

Regular Board Meeting  
Wednesday, September 9, 2026 7:00 PM  
Eastern

Lecture Hall, Muhlenberg High School  
400 Sharp Avenue  
Reading, PA 19605

**1. Roll Call**

**2. Pledge of Allegiance**



**3. Educational Presentations**

3.A. Second Reading of Policies - Dr. Alan S. Futrick

**4. Hearing of Visitors**

**5. Solicitor's Comments**

**6. Superintendent's Comments**

**7. Personnel**

7.A. Professional Appointments

7.B. Classified Appointments

7.C. Acceptance of Resignations

7.D. Mentor Assignments

7.E. Co-Curricular Appointments

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

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

7.H. Co-Curricular Assignments

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

7.J. Award Professional Employee Contract for Tenured Teacher

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

**8. Management**

8.A. Election of PSBA Officers

**9. Physical Plant and Transportation**

9.A. Environmental Services for Muhlenberg High School

9.B. New Sound System for Renovated Natatorium

**10. Budget and Finance**

10.A. Approval of Financial Reports

10.B. Adult Meal Price Increase

**11. Education**

11.A. Educational Field Trip Request

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

11.C. Conference Request

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

11.E. Settlement Agreement and Release

11.F. Certificate of Support Students

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

**12. Minutes**

12.A. Approval of Minutes

**13. Old Business**

**14. New Business**

14.A. Memoriam of Ms. Dolores Anne Hildebrand

**15. Hearing of Visitors**

**15.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.**

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

16.A. Schedule 2026-2027

MSD/RMCTC Board Visitor of the Month

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

17.A. Calendar

**18. Adjourn the Meeting**

18.A. Adjourn Meeting



BOARD POLICY

# 122 Extracurricular Activities

POLICY NUMBER

122

VERSION

v2

DOCUMENT STATUS

UNDER-REVIEW

WORKFLOW

Pending Board Review

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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.**<sup>[3]</sup>

### **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.<sup>[4]</sup>  
<sup>[5]</sup> <sup>[6]</sup> <sup>[7]</sup>

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.  
<sup>[4]</sup><sup>[9]</sup>

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

1. Met the requirements for academic eligibility.<sup>[4]</sup>
2. Complied with the requirements of applicable Board policies and administrative regulations. <sup>[10]</sup><sup>[11]</sup> <sup>[12]</sup>
3. Attended school regularly. <sup>[13]</sup>
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. [\[16\]](#) [\[17\]](#)

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## 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

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## Legal References

No additional references listed.



BOARD POLICY

# 122-1-2 Nonschool-Sponsored Student Groups

POLICY NUMBER

122-1-2

VERSION

v2

DOCUMENT STATUS

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***NOTE: It is important to distinguish that Policy 122.1 only applies to nonschool-sponsored student-initiated 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

|                                                                                                                                      |                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <div><div>[1]</div><div>20 U.S.C. 4071</div><div>LEGAL REFERENCE</div></div>                                                         | <div><div>[2]</div><div>Pol. 103 — Discrimination/Harassment Affecting Students</div><div>POLICY REFERENCE</div></div>             |
| <div><div>[3]</div><div>Pol. 103.1 — Nondiscrimination - Qualified Students With Disabilities</div><div>POLICY REFERENCE</div></div> | <div><div>[4]</div><div>Pol. 218 — Student Discipline</div><div>POLICY REFERENCE</div></div>                                       |
| <div><div>[5]</div><div>Pol. 907 — School Visitors</div><div>POLICY REFERENCE</div></div>                                            | <div><div>[6]</div><div>Pol. 220 — Student Expression/Distribution and Posting of Materials</div><div>POLICY REFERENCE</div></div> |

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## Legal References

No additional references listed.



BOARD POLICY

# 140 Charter Schools

POLICY NUMBER

140

VERSION

v2

DOCUMENT STATUS

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## **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

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## Legal References

No additional references listed.



BOARD POLICY

## 221 Dress and Grooming

POLICY NUMBER

221

VERSION

v2

DOCUMENT STATUS

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### **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

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# Legal References

No additional references listed.



