 baseline levels.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
For students to improve math on grade level as measured by the Grade 3 Math PSSA and meet the statewide average. CDT will be used to diagnose needs, while Firefly will complement it as a progress monitor tool. Also monitored will be a quarterly constructive-response prompt.			
Measurable Goal Nickname (35 Character Max)			
Grade 3 PSSA Math Improvement through Math Intervention and Tier 1 Instruction			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
39.3	44	49	54

Action Plan

Measurable Goals

ELL Growth and Attainment	Grade 3 PSSA Reading Improvement through Reading Intervention and Tier 1 Instruction
Grade 3 PSSA Math Improvement through Math Intervention and Tier 1 Instruction	

Action Plan For: Grade 3 Reading & Math Success Plan Through High-Quality Tier 1 Practices

Measurable Goals:
• By the end of the 26-27 SY, the percentage of English Language Learners (ELLs) meeting or exceeding academic growth benchmarks will increase from 30.8% to 35.0% (surpassing the 2023–24 baseline peak of 32.1%), as measured by WIDA ACCESS for ELLs • For students to improve reading on grade level as measured by the Grade 3 Reading PSSA and meet the statewide average. CDT will be used to diagnose needs, while Firefly will complement it as a progress monitor tool. Also monitored will be a quarterly constructive-response prompt. • For students to improve math on grade level as measured by the Grade 3 Math PSSA and meet the statewide average. CDT will be used to diagnose needs, while Firefly will complement it as a progress monitor tool. Also monitored will be a quarterly constructive-response prompt.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement Standards-Aligned, High-Impact Tier 1 Instructional Routines		2026-08-24	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director of C&I/Principal/Instructional Coach	PD Resources/Intervention resources such as Fundations/Reading Specialists/ESL Teachers/SpEd Teachers	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
As measured by the PSSA, WIDA/ACCESS, math and reading grade 3 scores will improve by 5%. Every child will show growth from BOY to EOY.	DIBELS benchmarking will occur 3 times per year. Admistered by reading specialists, ESL, SpEd, and Instructional Coaches. Open Ended Math Benchmarks will be given one per quarter by the classroom teacher and scored by the instructional coach. The process will be monitored by the principal and the director of C&I through observations and walkthroughs documented in Frontline.

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	• Grade 3 Reading & Math Success Plan Through High-Quality Tier 1 Practices	MEC Salaries and Supplies	658738	
Title II.A and Title IV.A Transfer Funds	• Grade 3 Reading & Math Success Plan Through High-Quality Tier 1 Practices	Instructional Coach, Rdg Spec, and Counselor	91671	
Other Expenditures	• Grade 3 Reading & Math Success Plan Through High-Quality Tier 1 Practices	PFE includes Literacy Event for families	13800	
Total Expenditures				764209

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Grade 3 Reading & Math Success Plan Through High-Quality Tier 1 Practices	Implement Standards-Aligned, High-Impact Tier 1 Instructional Routines

Planning with Purposes

Action Step		
• Implement Standards-Aligned, High-Impact Tier 1 Instructional Routines		
Audience		
All teachers in grades K to 3		
Topics to be Included		
How to plan with purpose, with strategic differentiation to target the needs of all students		
Evidence of Learning		
Teacher will produce a bank of strategies by grade teams		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Ginny Hornberger/ Principal	2026-09-21	2027-05-28

Learning Format

Type of Activities	Frequency
Inservice day	2 part series in September and October
Observation and Practice Framework Met in this Plan	
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**
School Improvement Facilitator Signature	**Date**
Cathy Shappell	2027-09-04

C E Cole Intermediate Sch

TSI Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
C E Cole Intermediate Sch		114065503
Address 1		
801 Bellevue Avenue		
Address 2		
City	**State**	**Zip Code**
Reading	PA	19605
Chief School Administrator		**Chief School Administrator Email**
Dr Alan S Futrick		futricka@muhlsdk12.net
Principal Name		
Aaron Kopetsky		
Principal Email		
kopetskya@muhlsdk12.net		
Principal Phone Number		**Principal Extension**
6109218000		2013
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Dr. Cathy A. Shappell		shappellc@muhlsdk12.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Aaron Kopetsky	Principal	C E Cole Principal	kopetskya@muhlsdk12.net
Cathy Shappell	District Level Leaders	Muhlenberg School District	shappellc@muhlsdk12.net
Tara Nelson	Other	C E Cole Assistant Principal	nelsont@muhlsdk12.net
Emily Carmichael	Other	School Social Worker	carmichaele@muhlsdk12.net
Tanisha Chopra	Parent	Muhlenberg School District	tanisha.gakhar@gmail.com
Amy Chiarelli	Education Specialist	C E Cole Instructional Coach	chiarellia@muhlsdk12.net
Jackie Bellanca	District Level Leaders	Elementary SpEd Supervisor	bellancaj@muhlsdk12.net
Kamila DeAngelis	Parent	Muhlenberg School District	kamila.deangelis@gmail.com
Elizabeth Laviena	District Level Leaders	Parent Outreach	lavienae@muhlsdk12.net
Kyle Crater	Parent	District Leader/Parent	craterk@muhlsdk12.net
Xio Toledo	Other	C E Cole Assistant Principal	toledox@muhlsdk12.net
Jacob Conrad	Other	C E Cole Assistant Principal	conradj@muhlsdk12.net

Vision for Learning

Vision for Learning

C E Cole Intermediate School is incredibly responsible for investing and growing our children academically, socially, and productively with care and respect. Our rich cultural enrollment only supports the hope and promise for all children to pursue the American dream. Our core purpose is to establish a community of learners and learning, through relationships, relevance, and rigor, one student at a time. C.E. Cole has a schoolwide goal of continued growth, specifically in literacy and math, and success for all students.

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

This building has dropped significantly in ELA proficiency. There are not enough reading specialists to serve all the student needs

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

Strengths

ESSA Student Subgroups	Indicator
White	The white student group outperformed the all-student group by 10 percentage points
English Learners	The English Learners have 100% participation rate

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Our Hispanic subgroup is our largest demographic. This group has flatlined in ELA proficiency since the large drop after the pandemic.
Students with Disabilities	Our students with IEPs have consistently been low in proficiency, with 24-25 being the lowest at 5.1%

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

This building has not been able to rebound in mathematics proficiency since the pandemic. For the 2026-27 SY, we have added another math interventionist to this building.

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

Strengths

ESSA Student Subgroups	Indicator
English Learners	The EL subgroup has remained consistent over the last 3 years, even as the population has grown.
Hispanic	The Hispanic subgroup is showing some growth

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	The Student with disabilities subgroup remains very low in mathematical proficiency
Multi-Racial (not Hispanic)	This subgroup has been declining for 3 straight years

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

This building had a noticeable improvement in ELA growth in 22-23 and 23-24, but unfortunately dropped back to 50% in 24-25.

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

Strengths

ESSA Student Subgroups	Indicator
English Learners	The last two years have shown growth with this subgroup. Our goal is to get back to 22-23, when our ELs showed 100% growth in ELA
Multi-Racial (not Hispanic)	This subgroup is showing green but trending down, However, they are the strongest group in ELA growth. along with ELs.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	This subgroup took a huge nosedive from 23-24 at 98% to 24-25 at 50%
Hispanic	This is our largest subgroup so we are very concerned with the decline in PVAAS growth in ELA

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

In mathematics, the all-student group showed 3 years of 100% growth, 19-20, 21-22, and 22-23. The building goal remains focused on turning this back around

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

Strengths

ESSA Student Subgroups	Indicator
English Learners	This subgroup consistently shows above-average growth in mathematics
Multi-Racial (not Hispanic)	This subgroup consistently shows above-average growth in mathematics

Challenges

ESSA Student Subgroups	Indicator
Hispanic	This is our largest subgroup so we are very concerned with the decline in PVAAS growth in Math
Economically Disadvantaged	Since this building is above 60% ED, we are concerned about the strong decline from 23-24 to 24-25

English Language Growth and Attainment

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

Comments/Notable Observations

This building shows great promise in EL Growth and Attainment. In 24-25, we had our largest percentage growth at 44%. We are hopeful the increase will continue in 25-26

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

Strengths

ESSA Student Subgroups	Indicator
English Learners	This subgroup shows great promise in EL Growth and Attainment. In 24-25, we had our largest percentage growth at 44%. We are hopeful the increase will continue in 25-26

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	This subgroup has flatlined for the last 4 years

Regular Attendance

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

Comments/Notable Observations

This building is showing a steady incline in regular attendance. 24-25 shows the best percentage since pre-pandemic.

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

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Our black subgroup is our largest percentage in attendance at 92.3%

Challenges

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	This subgroup is showing a decline in attendance, but is still trending up.

Career Standards Benchmark

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

Comments/Notable Observations

The all-student group remains in blue for this indicator.