BOARD POLICY

## 236.1 Threat Assessment

POLICY NUMBER

236.1

VERSION

v2

DOCUMENT STATUS

UNDER-REVIEW

WORKFLOW

Pending Board Review

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### **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.<sup>[1]</sup> <sup>[8]</sup> <sup>[9]</sup> <sup>[19]</sup> <sup>[20]</sup> <sup>[21]</sup>

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.<sup>[1]</sup> <sup>[8]</sup> <sup>[9]</sup> <sup>[19]</sup> <sup>[21]</sup>

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.<sup>[7]</sup> <sup>[17]</sup>

### 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.<sup>[1]</sup>

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.<sup>[1]</sup> <sup>[7]</sup>

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.<sup>[1]</sup> <sup>[8]</sup>

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.<sup>[1]</sup>

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.<sup>[2][3][5][8][11][12][13][21][49][55]</sup>

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.<sup>[12][56][57][58][59]</sup>

### 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:<sup>[1]</sup>

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

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## Legal References

No additional references listed.



BOARD POLICY

## 325 Dress and Grooming

POLICY NUMBER

325

VERSION

v2

DOCUMENT STATUS

UNDER-REVIEW

WORKFLOW

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.

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**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

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**Legal References**

No additional references listed.



BOARD POLICY

## 332 Working Periods

POLICY NUMBER

332

VERSION

v2

DOCUMENT STATUS

UNDER-REVIEW

WORKFLOW

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

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

SUPERINTENDENT'S OFFICE

**From:** Haniff L. Skeete, Principal

HCS

*g*  
5/13/24

**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

## Memorandum

AUG 11 2026

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

SUPERINTENDENT'S OFFICE

*gm*  
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

DATE: August 24, 2026

TO: Dr. Futrick, Superintendent

FROM: Virginia Hornberger, Principal *VEH*

RE: Mentors

RECEIVED

*8/24/26*  
AUG 24 2026

SUPERINTENDENT'S OFFICE

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 Drebusenko  | 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

801 Bellevue Avenue  
Reading, PA 19605-1799  
610-921-8000

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# MUHLENBERG SCHOOL DISTRICT

Alan S. Futrick, Ed.D.  
| Superintendent

Gangi E. Cucciuffo, Ed.D.  
| Assistant Superintendent

Shane M. Mathias, CPA  
| Business Manager

RECEIVED

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

AUG 28 2026

**From:** Haniff L. Skeete, Principal

*HLS*

SUPERINTENDENT'S OFFICE

*[Signature]*  
8/31/26

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

**Date:** August 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

## Memorandum

SUPERINTENDENT'S OFFICE

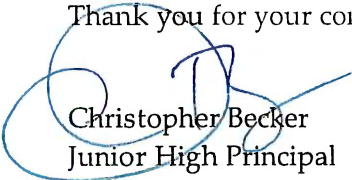
Date: August 31, 2026  
To: Dr. Alan Futrick, Superintendent  
From: Mr. Christopher Becker, JH Principal  
Re: 26-27 Mentor Assignments  
Cc: Dr. Gangi Cucciuffo, Assistant Superintendent  
Mr. Shane Mathias, Business Manager  
Tara Flowers, Confidential Secretary to Superintendent

*gm*  
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

801 Bellevue Avenue  
Reading, PA 19605-1799  
610-921-8000

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# 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.<sup>00</sup> 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: [Signature]  
Date: 8/31/26

### Muhlenberg School District

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

Signature: [Signature]





# 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

## Professional and Administrative Salary Adjustments for 2026-2027 School Year **SUPERINTENDENT'S OFFICE**

| 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 |

**MUHLENBERG**  
SCHOOL DISTRICT

801 Bellevue Avenue  
Reading, PA 19605-1799  
610-921-8000

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|                        |                   |              |
|------------------------|-------------------|--------------|
| 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 |
| Theodore 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