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

Strengths

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	The mult-race subgroup remains at 100% for the last two years
White	This subgroup got back to 100% in 24-25

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	This subgroup is the only one that is red trending down

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 English Learners have 100% participation rate
The EL subgroup has remained consistent over the last 3 years, even as the population has grown.
The last two years have shown growth with this subgroup. Our goal is to get back to 22-23, when our ELLs showed 100% growth in ELA
This subgroup consistently shows above-average growth in mathematics

Challenges

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

This building has dropped significantly in ELA proficiency. There are not enough reading specialists to serve all the student needs
Our Hispanic subgroup is our largest demographic. This group has flatlined in ELA proficiency since the large drop after the pandemic.
This building has not been able to rebound in mathematics proficiency since the pandemic. For the 2026-27 SY, we have added another math interventionist to this building.
The Student with disabilities subgroup remains very low in mathematical proficiency

Local Assessment

English Language Arts

Data	Comments/Notable Observations
CDT was administered twice in the 25-26 SY	We use CDT, however, it is not testing all the anchors on the PSSA
Dibels 8 is used to get a BOY, MOY, EOY	We saw some growth through progress monitoring

English Language Arts Summary

Strengths

We continue to monitor all our data and cross-reference to the enrollment date. New students to our building are tracked and given additional support using reading specialists, special education teachers, EL teachers, and paraprofessionals.
The challenge in reading is getting enough reading specialists to work with our neediest readers. We have 2 reading specialist at C. E. Cole. Being able to coordinate schedules to ensure all children get the intervention they need would greatly impact achieving our mission.

Challenges

The challenge in reading is getting enough reading specialists to work with our neediest readers. We have 2 reading specialist at C. E. Cole. Being able to coordinate schedules to ensure all children get the intervention they need would greatly impact achieving our mission.
Enrollment continues to increase in this building. During the 24-25 SY, 1 out of every 2 new students in this building were identified as IEP and/or ELL. Our student-to-teacher ratio for ELs and IEPs continues to challenge compliance. We are fortunate to have added to more Special Ed teaching positions for the 26-27 SY.

Mathematics

Data	Comments/Notable Observations
2025-26 CDT and Firefly	Grade 6 showed growth from CDT 1 to 2. We used Firefly to help strength CORE instruction

Mathematics Summary

Strengths

We continue to monitor all our data and cross-reference to the enrollment date. New students to our building are tracked and given additional support using special education teachers, EL teachers, and paraprofessionals.
The challenge in math is getting enough specialists to work with our neediest math students. We have 1 math interventionist at C. E. Cole. Being able to coordinate schedules to ensure all children get the intervention they need would greatly impact achieving our mission.

Challenges

The challenge in math is getting enough specialists to work with our neediest math students. We have 1 math interventionist at C. E. Cole. Being able to coordinate schedules to ensure all children get the intervention they need would greatly impact achieving our mission.
For 26-27 we have added a dedicated math interventionist to target the decline in math specific to grades 5 and 6. The challenge is the number of move-ins to these two grade levels.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDTs in science for 5th graders	Only the second year of using Open Sci Ed. We went to tri-teams to add a dedicated Science /SS teacher

Science, Technology, and Engineering Education Summary

Strengths

The dedicated science teacher will help with our most pressing challenge of not having enough time dedicated to science. Science now has 80 minutes a day for 3 successive weeks, then one week of social studies.

Challenges

The dedicated science teacher will help our progress in science, but the time had to come from something else. ELA and Math time were reduced.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Portfolio to collect the Career Standards Benchmark.	We have started a digital portfolio for every child in grades 4 to 6. We are collecting at least 2 pieces of career readiness evidence.

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.

Strength in the area of the career standards benchmark is the portfolio for every child. Our goal of 100% of our students submitting at least two pieces of evidence to their digital portfolio remains in place for this year

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.

Transiency remains the challenge of students entering this building in the latter part of the year. Difficult to get data on them and the opportunity to collect career evidence.

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.

Our English Learners remain our subgroup that continues to show growth in EL Growth and Attainment and PVAAS

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.

The most pressing challenge is our transience and the number of students coming to us mid-year or later. We cannot grow our staff during the year and our class sizes start around 25, but by mid-year are approaching 30.

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	Exemplary
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Exemplary

Empower Leadership

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

>

We use a dedicated intervention time in this building with Reading Specialists delivering Tier 3 intervention. This data is gathered through benchmarking using CDT. Progress monitoring and goals are developed by classroom teachers, ESL and Special Education teachers

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?

>

By adding a dedicated science teacher, our CORE blocks in ELA and Math have been reduced.
The new mandate of 30 minutes of recess a day will be a challenge for this building. Again, that time has to come from somewhere, and the CORE Instructional Time will suffer

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 English Learners have 100% participation rate	False
The EL subgroup has remained consistent over the last 3 years, even as the population has grown.	False
The last two years have shown growth with this subgroup. Our goal is to get back to 22-23, when our ELLs showed 100% growth in ELA	True
This subgroup consistently shows above-average growth in mathematics	False
This building shows greath promise in EL Growth and Attainment. In 24-25 we had our largest percentage showing growth at 44%. We are hopeful the increase will continue in 25-26	True
This building is showing a steady incline in regular attendance. 24-25 shows the best percentage since pre-pandemic.	False
Our black subgroup is our largest percentage in attendance at 92.3%	False
The all student group remains in blue for this indicator.	False
The white subgroup remains at 100% for the last two years	False
We continue to monitor all our data and cross-reference to the enrollment date. New students to our building are tracked and given additional support using reading specialists, special education teachers, EL teachers, and paraprofessionals.	True
The challenge in reading is getting enough reading specialists to work with our neediest readers. We have 2 reading specialist at C. E. Cole. Being able to coordinate schedules to ensure all children get the intervention they need would greatly impact achieving our mission.	False
We continue to monitor all our data and cross-reference to the enrollment date. New students to our building are tracked and given additional support using special education teachers, EL teachers, and paraprofessionals.	False
The challenge in math is getting enough specialists to work with our neediest math students. We have 1 math interventionist at C. E. Cole. Being able to coordinate schedules to ensure all children get the intervention they need would greatly impact achieving our mission.	False
The dedicated science teacher will help with our most pressing challenge of not having enough time dedicated to science. Science now has 80 minutes a day for 3 successive weeks, then one week of social studies.	False
Strength in the area of the career standards benchmark is the portfolio for every child. Our goal of 100% of our students submitting at least two pieces of evidence to their digital portfolio remains in place for this year	False
Our English Learners remain our subgroup that continues to show growth in EL Growth and Attainment and PVAAS	False
We use a dedicated intervention time in this building with Reading Specialists delivering Tier 3 intervention. This data is gathered through benchmarking using CDT. Progress monitoring and goals are developed by classroom teachers, ESL and Special Education teachers	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
This building has dropped significantly in ELA proficiency. There are not enough reading specialists to serve all the student needs	True
Our Hispanic subgroup is our largest demographic. This group has flatlined in ELA proficiency since the large drop after the pandemic.	True
This building has not been able to rebound in mathematics proficiency since the pandemic. For the 2026-27 SY, we have added another math interventionist to this building.	False
The Student with disabilities subgroup remains very low in mathematical proficiency	True
This subgroup took a huge nosedive from 23-24 at 98% to 24-25 at 50%	False
This is our largest subgroup so we are very concerned with the decline in PVAAS growth in Math	False
This subgroup has flatlined for the last 4 years	False
This subgroup is showing a decline in attendance, but is still trending up.	False
This building had a noticeable improvement in ELA growth in 22-23 and 23-24, but unfortunately dropped back to 50% in 24-25.	False
In mathematics, the all-student group showed 3 years of 100% growth, 19-20, 21-22, and 22-23. The building goal remains focused on turning this back around	False
The challenge in reading is getting enough reading specialists to work with our neediest readers. We have 2 reading specialist at C. E. Cole. Being able to coordinate schedules to ensure all children get the intervention they need would greatly impact achieving our mission.	False
Enrollment continues to increase in this building. During the 24-25 SY, 1 out of every 2 new students in this building were identified as IEP and/or ELL. Our student-to-teacher ratio for ELs and IEPs continues to challenge compliance. We are fortunate to have added to more Special Ed teaching positions for the 26-27 SY.	False
The challenge in math is getting enough specialists to work with our neediest math students. We have 1 math interventionist at C. E. Cole. Being able to coordinate schedules to ensure all children get the intervention they need would greatly impact achieving our mission.	False
For 26-27 we have added a dedicated math interventionist to target the decline in math specific to grades 5 and 6. The challenge is the number of move-ins to these two grade levels.	False
The dedicated science teacher will help our progress in science, but the time had to come from something else. ELA and Math time were reduced.	False
Transiency remains the challenge of students entering this building in the latter part of the year. Difficult to get data on them and the opportunity to collect career evidence.	False
The most pressing challenge is our transience and the number of students coming to us mid-year or later. We cannot grow our staff during the year and our class sizes start around 25, but by mid-year are approaching 30.	False
By adding a dedicated science teacher, our CORE blocks in ELA and Math have been reduced.	False
The new mandate of 30 minutes of recess a day will be a challenge for this building. Again, that time has to come from somewhere, and the CORE Instructional Time will suffer	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.

The C.E. Cole Intermediate Schoolwide Planning Team will reconvene in Fall 2026 with dedicated Title I parent and family engagement, building on the team's greatest recent success: significantly improving communication and feedback collection across all stakeholder groups. While the school has made key progress for the 2026–2027 school year by adding additional Special Education teachers and seeing continued strong student growth driven by its two EL teachers,

rapidly rising enrollment presents an ongoing operational challenge. The schoolwide needs assessment highlights a critical need for expanded intervention support, as the building currently relies on just two Reading Specialists and one Math Interventionist to serve all students across grades 4 through 6, and growing enrollment threatens to stretch the existing EL staffing beyond its capacity.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	**Discussion Points**	**Check for Priority**
This building has dropped significantly in ELA proficiency. There are not enough reading specialists to serve all the student needs	How do we have more interventists? Are the tri-teams effective?	True
Our Hispanic subgroup is our largest demographic. This group has flatlined in ELA proficiency since the large drop after the pandemic.	Our we meeting all the needs of the subgroup? Are we tracking our move-ins by demographics?	False
The Student with disabilities subgroup remains very low in mathematical proficiency	Adding more special ed teachers to focus on math and reading	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The last two years have shown growth with this subgroup. Our goal is to get back to 22-23, when our ELLs showed 100% growth in ELA	
This building shows greath promise in EL Growth and Attainment. In 24-25 we had our largest percentage showing growth at 44%. We are hopeful the increase will continue in 25-26	
We continue to monitor all our data and cross-reference to the enrollment date. New students to our building are tracked and given additional support using reading specialists, special education teachers, EL teachers, and paraprofessionals.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To reverse the significant decline in ELA proficiency across grades 4–6, C.E. Cole Intermediate School must urgently expand reading intervention capacity. Current staffing levels—limited to two Reading Specialists for the entire building—are insufficient to meet the volume and intensity of student literacy needs, leaving critical learning gaps unaddressed. Restructuring instructional schedules and securing additional literacy support are essential priorities to ensure all struggling readers receive the targeted, small-group intervention required to accelerate achievement.
	To address persistent low achievement in mathematics among Students with Disabilities (SWD), C.E. Cole Intermediate School must prioritize specialized, tier-aligned math support and cross-departmental collaboration. Relying on a single Math Interventionist for grades 4–6 leaves a critical gap in targeted instruction for students requiring intensive accommodations. Maximizing the impact of newly added Special Education staff, embedding evidence-based specalized instruction into core classrooms, and expanding math intervention capacity are essential to accelerating growth and closing the proficiency gap for the SWD subgroup.

Goal Setting

Priority: To reverse the significant decline in ELA proficiency across grades 4–6, C.E. Cole Intermediate School must urgently expand reading intervention capacity. Current staffing levels—limited to two Reading Specialists for the entire building—are insufficient to meet the volume and intensity of student literacy needs, leaving critical learning gaps unaddressed. Restructuring instructional schedules and securing additional literacy support are essential priorities to ensure all struggling readers receive the targeted, small-group intervention required to accelerate achievement.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026–2027 school year, C.E. Cole Intermediate School will increase the percentage of students in Grades 4–6 performing "At or Above Benchmark" on the DIBELS 8th Edition Composite Score by at least 15 percentage points (from the Fall 2026 Baseline to the Spring 2027 Benchmark). Additionally, at least 70% of students identified as "Well Below Benchmark" (Intensive Risk) on the Fall 2026 baseline assessment will demonstrate Above-Average or Well-Above-Average progress toward their end-of-year goals as measured by DIBELS 8th Edition Pathways of Progress / Zones of Growth.			
Measurable Goal Nickname (35 Character Max)			
ELA Smart Goal for C E Cole			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
25%	30%	35%	40%

Priority: To address persistent low achievement in mathematics among Students with Disabilities (SWD), C.E. Cole Intermediate School must prioritize specialized, tier-aligned math support and cross-departmental collaboration. Relying on a single Math Interventionist for grades 4–6 leaves a critical gap in targeted instruction for students requiring intensive accommodations. Maximizing the impact of newly added Special Education staff, embedding evidence-based specalized instruction into core classrooms, and expanding math intervention capacity are essential to accelerating growth and closing the proficiency gap for the SWD subgroup.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026–2027 school year, at least 65% of Students with Disabilities (SWD) in grades 4–6 will meet or exceed their individualized growth targets on the Classroom Diagnostic Tools (CDT) Mathematics assessment from the Fall 2026 Diagnostic to the Spring 2027 Diagnostic. Additionally, 100% of SWD receiving tier-aligned math support will achieve an average score of 80% or higher on biweekly, standards-aligned Firefly math skill-mastery checkpoints, demonstrating consistent progress in core foundational skills and in specialized instruction.			
Measurable Goal Nickname (35 Character Max)			
Mathematics Growth with our SWD Subgroup			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
5%	10%	15%	20%

Action Plan

Measurable Goals

ELA Smart Goal for C E Cole	Mathematics Growth with our SWD Subgroup

Action Plan For: High-Dosage Small Group Reading Intervention

Measurable Goals:
• By the end of the 2026–2027 school year, C.E. Cole Intermediate School will increase the percentage of students in Grades 4–6 performing "At or Above Benchmark" on the DIBELS 8th Edition Composite Score by at least 15 percentage points (from the Fall 2026 Baseline to the Spring 2027 Benchmark). Additionally, at least 70% of students identified as "Well Below Benchmark" (Intensive Risk) on the Fall 2026 baseline assessment will demonstrate Above-Average or Well-Above-Average progress toward their end-of-year goals as measured by DIBELS 8th Edition Pathways of Progress / Zones of Growth.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Restructuring the school master schedule to establish a dedicated, protected daily intervention block (WIN / "What I Need" time) where Reading Specialists and trained paraprofessionals deliver explicit, systematic, small-group literacy instruction (3–5 students) using evidence-based interventions targeted to specific DIBELS 8 skill deficits.		2026-09-21	2027-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Aaron Kopetsky/Principal	Intervention Materials/More Specialists	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Showing growth from Dibels Assessments BOY to MOY to EOY	Progress monitoring every 2 weeks, Interventionists and classroom teachers

Action Plan For: Explicit and Systematic Mathematics Instruction with Specially Designed Instruction (SDI)

Measurable Goals:
• By the end of the 2026–2027 school year, at least 65% of Students with Disabilities (SWD) in grades 4–6 will meet or exceed their individualized growth targets on the Classroom Diagnostic Tools (CDT) Mathematics assessment from the Fall 2026 Diagnostic to the Spring 2027 Diagnostic. Additionally, 100% of SWD receiving tier-aligned math support will achieve an average score of 80% or higher on biweekly, standards-aligned Firefly math skill-mastery checkpoints, demonstrating consistent progress in core foundational skills and in specialized instruction.

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
To implement this evidence-based strategy, C.E. Cole Intermediate School will use Fall CDT and Firefly diagnostic data to map foundational math skill gaps for all Students with Disabilities into targeted intervention groups by September 2026. Special education and general education math teachers will deliver daily small-group, explicit instruction utilizing the Concrete-Representational-Abstract sequence and Specially Designed Instruction supported by PaTTAN professional development throughout the school year. The Math Interventionist and Special Education staff will continuously	2026-09-21	2027-04-30

monitor progress through bi-weekly Firefly skill checkpoints and mid-year CDT benchmarks, adjusting instructional pathways and co-teaching schedules to ensure students remain on track to meet their 65% growth target by Spring 2027.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Aaron Kopetsky/Principal and Nicole Huntbach/Director of SpEd	Intervention Materials and Schedules for additional SpEd teachers	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Showing growth ond CDT 1 to 2 and Firefly assessments	Progress monitoring by Special Ed Teachers

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	• High-Dosage Small Group Reading Intervention • Explicit and Systematic Mathematics Instruction with Specially Designed Instruction (SDI)	CEC Salaries	552686	
Title II.A and Title IV.A Transfer Funds	• High-Dosage Small Group Reading Intervention • Explicit and Systematic Mathematics Instruction with Specially Designed Instruction (SDI)	Instructional Coach and SEL Counselor	134248	
Other Expenditures	• High-Dosage Small Group Reading Intervention • Explicit and Systematic Mathematics Instruction with Specially Designed Instruction (SDI)	Intervention Supplies and PFE events and supplies	78544	
Total Expenditures				765478

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
High-Dosage Small Group Reading Intervention	Restructuring the school master schedule to establish a dedicated, protected daily intervention block (WIN / "What I Need" time) where Reading Specialists and trained paraprofessionals deliver explicit, systematic, small-group literacy instruction (3–5 students) using evidence-based interventions targeted to specific DIBELS 8 skill deficits.

Planning with Purposes

Action Step		
• Restructuring the school master schedule to establish a dedicated, protected daily intervention block (WIN / "What I Need" time) where Reading Specialists and trained paraprofessionals deliver explicit, systematic, small-group literacy instruction (3–5 students) using evidence-based interventions targeted to specific DIBELS 8 skill deficits.		
Audience		
All teachers in grades 4 to 6		
Topics to be Included		
How to plan with purpose, with strategic differentiation to target the needs of all students		
Evidence of Learning		
Teacher will produce a bank of strategies by grade teams		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Aaron Kopetsky/Principal	2026-09-21	2027-05-28

Learning Format

Type of Activities	Frequency
Inservice day	2-part series in September and October. Will be an ongoing discussion with faculty meetings and data meetings
Observation and Practice Framework Met in this Plan	
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**
School Improvement Facilitator Signature	**Date**
Cathy Shappell	2026-09-07