Lori Morris  
Supervisor

Alternative Education & Co-Curricular Engagement

RECEIVED

DATE: August 28, 2026

SEP 04 2026

TO: Dr. Alan Futrick

SUPERINTENDENT'S OFFICE

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  |

**MUHLENBERG**  
SCHOOL DISTRICT

400 Sharp Avenue  
Reading, PA 19605  
610-921-8078

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|             |                               |             |          |    |        |
|-------------|-------------------------------|-------------|----------|----|--------|
| Cole        | Choral Director               | Reiniger    | Matthew  | 12 | \$1681 |
| Cole        | Student Council<br>Co-Advisor | Barbon      | Kelly    | 2  | \$870  |
| Cole        | Student Council<br>Co-Advisor | Painter     | Shannon  | 2  | \$870  |
| Junior High | Play Stage<br>Co-Manager      | Evans       | Chris    | 2  | \$1000 |
| Junior High | Play Musical<br>Director      | Watson      | Erica    | 12 | \$2017 |
| Junior High | Play Director                 | Arndt       | Michael  | 12 | \$3362 |
| Junior High | Light and Set<br>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<br>Construction        | Watson      | Matthew  | 2  | \$500  |
| Junior High | Co Set<br>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<br>Advisor    | Vallone     | Dalin    | 2  | \$2030 |
| Junior High | Art Co-Advisor                | Kramer      | Matt     | 10 | \$653  |
| Junior High | Art<br>Co-Advisor             | Weir        | Erin     | 7  | \$634  |
| Junior High | Volunteer<br>Co-Advisor       | Dieffenbach | Katie    | 6  | \$615  |
| Junior High | Volunteer<br>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 | Commencement Coordinator    | Hornberger  | Julia     | 6  | \$3077 |
| High School | Commencement Co-Coordinator | Schaefer    | Tianna    | 6  | \$2307 |
| High School | Junior Class Co-Advisor     | Bassetti    | 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<br>Co-Advisor     | Pavlovich  | Jenna  | 3  | \$2688 |
| High School | Yearbook<br>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<br>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<br>Co-Advisor      | Heydt      | Lauren | 5  | \$1692 |
| High School | Aveidum<br>Co-Advisor      | Pavlovich  | Jenna  | 2  | \$1595 |
| High School | ESports<br>Co-Advisor      | Brad       | Robert | 3  | \$1792 |
| High School | ESports<br>Co-Advisor      | Werkheiser | Teddy  | 4  | \$1792 |
| High School | Social Media<br>Co-Advisor | Grube      | Emily  | 4  | \$3584 |
| High School | Social Media<br>Co-Advisor | Pavlovich  | Jenna  | 4  | \$1792 |
| High School | Hall of Fame               | Stoudt     | Nikki  | 1  | \$1450 |
| High School | Weapon Detector<br>Monitor | Chapman    | Austin | 1  | \$750  |
| High School | Weapon Detector<br>Monitor | DeTurk     | Dean   | 1  | \$750  |
| High School | Weapon Detector<br>Monitor | Kilgore    | Jason  | 1  | \$750  |
| High School | Weapon Detector<br>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

DATE: 8/28/2026

SEP 01 2026

TO: Dr. Alan Futrick

FROM: Ashley Care, Director of Athletics

SUPERINTENDENT'S OFFICE

RE: Recommendations for Sports Monitors

CC: Mr. Michael Mish  
Mrs. Tara Flowers

*gm*  
9/1/26

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

*[Signature]*  
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

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

RECEIVED

SEP 01 2026

DATE: August 31, 2026

TO: Dr. Alan Futrick, Superintendent

FROM: Ken Patterson, Director of Physical Plant

*K.P.*

SUPERINTENDENT'S OFFICE

*gr*  
*9/2/26*

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<br>(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

801 Bellevue Avenue  
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# 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

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

SUPERINTENDENT'S OFFICE

*gm*  
*9/2/20*

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<br>Investments | PLGIT<br>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 |
|--------------------------------|---------------------------------|--|----------|--------|-------------------|-------------------|------------------------|
| <b>General Fund</b>            |                                 |  |          |        |                   |                   |                        |
|                                | 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                      |  |          |        |                   |                   |                        |
|                                | <b>TOTAL PLGIT</b>              |  |          |        | <b>96,209.36</b>  | <b>96,209.36</b>  | <b>30,377,611.70</b>   |
|                                |                                 |  |          |        |                   |                   |                        |
|                                | 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             |
|                                | <b>TOTAL PSDLAF</b>             |  |          |        | <b>4,125.26</b>   | <b>4,125.26</b>   | <b>1,312,477.13</b>    |
|                                |                                 |  |          |        |                   |                   |                        |
|                                | <b>TOTAL GENERAL FUND</b>       |  |          |        | <b>103,148.83</b> | <b>103,148.83</b> | <b>33,717,550.58</b>   |
|                                |                                 |  |          |        |                   |                   |                        |
| <b>Activity Fund</b>           |                                 |  |          |        |                   |                   |                        |
| <b>Athletics Activity Fund</b> |                                 |  |          |        |                   |                   |                        |
|                                | Mid Penn Bank                   |  | Checking | 2.63%  | 316.62            | 316.62            | 137,469.73             |
|                                | Mid Penn Bank                   |  | Checking | 2.63%  | 80.46             | 80.46             | 36,502.41              |
|                                |                                 |  |          |        |                   |                   |                        |
| <b>Food Service Fund</b>       |                                 |  |          |        |                   |                   |                        |
|                                | Mid Penn Bank                   |  | Checking | 2.63%  | 11,158.71         | 11,158.71         | <b>5,259,888.76</b>    |
|                                |                                 |  |          |        |                   |                   |                        |
| <b>Capital Reserve Fund</b>    |                                 |  |          |        |                   |                   |                        |
|                                | 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           |
|                                | <b>TOTAL CAPITAL RESERVE</b>    |  |          |        | <b>9,698.26</b>   | <b>9,698.26</b>   | <b>2,993,335.39</b>    |
|                                |                                 |  |          |        |                   |                   |                        |
| <b>Capital Projects Fund</b>   |                                 |  |          |        |                   |                   |                        |
|                                | 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           |
|                                |                                 |  |          |        |                   |                   |                        |
|                                | <b>TOTAL 2023 GOB</b>           |  |          |        | <b>42,871.59</b>  | <b>42,871.59</b>  | <b>13,929,259.09</b>   |
|                                |                                 |  |          |        |                   |                   |                        |
|                                | 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               |
|                                |                                 |  |          |        |                   |                   |                        |
|                                | <b>TOTAL 2024 GOB</b>           |  |          |        | <b>744.00</b>     | <b>744.00</b>     | <b>252,226.92</b>      |
|                                |                                 |  |          |        |                   |                   |                        |
|                                | 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          |
|                                | <b>TOTAL 2025 GOB</b>           |  |          |        | <b>132,108.57</b> | <b>132,108.57</b> | <b>38,539,110.19</b>   |
|                                |                                 |  |          |        |                   |                   |                        |
| <b>Capital Projects TOTAL</b>  | <b>TOTAL 2023 2024 2025 GOB</b> |  |          |        | <b>175,724.16</b> | <b>175,724.16</b> | <b>52,720,596.20</b>   |

**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 MNLT 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            |
|                | <b>TOTAL REPORT</b>               | <b>96,136,956.00</b> | <b>5,479,043.27</b> | <b>5,479,043.27</b> | <b>90,657,912.73</b> |

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

| FUNCTION | ----- TITLE -----        | PERIOD       |              |              | ENCUMBRANCES     |              | AVAILABLE |  |
|----------|--------------------------|--------------|--------------|--------------|------------------|--------------|-----------|--|
|          |                          | BUDGET       | EXPENDITURES | OUTSTANDING  | YEAR TO DATE EXP | 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     | GROUPS 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-INST 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, 2025 COMPARED TO THE PERIOD JULY 1, 2025 THROUGH JULY 31, 2025**  
**BOARD MEETING - SEPTEMBER 9, 2026**

| TITLE                      | CURRENT YEAR<br>BUDGET | CURRENT YEAR<br>REVENUE | CURRENT YEAR<br>BALANCE | CURRENT<br>YEAR % | PRIOR YEAR BUDGET | PRIOR YEAR<br>REVENUE | PRIOR YEAR<br>BALANCE | PRIOR YEAR<br>% |
|----------------------------|------------------------|-------------------------|-------------------------|-------------------|-------------------|-----------------------|-----------------------|-----------------|
| 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%         |
| <b>TOTAL REPORT</b>        | <b>96,136,956.00</b> | <b>5,479,043.27</b> | <b>90,657,912.73</b> | <b>5.7%</b> | <b>92,223,808.00</b> | <b>6,939,944.94</b> | <b>85,283,863.06</b> | <b>7.53%</b> |

|                                   |                     |                     |
|-----------------------------------|---------------------|---------------------|
| <b>TOTAL EXPENDITURES</b>         | <b>2,917,768.27</b> | <b>2,958,873.22</b> |
| <b>REVENUES OVER EXPENDITURES</b> | <b>2,561,275.00</b> | <b>3,981,071.72</b> |
| 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<br>BUDGET | CURRENT YEAR<br>EXPENDITURES | CURRENT YEAR<br>BALANCE | CURRENT<br>YEAR % | PRIOR YEAR BUDGET | PRIOR YEAR<br>EXPENDITURES | PRIOR YEAR<br>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%        |
| <b>TOTAL REPORT</b>        | <b>96,136,956.00</b> | <b>2,917,768.27</b> | <b>93,219,187.73</b> | <b>3.04%</b> | <b>92,223,808.00</b> | <b>2,958,873.22</b> | <b>89,264,934.78</b> | <b>3.21%</b> |