Muhlenberg Jr MS

ATSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Muhlenberg Jr MS		114065503
Address 1		
801 E Bellevue Ave		
Address 2		
City	**State**	**Zip Code**
Reading	PA	19605
Chief School Administrator		**Chief School Administrator Email**
Dr Alan S Futrick		futricka@muhlsdk12.net
Principal Name		
Chris Becker		
Principal Email		
beckerc@muhlsdk12.net		
Principal Phone Number		**Principal Extension**
6109218034		3000
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Robert Farina		robfar@berksiu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Chris Becker	Principal	MJHS	beckerc@muhlsdk12.net
Josh Rankin	Principal	MJHS- AP	rankinj@muhlsdk12.net
Dana Godfrey	Principal	MJHS- AP	godfreyd@muhlsdk12.net
Michele Weaver	Principal	MJHS- AP	weaverm@muhlsdk12.net
Matt Coldren	Teacher	MJHS- DoS	coldrenm@muhlsdk12.net
Rob Urenko	Education Specialist	MJHS- SC	urenkor@muhlsdk12.net
Dr. Alan Futrick	Chief School Administrator	MSD- Superintendent	futricka@muhlsdk12.net
Stephen Colella	Other	MJHS- SRO	colellas@muhlsdk12.net
Liliana Cuesta	Other	MJHS- SW	cuestal@muhlsdk12.net
Victoria Bishop	Teacher	MJHS- ELL	bishopv@muhlsdk12.net
Elizabeth Laviena	District Level Leaders	MSD/PFE Administrator	lavienae@muhlsdk12.net
Dr. Cathy Shappell	District Level Leaders	MSD Federal Programs Director	shappellc@muhlsdk12.org
Seth Hoffman	Parent	Parent	srhoffma@hotmail.com
Matt Flowers	Parent	Parent/MSD Coach	coachflowers89@gmail.com
Stephen Colella	Other	SRO	colellas@muhlsdk12.net
David Colon	Parent	Parent and Coach	davidcolonjr@icloud.com
Ashley Roth	Teacher	Spec Ed Coordinator and Parent	rotha@muhlsdk12.net
Kristyna Eagle	Board Member	School Board VP	eaglek@muhlsdk12.net

Vision for Learning

Vision for Learning

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

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

In 24/25 29.7% of students were proficinet or advanced on the ELA PSSA, down 4.6% from the previous year. MJHS had a turnover of 5 out of 10 ELA teachers going into the 24/25 school year. 20% off of the statewide average.

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

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Generally trending upward, +4.5% from 19-20 to 24-25.
White	+8.9% from 20-21 to 24-25.
English Learners	Performance improved from 8% to 14.8% from 19-20 to 24-25 with large increase in number of EL students.
Multi-Racial (not Hispanic)	Mostly upward trending. Slight dip from 23-24 to 24-25, but overall up by 4%.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Trending down year over year. -6.2% from 19-20 to 24-25.
Economically Disadvantaged	Incosistent performance, overall decrease year over year. -6.9% from 22-23 to 24-25.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

Year over year is positively trending. From COVID (virtual instruction) to 24-25 is +10.8%.

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

Strengths

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	Flat from 19-20 to 23-24 but grew by 5% in 24-25.
Economically Disadvantaged	Increased by 10.6% from 20-21 to 24-25.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	No significant growth year over year and significantly off statewide goal.
English Learners	No significant growth year over year and significantly off statewide goal.
Hispanic	No significant growth year over year and significantly off statewide goal.

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

No progress in overall ELA PVAAS. 20 points below state expectation, 25 points below state average.

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

Strengths

ESSA Student Subgroups	Indicator
English Learners	ELs decreased but were still meeting statewide target
White	+6 on PVAAS growth from 19-20 to 24-25

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Decrease from 19-20 to 24-25 and high year over year variation in scores. Lack of consistency
Hispanic	Decrease from 19-20 to 24-25. Dropped from 60 to 50 and has remained at 50 up to 24-25.

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

No growth, 19-20 came in at 50.7; 24-25 score was 50.

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

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Students remained in the mid 60s year over year, only slightly behind statewide goal.
Students with Disabilities	Scored 83 in 24-25, highest in 5 years, above the statewise expectations, and statewide average.
English Learners	Maintained above or within statewide goal over 5 year span.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Decrease over 5 year span. Significant variation in performance year over year.
Economically Disadvantaged	Stagnant performance over 5 year span (19-20 to 24-25), decrease from 21-22 to 24-25.

English Language Growth and Attainment

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

Comments/Notable Observations

Steady progress year over year. 20-21 scored 8.9%, in 24-25 up to 17.1%. Still behind statewide average.

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

Strengths

ESSA Student Subgroups	Indicator
Hispanic	From 21-22 to 24-25 +9.8%.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Decreased by 3% from 22-23 to 24-25.

Regular Attendance

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

Comments/Notable Observations

Above statewide average by 2.5% .

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

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Almost returned to pre-COVID percentage, up 6.5% from 22-23 to 23-24.
Economically Disadvantaged	Up 20.4% from 20-21 to 23-24.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	No signifcant improvement from pre-COVID (19-20) to 23-24.
Students with Disabilities	Student attendance below 70% from 20-21 to 23-24.

Career Standards Benchmark

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

Comments/Notable Observations

99.7% of students met Career Readiness benchmarks, 8.2% above state average. MJHS has been 99% or higher every reportable year.

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

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Moved from 99% to 100%.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Multiple years of non 100% participation.
Hispanic	Only race/ethnicity subgroup not at 100% for 24-25.

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.

Year over year is positively trending. From COVID (virtual instruction) to 24-25 is +10.8%.
Steady progress year over year. 20-21 scored 24.8%, in 24-25 up to 32.4%.
Steady progress year over year. 20-21 scored 8.9%, in 24-25 up to 17.1%. Still behind statewide average.
Above statewide average by 2.5% .

Challenges

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

In 24/25 29.7% of students were proficinet or advanced on the ELA PSSA, down 4.6% from the previous year. MJHS had a turnover of 5 out of 10 ELA teachers going into the 24/25 school year.
No progress in overall ELA PVAAS. 25 points below statewide average.
No growth, 19-20 came in at 50.7; 24-25 score was 50.
Steady progress year over year. 20-21 scored 8.9%, in 24-25 up to 17.1%. Still behind statewide average.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
CDT/Firefly ELA	TBD Fall 2026
Common Assessment 2026-2027 Data	Will review for trends in instructional Practices

English Language Arts Summary

Strengths

ELA team is mostly comprised of teachers with 10+ years of experience.
ELA Team works together on a regular basis to co-plan their lessons and review assessments
Data Team is strong for assessments
Students are cohorted to target bubble proficiency students with additional interventions and staff

Challenges

We are working on curriculum pacing with state testing
Reading levels are lower than state average
Growth score for ELA is below average

Mathematics

Data	Comments/Notable Observations
CDT/Firefly for math	TBD Fall 2026
Common Assessment Math 2026-2027 Performance	Will review for trends in instructional Practices

Mathematics Summary

Strengths

Team collaborates well to review student data and trends.
Team collaborates well to coplan and maintain consistency of instruction
Students are cohorted to target bubble proficiency students with additional interventions and staff
More special sections opened for smaller groups for math class based on metrics.

Challenges

Most teachers have less than 5 years of experience.
We are in year 2 of a new math curriculum.
Growth and achievement scores are not meeting expectations.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science CDT	FALL 2026 TBD
Common Asssessment Performance 2026-2027	Will review data to inform Instructional practices

Science, Technology, and Engineering Education Summary

Strengths

New STEELS standards aligned curriculum for science
New STEM classes created to meet STEELS standards
Hands on and open ended focused curriculum, student centered instruction

Challenges

Number of science compared to overall number of students
Science only receives 40 minutes a day (1 period)
Background knowledge is lacking due to elementary contraints

Related Academics

Career Readiness

Data	Comments/Notable Observations
99.7% of all students met career readiness standards	Grade level counselors develop activities and events to ensure student engagement
98.8% of students with IEPs met standards	Teachers provide accommodations and supports to ensure students can complete career readiness tasks.
99.6% of Hispanic students met career readiness standards	Counselors involve community members and community businesses to interact and engage with students.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

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

School counselors are a strength in our building and provide excellent opportunities in career readiness with our students.
School counselors and officials engage the community to provide authentic activities and opportunities in career readiness for our 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.

Events are difficult to run due to the increase in student population, physical plant and teacher schedules constrain our ability to provide more time for students to engagen and space for more presenters.
Additional special ed support staff would ensure more students can get additional attention while completing activties.

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.

ELL department has experienced teachers who collaborate well
Advisory time to start every school day to allow for intervention and support of struggling students
Counseling department and social worker well connected to community resources and supports for various subgroups
School psychologist dedicated specifically for MJHS

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.

Special ed department very inexperienced most teachers less than 5 years of experience
High turnover in special department
In-Progress schoolwide MTSS and PBIS systems.
Staffing, physical plant, and time constraints for student population growing rapidly.

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	Operational
Identify and address individual student learning needs	Emerging
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	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	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	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 Via PBIS
Using Advisory Peripd daily to intervene as necessary
Implement evidence-based strategies to engage families to support learning - Team attending KU Leadership Series to improve this effort.

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?