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/SAWAS 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     |

|       |            |                                     |            |
|-------|------------|-------------------------------------|------------|
| 61213 | 08/14/2026 | US EXPRESS PRINTING                 | 14.79      |
| 61214 | 08/14/2026 | VERIZON                             | 46.00      |
| 61215 | 08/14/2026 | MUHLENBERG SD FOUNDATION            | 30.04      |
| 61216 | 08/20/2026 | READING-BERKS SCHOOL EMPLOYEES      | 40.82      |
| 61217 | 08/20/2026 | BERKS CO INTERMEDIATE UNIT          | 3,185.29   |
|       | 08/20/2026 |                                     | 2,739.28   |
|       | 08/20/2026 |                                     | 3.36       |
| 61218 | 08/20/2026 | CENTRAL CAMBRIA SD                  | 448.00     |
|       | 08/20/2026 |                                     | 3,534.52   |
| 61219 | 08/20/2026 | DIESEL DIRECT CENTRAL LLC           | -347.15    |
|       | 08/20/2026 |                                     | 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 | NEWSOLA 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    |

|        |            |                                     |            |
|--------|------------|-------------------------------------|------------|
| 61275  | 08/28/2026 | RHYTHM BAND INSTRUMENTS LLC         | 690.00     |
| 61276  | 08/28/2026 | RIVERSIDE INSIGHTS                  | 389.60     |
| 61277  | 08/28/2026 | SCHOOL AI, INC.                     | 4,025.84   |
| 61278  | 08/28/2026 | JOSEPH R SCOBORIA JR                | 15,001.80  |
| 61279  | 08/28/2026 | SHI INTERNATIONAL CORP              | 80.03      |
| 61280  | 08/28/2026 | SINGER EQUIPMENT COMPANY INC        | 41,239.80  |
|        | 08/28/2026 |                                     | 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              |
| V28615       | 08/28/2026 |                       |  | 780.90              |
|              | 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              |
| <b>Total</b> |            |                       |  | <b>3,227,705.14</b> |

# **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              |
|              | 08/14/2026 |                                  | 25.00              |
| 9066         | 08/14/2026 | CAREY C KLINE                    | 200.00             |
|              | 08/14/2026 |                                  | 300.00             |
|              | 08/14/2026 |                                  | 170.00             |
|              | 08/14/2026 |                                  | 12,254.50          |
| 9067         | 08/14/2026 | MUHLENBERG SCHOOL DISTRICT       | 13,445.92          |
| 9068         | 08/14/2026 | OFFICE DEPOT INC                 | 69.36              |
|              | 08/14/2026 |                                  | 86.71              |
|              | 08/14/2026 |                                  | 86.71              |

|       |            |                                |           |
|-------|------------|--------------------------------|-----------|
| 9069  | 08/14/2026 | YEAGER SUPPLY INC              | 104.04    |
| 9070  | 08/14/2026 | CLOVER FARMS DAIRY LLC         | 102.70    |
| 9071  | 08/20/2026 | FEESER'S FOOD DISTRIBUTORS     | 285.05    |
|       | 08/20/2026 |                                | 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 | JAEI 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    |

|              |            |                     |  |                   |
|--------------|------------|---------------------|--|-------------------|
| V3249        | 08/14/2026 |                     |  | 769.25            |
|              | 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            |
| <b>Total</b> |            |                     |  | <b>182,356.65</b> |

# 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:             | <u>Board Approved</u> | <u>Paid To Date</u> | <u>Estimated<br/>Balances Due</u> |
|--------------------------------|-----------------------|---------------------|-----------------------------------|
| 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 | <u>4,987.67</u> |
|                        | 1,536,126.62    |

c - project complete

# MUHLENBERG SCHOOL DISTRICT

## CAPITAL RESERVE FUND SCHOOL DISTRICT IMPROVEMENTS

| BLDG                                               | PROPOSED PROJECT                                                  | COST             | BUDGETED<br>CONTRIBUTIONS | RUNNING CAPITAL<br>RESERVE CASH<br>BALANCE |
|----------------------------------------------------|-------------------------------------------------------------------|------------------|---------------------------|--------------------------------------------|
| Cash Balance after approved projects July 31, 2026 |                                                                   |                  |                           |                                            |
|                                                    |                                                                   |                  |                           | 1,536,127                                  |
| <b>2026-27</b>                                     |                                                                   |                  |                           |                                            |
| 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           |                           |                                            |
|                                                    |                                                                   | <u>528,000</u>   | 633,123                   | 1,641,250                                  |
| <b>2027-28</b>                                     |                                                                   |                  |                           |                                            |
| DIST                                               | SEAL PARKING LOTS, REPAINT LINES                                  | 45,000           |                           |                                            |
|                                                    |                                                                   | <u>45,000</u>    | 200,000                   | 1,796,250                                  |
| <b>2028-29</b>                                     |                                                                   |                  |                           |                                            |
| COLE                                               | EXTEND ROOF LIFE WITH TREMCO PAINTING                             | 500,000          |                           |                                            |
| DIST                                               | SEAL PARKING LOTS, REPAINT LINES                                  | 45,000           |                           |                                            |
|                                                    |                                                                   | <u>545,000</u>   | 200,000                   | 1,451,250                                  |
| <b>2029-30</b>                                     |                                                                   |                  |                           |                                            |
| DIST                                               | REPLACE TRACK SURFACE                                             | 550,000          |                           |                                            |
| DIST                                               | SEAL PARKING LOTS, REPAINT LINES                                  | 45,000           |                           |                                            |
| DIST                                               | REPLACE TURF ON TURF FIELDS                                       | 450,000          |                           |                                            |
|                                                    |                                                                   | <u>1,045,000</u> | 200,000                   | 606,250                                    |
| <b>2030-31</b>                                     |                                                                   |                  |                           |                                            |
| DIST                                               | SEAL PARKING LOTS, REPAINT LINES                                  | 55,000           |                           |                                            |
|                                                    |                                                                   | <u>55,000</u>    | 200,000                   | <u>751,250</u>                             |

POWERSCHOOL  
DATE: 09/04/2026  
TIME: 09:35:58

MUHLENBERG SCHOOL DISTRICT  
GENERAL LEDGER AUDIT TRAIL

PAGE NUMBER: 1  
AUDIT221

ACCOUNTING PERIOD: 2/27

SELECTION CRITERIA: gen'ledgr.g]\_key\_orgn='32' AND gen'ledgr.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**

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

|                                               |                               |
|-----------------------------------------------|-------------------------------|
| Approved Projects:                            | <u>Paid To Date</u>           |
| 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                 |
| <b>TOTAL</b>                                  | <u><u>\$ 4,186,772.44</u></u> |

**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

POWERSCHOOL  
DATE: 09/04/2026  
TIME: 09:36:58

ACCOUNTING PERIOD: 2/27

MUHLLENBERG SCHOOL DISTRICT  
GENERAL LEDGER AUDIT TRAIL

PAGE NUMBER: 1  
AUDIT7221

SELECTION CRITERIA: genledgr.g1\_key\_orgn='32' AND genledgr.account in ('010101.9', '010121.9')  
TOTALLED 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       |     |           |              |              |              | BEGINNING BALANCE  |               |
|          | 08/04/26 19-2 ENV 32            |     |           |              | 9,783.62     |              | TRANSFER           |               |
|          | 08/05/26 19-2 VENCHKS           |     |           |              | 1,422,412.82 |              | VENDOR CHECKS      |               |
|          | 09/04/26 19-2 JE 08026          |     |           |              | 1,372.71     | 1,432,196.44 | 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       |     |           |              |              |              | BEGINNING BALANCE  |               |
|          | 08/04/26 19-2 ENV 32            |     |           |              | 1,422,412.82 |              | TRANSFER           |               |
|          | 09/04/26 19-2 JE 08026          |     |           |              | 439.56       | 1,422,412.82 | 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



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

|                                                                   |                       |                         |
|-------------------------------------------------------------------|-----------------------|-------------------------|
| <b>General Obligation Bonds, Series of 2023</b>                   |                       | <b>\$ 14,800,000.00</b> |
| Bond Issuance Costs                                               | (237,460.00)          |                         |
| Net Original Issue Premium                                        | 196,661.60            |                         |
| Project costs paid thru August 31, 2026                           | <u>(7,976,887.77)</u> |                         |
|                                                                   | (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     | <u>1,672,442.03</u>   |                         |
| <b>Balance PLGIT Investment Account at August 31, 2026</b>        |                       | <b>\$ 8,454,755.86</b>  |
| Approved project balances due                                     | \$ -                  |                         |
| <b>Total Encumbrances</b>                                         | <u>\$ -</u>           |                         |
| <b>TOTAL CASH AVAILABLE (DEFICIT) FOR FUTURE CAPITAL PROJECTS</b> |                       | <b>\$ 8,454,755.86</b>  |

| 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                    | -                  |   |
| <b>TOTAL</b>                                        | <u><b>\$ 77,044,780.32</b></u> | <u><b>\$ 7,976,887.77</b></u> | <u><b>\$ -</b></u> |   |

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.