>

Foster a culture of high expectations for success for all students, educators, families, and community members
Identify professional learning needs through analysis of a variety of data

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
Year over year is positively trending. From COVID (virtual instruction) to 24-25 is +10.8%.	False
Steady progress year over year. 20-21 scored 24.8%, in 24-25 up to 32.4%.	False
Steady progress year over year. 20-21 scored 8.9%, in 24-25 up to 17.1%. Still behind statewide average.	False
Above statewide average by 2.5% .	False
99.7% of students met Career Readiness benchmarks, 8.2% above state average.	False
Performance improved from 8% to 14.8% from 19-20 to 24-25 with large increase in number of EL students.	False
ELs decreased but were still meeting statewide target	False
From 21-22 to 24-25 +9.8%.	False
Up 20.4% from 20-21 to 23-24.	False
Year over year is positively trending. From COVID (virtual instruction) to 24-25 is +10.8%.	False
Steady progress year over year. 20-21 scored 24.8%, in 24-25 up to 32.4%.	False
Steady progress year over year. 20-21 scored 8.9%, in 24-25 up to 17.1%. Still behind statewide average.	False
Above statewide average by 2.5% .	False
99.7% of students met Career Readiness benchmarks, 8.2% above state average.	True
Performance improved from 8% to 14.8% from 19-20 to 24-25 with large increase in number of EL students.	False
ELs decreased but were still meeting statewide target	False
From 21-22 to 24-25 +9.8%.	False
Up 20.4% from 20-21 to 23-24.	False
School counselors are a strength in our building and provide excellent opportunities in career readiness with our students.	False
ELA team is mostly comprised of teachers with 10+ years of experience.	False
ELA Team works together on a regular basis to co-plan their lessons and review assessments	False
Data Team is strong for assessments	False
Students are cohorted to target bubble proficiency students with additional interventions and staff	False
Team collaborates well to review student data and trends.	True
Team collaborates well to coplan and maintain consistency of instruction	True
Students are cohorted to target bubble proficiency students with additional interventions and staff	True
More special sections opened for smaller groups for math class based on metrics.	True
New STEELS standards aligned curriculum for science	False
New STEM classes created to meet STEELS standards	False
Hands on and open ended focused curriculum, student centered instruction	False
School counselors and officials engage the community to provide authentic activities and opportunities in career readiness for our students.	False
ELL department has experienced teachers who collaborate well	False
Implement a multi-tiered system of supports for academics and behavior Via PBIS	True
Using Advisory Peripd daily to intervene as necessary	False

Implement evidence-based strategies to engage families to support learning - Team attending KU Leadership Series to improve this effort.	True
Advisory time to start every school day to allow for intervention and support of struggling students	True
Counseling department and social worker well connected to community resources and supports for various subgroups	False
School psychologist dedicated specifically for MJHS	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
In 24/25 29.7% of students were proficinet or advanced on the ELA PSSA, down 4.6% from the previous year. MJHS had a turnover of 5 out of 10 ELA teachers going into the 24/25 school year.	False
No progress in overall ELA PVAAS. 25 points below statewide average.	False
No growth, 19-20 came in at 50.7; 24-25 score was 50.	False
Steady progress year over year. 20-21 scored 8.9%, in 24-25 up to 17.1%. Still behind statewide average.	False
Trending down year over year. -6.2% from 19-20 to 24-25.	False
No significant growth year over year and significantly off statewide goal.	False
Decrease from 19-20 to 24-25 and high year over year variation in scores. Lack of consistency	False
Student attendance below 70% from 20-21 to 23-24.	True
In 24/25 29.7% of students were proficinet or advanced on the ELA PSSA, down 4.6% from the previous year. MJHS had a turnover of 5 out of 10 ELA teachers going into the 24/25 school year.	False
No progress in overall ELA PVAAS. 25 points below statewide average.	False
No growth, 19-20 came in at 50.7; 24-25 score was 50.	False
Steady progress year over year. 20-21 scored 8.9%, in 24-25 up to 17.1%. Still behind statewide average.	False
Trending down year over year. -6.2% from 19-20 to 24-25.	False
No significant growth year over year and significantly off statewide goal.	False
Decrease from 19-20 to 24-25 and high year over year variation in scores. Lack of consistency	False
Student attendance below 70% from 20-21 to 23-24.	True
Events are difficult to run due to the increase in student population, physical plant and teacher schedules constrain our ability to provide more time for students to engagen and space for more presenters.	False
Additional special ed support staff would ensure more students can get additional attention while completing activties.	False
We are working on curriculum pacing with state testing	False
Reading levels are lower than state average	False
Growth score for ELA is below average	False
Most teachers have less than 5 years of experience.	True
We are in year 2 of a new math curriculum.	True
Growth and achievement scores are not meeting expectations.	False
Number of science compared to overall number of students	False
Science only receives 40 minutes a day (1 period)	False

Background knowledge is lacking due to elementary contraints	False
Special ed department very inexperienced most teachers less than 5 years of experience	True
High turnover in special department	True
In-Progress schoolwide MTSS and PBIS systems.	True
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Identify professional learning needs through analysis of a variety of data	False
Staffing, physical plant, and time constraints for student population growing rapidly.	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.

We consistently came across the theme of staffing and physical plant issues. The population in MSD, specifically in MJHS, has grown rapidly. Many of the move in students are multiple grade levels behind in addition to having some kind of exceptional status: IEP, ELL, economically disadvantaged, etc. The JH is continually trying to add more supports for all students, however we struggle to keep up with how quickly we are growing and meeting the needs of the students with significant needs. Here are current demographics: 1,049 Students 19.64% White 18.02% Non-white 62.91 Hispanic 23.92% IEP 7.63% ELL 52.5% Economically Disadvantaged 112 New Students during 25-26 SY 79 Students Withdrew during 25-26 SY

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	**Discussion Points**	**Check for Priority**
Student attendance below 70% from 20-21 to 23-24.		False
Student attendance below 70% from 20-21 to 23-24.		False
Most teachers have less than 5 years of experience.	For many of our departments, teachers are inexperienced or even emergency certified. They need frequent and intentional feedback to improve practice.	True
We are in year 2 of a new math curriculum.	New math curriculum is better aligned to PDESAS and teachers received extensive training to improve student proficiency in math.	True
Special ed department very inexperienced most teachers less than 5 years of experience		False
High turnover in special department		False
In-Progress schoolwide MTSS and PBIS systems.		True
Staffing, physical plant, and time constraints for student population growing rapidly.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
99.7% of students met Career Readiness benchmarks, 8.2% above state average.	Link career readiness activities to instruction for authentic learning.
Team collaborates well to review student data and trends.	
Team collaborates well to coplan and maintain consistency of instruction	
Students are cohorted to target bubble proficiency students with additional interventions and staff	
More special sections opened for smaller groups for math class based on metrics.	
Implement a multi-tiered system of supports for academics and behavior Via PBIS	
Implement evidence-based strategies to engage families to support learning - Team attending KU Leadership Series to improve this effort.	
Advisory time to start every school day to allow for intervention and support of struggling students	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	MJHS admin will address lack of experience with frequent walkthroughs and feedback to continually improve instruction.
	Implementation and progress in using new curriculum will lead to more success on predictor assessments for PSSA proficiency.

	Improved MTSS and PBIS will lead to better student attendance for all students and targeted subgroups.

Goal Setting

Priority: MJHS admin will address lack of experience with frequent walkthroughs and feedback to continually improve instruction.

Outcome Category			
Professional learning			
Measurable Goal Statement (Smart Goal)			
MJHS administration will conduct 450 walkthroughs for the 2026-2027 school year.			
Measurable Goal Nickname (35 Character Max)			
450 Walkthroughs			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
125 Walkthroughs	250 Walkthroughs	375 Walkthroughs	450 Walkthroughs

Priority: Implementation and progress in using new curriculum will lead to more success on predictor assessments for PSSA proficiency.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
18% of students will score proficient or advanced on the final firefly exam.			
Measurable Goal Nickname (35 Character Max)			
18% Proficient/Advanced			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
15% Proficient/Advanced (25-26 baseline)	16% Proficient/Advanced	17% Proficient/Advanced	18% Proficient/Advanced

Priority: Improved MTSS and PBIS will lead to better student attendance for all students and targeted subgroups.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
86% of Hispanic students will not be considered habitually truant/chronically absent.			
Measurable Goal Nickname (35 Character Max)			
Hispanic Student Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
92% Attendance	90% Attendance	88% Attendance	86% Attendance

Action Plan

Measurable Goals

450 Walkthroughs	18% Proficient/Advanced
Hispanic Student Attendance	

Action Plan For: PLM

Measurable Goals:
• MJHS administration will conduct 450 walkthroughs for the 2026-2027 school year.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
MJSH admin will meet weekly to review walkthrough trends		2026-08-31	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	Frontline	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
MJHS admin and teachers will review walkthrough data monthly for strengths and areas to improve		2026-08-31	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal/Assistant Principal	Frontline	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
District level administrators will work with district coaches to review feedback and develop PD sessions.		2026-08-31	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director of Curriculum	Frontline	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Teachers will implement feedback from administrators to improve practice		2026-08-31	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	Frontline and curriculum resources	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
MJHS administrators will conduct walkthroughs weekly further to monitor implementation of feedback		2026-10-01	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	Frontline and curriculum resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administration and teachers will review student data quarterly to monitor effectiveness of the feedback cycle		2026-11-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Department Chairs	Frontline, Edinsight, Firefly, Infinite Campus	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved performance on Danielson framework for teachers participating in co-teaching system. Higher PVAAS scores and Proficiency rates on PSSAs.	Finalized lesson plans designed with administrator and participating teacher, completed Danielson framework, notes and evidence from administrators. Walkthroughs and observations will be completed throughout the year on all teachers at various times. Teacher 13-1 forms will be evaluated at the end of the year for effectiveness.

Action Plan For: PBIS plan

Measurable Goals:
• 86% of Hispanic students will not be considered habitually truant/chronically absent.

Action Step		Anticipated Start Date	Anticipated Completion Date
Meet with attendance team monthly to refine attendance tracking process from 25-26. (Attendance secretary, school counselors, MJHS admin, Social Worker, Supervisor of Student Services)		2026-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Social Worker	N/A	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Refine Attendance tracking process for effinciency for staff.		2026-09-15	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Social Worker	N/A	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
PBIS team will meet quarterly to develop more incentives for meeting expectations including attendance		2026-07-01	2027-05-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Dean of Students	Meeting space, funding for incentives/activities	No	

Action Step	Anticipated Start Date	Anticipated Completion Date
PBIS, MJHS admin, and school counseling team will work with community partners throughout the year to provide donations and opportunities for students meeting expectations including attendance.	2026-07-01	2027-05-15

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dean of Students	N/A	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Attendance Secretary will run weekly reports for attendance and absences		2026-08-31	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Attendance secretary	Infinite Campus	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Follow PBIS team plan for rewarding students monthly for meeting expectations including attendance		2026-09-18	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Dean of Students	Prizes/Rewards/Activities for PBIS system.	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
MJHS Social worker and other attendance team will meet with Supervisor of student services monthly to discuss attendance		2026-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Supervisor of Student Services	N/A	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Dean of students will present PBIS system to teach/refresh faculty.		2026-10-06	2026-10-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Dean of Students	Google Slides and PBIS team created materials	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
87% of Hispanic students will be in regular attendance	Attendance team will maintain the process. MJHS admin and social worker will review SAIC numbers. Supervisor of Student Services will attend truancy hearings.

Action Plan For: Curriculum monitoring

Measurable Goals:
• 18% of students will score proficient or advanced on the final firefly exam.

Action Step		Anticipated Start Date	Anticipated Completion Date
MJHS admin, coaches, intreventionist, and department chair, teachers, and counselors review 25-26 PSSA and Keystone Data.		2027-07-01	2026-08-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Coach/Interventionist	EdInsight	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Review curriculum map and resources to strengthen alignment to standards and eligible content.		2026-07-01	2027-05-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Coach/Interventionist	Eureka Curriculum and resources	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Plan and conduct Firefly and CDT testing quarterly for student progress and needs		2026-08-31	2027-05-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Math Department Chair	Firefly and CDT	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Find additional supplementary resources for math curriculum to engage students in eligible content.		2026-09-01	2027-05-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Coach/Interventionist	N/A	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Use evaluation and feedback cycle to improve instruction.		2026-09-15	2027-05-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	Frontline	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Teachers will receive district wide PD on planning for block teaching.		2026-08-20	2027-01-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director of Curriculum	Curriculum Team made resources.	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Intereventionist/Coach will develop schedule to push-in and pull out for students.		2026-08-31	2027-05-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Interventionist/Coach	Planning time with math teachers	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop bubble group of students for teachers and interventionist to target during instruction		2026-07-01	2027-08-14
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
MJHS admin	Edinsight	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
18% of students will score proficient or advanced on Firefly	MJHS Admin, coach/interventionist, math department chair

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
PBIS plan	Dean of students will present PBIS system to teach/refresh faculty.
Curriculum monitoring	Teachers will receive district wide PD on planning for block teaching.

PBIS Slides

Action Step		
• Dean of students will present PBIS system to teach/refresh faculty.		
Audience		
MJHS Faculty		
Topics to be Included		
PBIS system		
Evidence of Learning		
Lower number of referrals for behavior. Higher attendance percentage		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Dean of Students	2027-08-19	2027-10-06

Learning Format

Type of Activities	Frequency
Workshop(s)	Once
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Planning PD Session

Action Step		
• Teachers will receive district wide PD on planning for block teaching.		
Audience		
MJHS Math and ELA teachers		
Topics to be Included		
Planning for secondary students in a block setting		
Evidence of Learning		
Teachers will presnet lesson plans that include appropriate use of time.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Curriculum and Supervision	2026-08-20	2027-01-16

Learning Format

Type of Activities	Frequency
Inservice day	Once
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Alan Futrick	2026-08-27
Building Principal Signature	**Date**
Christopher Becker	2026-08-27
School Improvement Facilitator Signature	**Date**
Robert C. Farina	2026-09-01

Muhlenberg HS

ATSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Muhlenberg HS		114065503
Address 1		
400 Sharp Avenue		
Address 2		
City	**State**	**Zip Code**
Reading	PA	19605
Chief School Administrator		**Chief School Administrator Email**
Dr Alan S Futrick		futricka@muhlsdk12.net
Principal Name		
Haniff Skeete		
Principal Email		
skeeteh@muhlsdk12.net		
Principal Phone Number		**Principal Extension**
610-921-8078		4103
School Improvement Facilitator Name		**School Improvement Facilitator Email**
William Dramby		drambyw@muhlsdk12.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
William Dramby	Principal	High School AP	drambyw@muhlsdk12.net
Maria Lester	Education Specialist	High School/Junior High	lesterm@muhlsdk12.net
Kathleen Brad	Education Specialist	High School/Junior High	bradk@muhlsdk12.net
Haniff Skeete	Principal	High School	skeeteh@muhlsdk12.net
Kayla Garcia	Teacher	High School	garciak@muhlsdk12.net
Toni Ritchey	Teacher	High School	ritcheyt@muhlsdk12.net
Lauren Heydt	Education Specialist	High School	heydtl@muhlsdk12.net
Kerry Hendel	Education Specialist	High School School Counselor	hendelk@muhlsdk12.net
Valery Will	Education Specialist	High School School Counselor	willv@muhlsdk12.net
Kelly Wood	Education Specialist	High School School Counselor	woodk@muhlsdk12.net
Krystina Eagle	Board Member	School Board	eaglek@muhlsdk12.net
Quyen Pham	Student	MHS Student	quypha27@muhlsdk12.net
Mallory Nikolaidis	Parent	MHS Parent	mallorynikolaidis@yahoo.com

Vision for Learning

Vision for Learning

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

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

Our overall 'proficiency' is 46.1% compared to the statewide average of 49.9%.

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

Strengths

ESSA Student Subgroups	Indicator
Hispanic	While we did not meet the standard our students showed growth from the previous school year. Our overall 'proficiency' rate is 40.8%.
White	We did not meet the standard but our students showed growth from the previous school year. Our overall 'proficiency' rate is 60.2%
Economically Disadvantaged	We did not meet the standard, but our students showed growth from the previous school year. Our overall 'proficiency' rate is 44.2%.
Combined Ethnicity	We did not meet the standard, but our students showed growth from the previous school year. Our overall 'proficiency' rate is 40.2%.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	This student group did not meet the standard. We had a 27.3% 'proficiency' rate which is lower than the previous school year.
English Learners	This student group did not meet the standard. We had a 5.6% 'proficiency' rate which is lower than the previous school year.
Students with Disabilities	This student group did not meet the standard. We had a 7.7% 'proficiency' rate which is lower than the previous school year.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

Our overall 'proficiency' rate was 30.5% compared to the statewide average of 41. 7%.

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

Strengths

ESSA Student Subgroups	Indicator
Hispanic	This student group did not meet the standard. We had a 26.3% 'proficiency' rate which is higher than the previous school year.
Economically Disadvantaged	This student group did not meet the standard. We had a 29.0% 'proficiency' rate. This is higher than last school year.
Combined Ethnicity	This student group did not meet the standard. We had a 24.8% 'proficiency' rate. This is higher than last school year.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	This student group did not meet the standard. The proficiency rate for this subgroup was 13.0%. This is lower than the previous school year.
White	This student group did not meet the standard. The proficiency rate for this subgroup was 42.6%. This is lower than the previous school year.
English Learners	This student group did not meet the standard. The proficiency rate for this subgroup was 2.6%. This is lower than the previous school year.
Students with Disabilities	This student group did not meet the standard. The proficiency rate for this subgroup was 24.8%.

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

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

Comments/Notable Observations

All student groups met the standard demonstrating growth. We at a 71.0 growth score compared to the state average of 75.4.

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

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	This student group met the standard. This subgroup had a 77.0 of students show growth. However, this is down from the previous school year.
Hispanic	This student group met the standard. This subgroup had a 71.0 of students show growth. This is up from previous school years.
White	This student group met the standard. This subgroup had a 72.0 of students show growth. This is up from previous school years.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	This student subgroup reached 68.0 and is down from the previous school year.
English Learners	This student subgroup reached 56.0 and is down from the previous school year.
Students with Disabilities	This student subgroup reached 50.0 and is down from the previous school year.

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

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

Comments/Notable Observations

Our building achieved a 91.0 academic growth score for the previous school year. This is well above the state average of 74.9.

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

Strengths

ESSA Student Subgroups	Indicator
Hispanic	This subgroup of students reached 87.0 and is up from previous school years.
Economically Disadvantaged	This subgroup of students reached 83.0 and is up from previous school years.
Combined Ethnicity	This subgroup of students reached 88.0 and is up from previous school years.

Challenges

ESSA Student Subgroups	Indicator
White	This subgroup of students reached 78.0 and is up from previous school years.
Students with Disabilities	This subgroup of students reached 79.0 and is up from previous school years.

English Language Growth and Attainment

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

Comments/Notable Observations

17.1% was our English Language Growth and Attainment this is lower than the statewide average 32.4%.

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

Strengths

ESSA Student Subgroups	Indicator
Combined Ethnicity	17.8% was our highest subgroup result from this past school year.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	15.7% reached the growth and attainment goal.
Economically Disadvantaged	12.5% reached the growth and attainment goal.
English Learners	17.1% reached the growth and attainment goal.

Regular Attendance

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

Comments/Notable Observations

76.0% of students met the regular attendance performance standard compared to 79.6% statewide.

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

Strengths

ESSA Student Subgroups	Indicator
English Learners	83.3% of students in this subgroup met the growth and attainment goal.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	79.3% of students in this subgroup met the regular attendance growth and attainment goal.
Hispanic	74.6% of students in this subgroup met the regular attendance growth and attainment goal.
White	77.6% of students in this subgroup met the regular attendance growth and attainment goal.
Students with Disabilities	66.5% of students in this subgroup met the regular attendance growth and attainment goal.
Combined Ethnicity	75.2% of students in this subgroup met the regular attendance growth and attainment goal.