POWERSCHOOL  
DATE: 09/04/2026  
TIME: 09:42:17

ACCOUNTING PERIOD: 2/27

MUHLENBERG SCHOOL DISTRICT  
GENERAL LEDGER AUDIT TRAIL

PAGE NUMBER: 1  
AUDIT7221

SELECTION CRITERIA: genledgr.g]\_key\_orgn='39' AND (INACTIVE ACCOUNTS INCLUDED)  
TOTALLED ON: FUND,ACCOUNT,PERIOD genledgr.account in ('010101.1','010121.1','010122.1')  
FUND - 39 - OTHER CAP PROJ FUND

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

SELECTION CRITERIA: transact.g1\_key\_orgn='39' and transact.ck\_date='20260826'  
ACCOUNTING PERIOD: 3/27

## FUND - 39 - OTHER CAP PROJ FUND

[illegible]

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

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

| 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 <sup>T</sup>       | 1,213,105.70                   | - <sup>c</sup>                 |
| Stadium Turf - Change Orders                       | 188,339.50 <sup>T</sup>         | 188,339.50                     | - <sup>c</sup>                 |
| Multi-Purpose Turf Field                           | 6,409,338.00 <sup>T</sup>       | 6,257,955.14                   | - <sup>c</sup>                 |
| Multi-Purpose Turf Field - Change Orders           | 1,091,703.22                    | 1,091,703.22                   | - <sup>c</sup>                 |
| (2) Daktronic Scoreboards                          | 460,000.00                      | 449,850.00                     | - <sup>c</sup>                 |
| 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                      | - <sup>c</sup>                 |
| 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                  |
| <b>TOTAL</b>                                       | <u><b>\$ 106,416,885.66</b></u> | <u><b>\$ 52,235,675.17</b></u> | <u><b>\$ 64,312,129.57</b></u> |

**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)

POWERSCHOOL  
DATE: 09/04/2026  
TIME: 09:42:48

ACCOUNTING PERIOD: 2/27

MUHLENBERG SCHOOL DISTRICT  
GENERAL LEDGER AUDIT TRAIL

PAGE NUMBER: 1  
AUDIT221

SELECTION CRITERIA: genledgr.g1\_key\_orgn='39' AND (INACTIVE ACCOUNTS INCLUDED)  
TOTALLED ON: FUND,ACCOUNT,PERIOD genledgr.account in ('010101.2', '010121.2', '010122.2')

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**

|                                                                   |                         |                           |
|-------------------------------------------------------------------|-------------------------|---------------------------|
| <b>General Obligation Bonds, Series of 2025</b>                   |                         | <b>\$ 49,260,000.00</b>   |
| Bond Issuance Costs                                               | (500,551.30)            |                           |
| Net Original Issue Premium                                        | 1,240,551.30            |                           |
| Project costs paid thru August 31, 2026                           | <u>(17,974,878.12)</u>  |                           |
|                                                                   | (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     | <u>2,001,882.84</u>     |                           |
| <b>Balance PLGIT Investment Account at August 31, 2026</b>        |                         | <b>\$ 34,027,004.72</b>   |
| Approved project balances due                                     | \$ 58,103,884.58        |                           |
| <b>Total Encumbrances</b>                                         | <u>\$ 58,103,884.58</u> |                           |
| <b>TOTAL CASH AVAILABLE (DEFICIT) FOR FUTURE CAPITAL PROJECTS</b> |                         | <b>\$ (24,076,879.86)</b> |

| Approved Projects:                          | <u>Board Approved</u>          | <u>Paid To Date</u>            | <u>Amount Due</u>              |
|---------------------------------------------|--------------------------------|--------------------------------|--------------------------------|
| 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 <sup>T</sup>     | 10,008,033.16                  | 19,262,211.10                  |
| McClure - Energy Savings Agreement          | 10,585,577.00 <sup>T</sup>     | 2,020,233.56                   | 8,565,343.44                   |
| HS Building Renovation & Classroom Addition | 33,535,894.31 <sup>T</sup>     | 5,104,878.57                   | 28,431,015.74                  |
| JH Summer Classroom Renovation              | 1,950,000.00                   | 104,685.70                     | 1,845,314.30                   |
| <b>TOTAL</b>                                | <u><b>\$ 75,341,715.57</b></u> | <u><b>\$ 17,974,878.12</b></u> | <u><b>\$ 58,103,884.58</b></u> |

**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) | <u>160,904.48</u> |
| Balance June meeting           | 47,898,468.81     |