Career Standards Benchmark

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

Comments/Notable Observations

99.7% of students met the performance standard for an 'exceeds performance' rating.

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

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	100% of students in this subgroup met the goal.
White	100% of students in this subgroup met the goal.
Economically Disadvantaged	100% of students in this subgroup met the goal.
English Learners	100% of students in this subgroup met the goal.
Students with Disabilities	100% of students in this subgroup met the goal.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	99.6% of students in this subgroup met the goal.
Combined Ethnicity	99.6% of students in this subgroup met the goal.

High School Graduation Rate Four-Year Cohort

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

Comments/Notable Observations

90.9% of students met the interim goal/improvement target for four year cohort in graduation. This is higher than the statewide average of 88.0%. This is down from the previous school year.

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

Strengths

ESSA Student Subgroups	Indicator
Hispanic	91.1% of students in this subgroup met the goal. Up from last school year.
English Learners	91.9% of students in this subgroup met the goal. Up from last school year.
Students with Disabilities	85.1% of students in this subgroup met the goal. Up from last school year.
Combined Ethnicity	90.6% of students in this subgroup met the goal. Up from last school year.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	86.7% is the overall rate for goal attainment. This is down from the previous year.
White	91.5% is the overall rate for goal attainment. This is down from the previous school year.
Combined Ethnicity	90.6% is the overall rate for goal attainment. This is down from the previous school year.

Summary

Strengths

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

90.9% of students met the interim goal/improvement target for four year cohort in graduation. This is higher than the statewide average of 88.0%. This is down from the previous school year.
99.7% of students met the performance standard for an 'exceeds performance' rating.
Our building achieved a 91.0 academic growth score for the previous school year. This is well above the state average of 74.9.

Challenges

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

86.7% is the overall rate for goal attainment. This is down from the previous year.
79.3% of students in this subgroup met the regular attendance growth and attainment goal.
76.0% of students met the regular attendance performance standard compared to 79.6% statewide.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
21% of students were 'proficient' with 1% of students being advanced. 114 students overall reached proficiency.	This is our highest percentage in CDTs.
78% of students did not reach proficiency. This accounts for 394 students.	Three times as many students were not proficient compared to those who are proficient.
77% of our students finished proficient on an internal writing assessment up from 43% at the BOY.	This data is pulled from our current year ATSI plan data. We tracked and instructed students in the constructed response portion of the Keystone exam.

English Language Arts Summary

Strengths

21% of students were proficient with 1% of students being advanced. 114 students overall reached proficiency.
77% of our students finished proficient on an internal writing assessment up from 43% at the BOY.

Challenges

78% of students did not reach proficiency. This accounts for 394 students.

Mathematics

Data	Comments/Notable Observations
1% of students reached proficiency on the CDT. 4 total students.	Our students struggle with finding 'purpose' on the exam.
99% of students did not reach proficiency on the CDT exam. 363 students in total.	Our students struggle with finding 'purpose' on the exam.
37% of students scored proficient on our internal ATSI constructed response metric.	This was for our building level ATSI plan from this school year. We focused on our constructed response portion of the Keystone exam.
47% of our students finished 'proficient' on internal ATSI assessments designed to help our students with the constructed response portions of the Keystone assessment.	This is our highest data point and most relevant to the students. They connected the lessons and work to their success on the Keystone exam.

Mathematics Summary

Strengths

37% of students scored proficient on our internal ATSI constructed response metric.

Challenges

1% of students reached proficiency on the CDT. 4 total students.
99% of students did not reach proficiency on the CDT exam. 363 students in total.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
5% of students were proficient, 1% of students were advanced. 27 students reached 'proficiency' on the CDTs.	This is our second highest metric in terms of CDT scores.
94% of students were not proficient.	Our students struggle with finding 'purpose' on the exam.

Science, Technology, and Engineering Education Summary

Strengths

5% of students were proficient, 1% of students were advanced. 27 students reached 'proficiency' on the CDTs.

Challenges

94% of students were not proficient.

Related Academics

Career Readiness

Data	Comments/Notable Observations
99.7% of students exceeded the performance standard.	This is compared to 91.5% statewide.
100% of students at MHS have a graduation pathway identified and is being monitored.	

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
28.8% of students enrolled in 12th grade were considered 'competent' in their program of study.	This is compared to 41.1% statewide.

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.

99.7% of students exceeded the performance standard.
100% of students at MHS have a graduation pathway identified and is being monitored.

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.

28.8% of students enrolled in 12th grade were considered 'competent' in their program of study.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
56.0% of students demonstrated growth in English Language Arts/Literature	This is down from the previous school year.
5.6% of students were proficient on the English Language Arts/Literature Keystone assessment.	This is down from the previous school year.
2.6% of students were proficient on the Mathematics/Algebra I Keystone assessment.	This is down from the previous school year.

Students with Disabilities

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

Data	Comments/Notable Observations
50.0% of students demonstrated growth in English Language Arts/Literature.	This is down from the previous school year.
79.0% of students demonstrated growth in Mathematics/Algebra I.	This is up from last school year.
7.7% of students were proficient on the English Language Arts/Literature Keystone assessment.	This is down from the previous school year.
2.5% of students were proficient on the Mathematics/Algebra I Keystone assessment.	This is down from the previous school year.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
68.0% of students demonstrated growth in English Language Arts/Literature.	This is down from the previous school year.
83.0% of students demonstrated growth in Mathematics/Algebra I.	This is up from the previous school year.
44.2% of students scored proficient on the English Language Arts/Literature Keystone assessment.	This is up from the previous school year.
29.0% of students were proficient on the Mathematics/Algebra I Keystone exam.	This is up from the previous school year.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	13% of students in this subgroup scored proficient on the Mathematics/Algebra I Keystone exam.
Black	27.3% of students in this subgroup scored proficient on the Language Arts/Literature exam.
Black	77% of students in this subgroup demonstrated growth on the English Language Arts/Literature assessment.

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.

79.0% of students with disabilities demonstrated growth in Mathematics/Algebra I.
77% of students in our black subgroup demonstrated growth on the English Language Arts/Literature assessment.
83.0% of students demonstrated growth in Mathematics/Algebra I.
44.2% of students scored proficient on the English Language Arts/Literature Keystone assessment.
29.0% of students were proficient on the Mathematics/Algebra I Keystone 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.

13% of students in the Black subgroup scored proficient on the Mathematics/Algebra I Keystone exam.
7.7% of students in the students with disabilities subgroup were proficient on the English Language Arts/Literature Keystone assessment.
2.5% of students with disabilities were proficient on the Mathematics/Algebra I Keystone assessment.
5.6% of students in the ELL group were proficient on the English Language Arts/Literature Keystone assessment.
2.6% of students in the ELL group were proficient on the Mathematics/Algebra I Keystone assessment.

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	Operational
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	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

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

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?

>

Identify and address individual student learning needs
Foster a culture of high expectations for success for all students, educators, families, and community members
Continuously monitor implementation of the school improvement plan and adjust as needed
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Challenges

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

>

Implement a multi-tiered system of supports for academics and behavior
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
90.9% of students met the interim goal/improvement target for four year cohort in graduation. This is higher than the statewide average of 88.0%. This is down from the previous school year.	True
99.7% of students met the performance standard for an 'exceeds performance' rating.	False
Our building achieved a 91.0 academic growth score for the previous school year. This is well above the state average of 74.9.	False
21% of students were proficient with 1% of students being advanced. 114 students overall reached proficiency.	False
77% of our students finished proficient on an internal writing assessment up from 43% at the BOY.	False
37% of students scored proficient on our internal ATSI constructed response metric.	False
5% of students were proficient, 1% of students were advanced. 27 students reached 'proficiency' on the CDTs.	False
99.7% of students exceeded the performance standard.	False
100% of students at MHS have a graduation pathway identified and is being monitored.	True
79.0% of students with disabilities demonstrated growth in Mathematics/Algebra I.	False
77% of students in our black subgroup demonstrated growth on the English Language Arts/Literature assessment.	False
83.0% of students demonstrated growth in Mathematics/Algebra I.	False
44.2% of students scored proficient on the English Language Arts/Literature Keystone assessment.	False
29.0% of students were proficient on the Mathematics/Algebra I Keystone exam.	False
Identify and address individual student learning needs	True
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Continuously monitor implementation of the school improvement plan and adjust as needed	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	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
86.7% is the overall rate for goal attainment. This is down from the previous year.	False
79.3% of students in this subgroup met the regular attendance growth and attainment goal.	False
76.0% of students met the regular attendance performance standard compared to 79.6% statewide.	False
78% of students did not reach proficiency. This accounts for 394 students.	False
1% of students reached proficiency on the CDT. 4 total students.	False

99% of students did not reach proficiency on the CDT exam. 363 students in total.	False
94% of students were not proficient.	False
28.8% of students enrolled in 12th grade were considered 'competent' in their program of study.	False
13% of students in the Black subgroup scored proficient on the Mathematics/Algebra I Keystone exam.	True
7.7% of students in the students with disabilities subgroup were proficient on the English Language Arts/Literature Keystone assessment.	False
2.5% of students with disabilities were proficient on the Mathematics/Algebra I Keystone assessment.	False
5.6% of students in the ELL group were proficient on the English Language Arts/Literature Keystone assessment.	True
2.6% of students in the ELL group were proficient on the Mathematics/Algebra I Keystone assessment.	True
Implement a multi-tiered system of supports for academics and behavior	True
Implement evidence-based strategies to engage families to support learning	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	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.

Through our conversations we discussed attendance, specifically within our black cohort of students, was an area of concern. This was based on conversations around being 'watched' for our graduation rate. We discussed focusing on our 'core team' which functions as a 'child study' team as a place to ensure that those students in this cohort group are discussed and monitored. Additionally, we continued to discuss our ELL data and we felt it is best to go back to square 1 and begin building up our infrastructure and provide PD to staff working with our ELL population.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	**Discussion Points**	**Check for Priority**
13% of students in the Black subgroup scored proficient on the Mathematics/Algebra I Keystone exam.		False
5.6% of students in the ELL group were proficient on the English Language Arts/Literature Keystone assessment.		True
2.6% of students in the ELL group were proficient on the Mathematics/Algebra I Keystone assessment.		False
Implement a multi-tiered system of supports for academics and behavior		False
Implement evidence-based strategies to engage families to support learning		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
90.9% of students met the interim goal/improvement target for four year cohort in graduation. This is higher than the statewide average of 88.0%. This is down from the previous school year.	Our graduation rate is solid in terms of statewide comparisons, but we would like for the overall number to be significantly higher.
100% of students at MHS have a graduation pathway identified and is being monitored.	Our school counseling staff do a great job of identifying graduation pathways with all our students.
Identify and address individual student learning needs	We have developed a core team and will continue to build that program to ensure that we are monitoring student needs through our advisory foundation.
Continuously monitor implementation of the school improvement plan and adjust as needed	Our internal data in past ATSI plans have shown tremendous success in terms of growth on internal measures.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Establish a structured English Learner support framework that includes an ELL handbook, teacher cohort, and internal progress-monitoring process to ensure consistent instructional practices, targeted academic supports, and data-driven decision-making that improve ELL student achievement and proficiency on the ELA Keystone assessment.
	Develop and implement a school-wide attendance awareness and family engagement system that uses evidence-based communication and outreach strategies to educate students and families about chronic absenteeism, punctuality, class attendance, and the academic and social benefits of school participation in order to improve attendance rates and support positive academic outcomes for at-risk student groups.

Goal Setting

Priority: Establish a structured English Learner support framework that includes an ELL handbook, teacher cohort, and internal progress-monitoring process to ensure consistent instructional practices, targeted academic supports, and data-driven decision-making that improve ELL student achievement and proficiency on the ELA Keystone assessment.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-27 school year, the high school will establish a structured ELL support framework that includes an ELL handbook, development of ELL bridge course, teacher cohort, and internal progress-monitoring process to support consistent instructional practices and student support systems for ELL students.			
Measurable Goal Nickname (35 Character Max)			
ELL Foundation			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Form ELL Leadership Team and teacher cohort. Conduct needs assessment of current ELL practices. Begin development of ELL Handbook and identify progress-monitoring measures.	Complete and distribute draft ELL Handbook. Provide professional learning to cohort members on instructional supports for multilingual learners. Establish baseline academic and language acquisition data for all ELL students.	Implement handbook procedures schoolwide. Conduct at least two progress monitoring cycles and cohort meetings to review student data and instructional practices.	Evaluate implementation fidelity of the handbook, teacher cohort, and progress monitoring process. Develop recommendations and revisions for 27-28 based on student outcomes and staff feedback.

Priority: Develop and implement a school-wide attendance awareness and family engagement system that uses evidence-based communication and outreach strategies to educate students and families about chronic absenteeism, punctuality, class attendance, and the academic and social benefits of school participation in order to improve attendance rates and support positive academic outcomes for at-risk student groups.

Outcome Category			
Community Engagement			
Measurable Goal Statement (Smart Goal)			
By the conclusion of the 26-27 school year, the high school will implement a school-wide attendance awareness campaign designed to educate students and families on chronic absenteeism, punctuality, class attendance, and the academic/social benefits of school participation, resulting in an increase in overall attendance from 76% to 78% and improved graduation outcomes for identified at-risk student groups.			
Measurable Goal Nickname (35 Character Max)			
Attendance as a Pathway to Graduation			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Launch attendance awareness campaign. Communicate attendance expectations to all families. Identify students at-risk for chronic absenteeism and establish	Implement targeted outreach to families of at-risk students. Conduct attendance focused family engagement events and share attendance data with stakeholders.	Intensify interventions for chronically absent students through individualized attendance plans, mentoring, and family conferences. Monitor subgroup attendance (and behavior/academics) through CORE team.	Evaluate effectiveness of attendance campaign and interventions. Recognize attendance improvements and develop sustainability for 27-28 school year.

attendance monitoring procedures.			

Action Plan

Measurable Goals

ELL Foundation	Attendance as a Pathway to Graduation

Action Plan For: ELL Foundation

Measurable Goals:
• By the end of the 2026-27 school year, the high school will establish a structured ELL support framework that includes an ELL handbook, development of ELL bridge course, teacher cohort, and internal progress-monitoring process to support consistent instructional practices and student support systems for ELL students.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Develop and implement an ELL Handbook that establishes procedures, instructional expectations, accommodations, and support systems for ELL students.		2026-07-01	2026-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
ELL team: Admin; ELL staff; Coaches	WIDA framework, PDE ELL guidance, Staff collaboration time, handbook development materials.	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Establish and train an ELL Teacher Cohort to build capacity in supporting multilingual learners.		2026-08-03	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
ELL team: Admin; ELL staff; Coaches	Professional learning materials, meeting times, WIDA resources	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Completed ELL Handbook, Monthly ELL cohort meeting agendas and minutes, progress-monitoring reports for all ELL students, Intervention plans for identified students, increased consistency in instructional accommodations.	ELL team, monthly implementation reviews, quarterly data analysis meetings. Data sources: Keystone benchmark data, WIDA ACCESS scores, Progress-monitoring data, classroom observation data.

Action Plan For: Attendance as a Pathway to Graduation

Measurable Goals:
• By the conclusion of the 26-27 school year, the high school will implement a school-wide attendance awareness campaign designed to educate students and families on chronic absenteeism, punctuality, class attendance, and the academic/social benefits of school participation, resulting in an increase in overall attendance from 76% to 78% and improved graduation outcomes for identified at-risk student groups.

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**

Develop and launch a school-wide attendance campaign focused on chronic absenteeism, punctuality, and the benefits of school participation.		2026-07-01	2026-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Graduation Team: Principal, school counselors, social worker.	Communication materials, school website/social media, parent outreach tools.	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement ongoing family communication and engagement activities related to attendance and student success.		2026-09-01	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Graduation Team: Principal, school counselors, social worker.	Parent communication platform, translation services, attendance reports.	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Establish a tiered attendance intervention process for students identified as chronically absent or at risk.		2026-09-01	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Graduation Team: Principal, school counselors, social worker.	Attendance dashboard, student support plans, intervention tracking tools.	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Conduct quarterly attendance data reviews to evaluate progress and adjust interviews.		2026-10-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal; Attendance Team; Coaches, School Social Worker, Counselors	Attendance reports, data dashboard.	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Attendance awareness campaign materials, family engagement events and communications, attendance intervention plans for identified students, quarterly attendance reports, increased family participation in attendance initiatives.	Principal, school counselor, attendance team, school improvement team, monthly attendance effectiveness reviews, parent participation tracking, attendance team meetings, daily attendance reviews, quarterly intervention effectiveness reviews, parent tracking, attendance team meetings, daily attendance reports, chronic absenteeism data, family engagement participation records, graduation and course completion indicators. Monthly attendance monitoring, quarterly data review cycles

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
ELL Foundation	Establish and train an ELL Teacher Cohort to build capacity in supporting multilingual learners.

Supporting ELLs Through Effective Instructional Practices and Progress Monitoring

Action Step		
• Establish and train an ELL Teacher Cohort to build capacity in supporting multilingual learners.		
Audience		
ELL staff, general education teachers serving ELL students		
Topics to be Included		
Understanding language acquisition and second-language development, WIDA English Language Development Standards, Effective instructional strategies for multilingual learners, Differentiation and scaffolding techniques, Classroom accommodations and modifications for ELL students, Utilizing the ELL Handbook to ensure consistent practices, Utilizing the ELL Handbook to ensure consistent practices, Progress monitoring and data analysis for ELL students, Collaborative planning and problem-solving through the teacher cohort model, Preparing ELL students for Keystone and other state assessments.		
Evidence of Learning		
Implementing ELL instructional strategies in classroom lessons, Utilizing accommodations identified in the ELL handbook, Participating in ELL cohort meetings and collaborative planning sessions, maintaining progress-monitoring documentation for identified ELL students, Demonstrating evidence of differentiated instruction during classroom observations, analyzing student data and adjusting instructional supports accordingly.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal, ELL teacher/coordinator, instructional coach, intermediate unit consultant, WIDA certified trainer or external ELL specialist.	2026-08-01	2027-05-31

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly ELL cohort training meetings, quarterly data review, ongoing coaching and support throughout the school year.
Observation and Practice Framework Met in this Plan	
• 3c: Engaging Students in Learning • 3b: Using Questioning and Discussion Techniques • 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Alan Futrick	2026-08-27
Building Principal Signature	**Date**
Haniff L. Skeete	2026-08-27
School Improvement Facilitator Signature	**Date**
Aaron Kopetsky	2026-06-04