POWERSCHOOL  
DATE: 09/04/2026  
TIME: 10:08:42

ACCOUNTING PERIOD: 2/27

MUHLENBERG SCHOOL DISTRICT  
GENERAL LEDGER AUDIT TRAIL

PAGE NUMBER: 1  
AUDIT221

SELECTION CRITERIA: gen'ledgr.g]\_key\_orgn='39' AND gen'ledgr.account in ('010101.3', '010121.3', '010122.3')  
TOTALLED 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 |      |           |              |               |              |                    |               |
|          | 08/05/26              | 19-2 | VENCHKS   |              | 640,433.79    | 228,173.42   | BEGINNING BALANCE  |               |
|          | 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   |
|          |                       |      |           |              | 163,002.86    |              |                    |               |
| TOTAL    | PLGIT CLASS 2025 BOND |      |           |              | 37,757,641.54 |              |                    |               |
| 010121.3 | PLGIT PRIME 2025 BOND |      |           |              |               |              |                    |               |
|          | 08/17/26              | 19-2 | JE 08007  |              |               | 470,000.00   | BEGINNING BALANCE  |               |
|          | 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.g\_l\_key\_orgn='39' and transact.g\_l\_cash='010101.3' and transact.clk\_date>'20260801'  
ACCOUNTING PERIOD: 3/27

## FUND - 39 - OTHER CAP PROJ FUND

[illegible]

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

| <b>FUND</b>         | <b>ACCOUNT</b> | <b>TITLE</b>                         | <b>DEBITS</b> |
|---------------------|----------------|--------------------------------------|---------------|
| 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

|                                          | Total<br>Cafeteria<br>Fund | MSHS                | MJHS               | COLE                | ELEM                |
|------------------------------------------|----------------------------|---------------------|--------------------|---------------------|---------------------|
| <b>Operating Revenues</b>                |                            |                     |                    |                     |                     |
| 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         |
| <b>Total Operating Revenue</b>           | <b>\$81,516.18</b>         | <b>\$20,185.46</b>  | <b>\$20,184.97</b> | <b>\$20,229.23</b>  | <b>\$20,916.52</b>  |
| <b>Cost of Sales</b>                     |                            |                     |                    |                     |                     |
| 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             |
| <b>Total Cost of Sales</b>               | <b>(\$3,506.88)</b>        | <b>\$0.00</b>       | <b>\$0.00</b>      | <b>(\$1,402.76)</b> | <b>(\$2,104.12)</b> |
| <b>Operating Expenses</b>                |                            |                     |                    |                     |                     |
| 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          |
| <b>Salaries-Total</b>                    | <b>\$15,511.94</b>         | <b>\$3,784.12</b>   | <b>\$3,672.99</b>  | <b>\$3,706.61</b>   | <b>\$4,348.22</b>   |
| 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              |
| <b>Benefits - Total</b>                  | <b>\$17,092.04</b>         | <b>\$5,757.58</b>   | <b>\$3,705.80</b>  | <b>\$3,088.06</b>   | <b>\$4,540.60</b>   |
| 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         |
| <b>Total Operating Expenses</b>          | <b>\$85,916.71</b>         | <b>\$24,107.73</b>  | <b>\$20,388.81</b> | <b>\$19,604.68</b>  | <b>\$21,815.49</b>  |
| <b>Net Profit or Loss</b>                | <b>(\$893.65)</b>          | <b>(\$3,922.27)</b> | <b>(\$203.84)</b>  | <b>\$2,027.31</b>   | <b>\$1,205.15</b>   |



# MUHLENBERG SCHOOL DISTRICT

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

RECEIVED

DATE: 8/10/26

AUG 10 2026

TO: Dr. Alan Futrick, Superintendent *gfu 8/13/26*  
FROM: Carey Kline, Director of Food Service & Nutrition *[Signature]*

SUPERINTENDENT'S OFFICE

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.

**MUHLENBERG**  
SCHOOL DISTRICT

801 Bellevue Avenue  
Reading, PA 19605-1799  
610-921-8000

**#GOMUHLS**  
[www.muhsdk12.org](http://www.muhsdk12.org)



 @gomuhls  
 @gomuhls

## MUHLENBERG SCHOOL DISTRICT

**Budget Request for Field Trip**

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

*gm*  
8/24/26

Destination Daytona FLApproximate date of trip 30 April - 4 MayDuration 5 DaysTeacher (s) MSgt Beaver Grade level 9-12Estimate number of students involved 14Means of transportation Air / Rental Vehicle / School Van TransportMeans of funding Student AccountCost to district \$25,000 JROTC BudgetEducational goals and alignment to the curriculum

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

National Fitness Competition  
Embry-Riddle Visit  
Kennedy Space Center

RECEIVED

AUG 17 2026

SUPERINTENDENT'S OFFICE

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 Competition  
and opportunity see Kennedy Space Center.*

*[Signature]*  
Teacher's Signature

*MHS*  
School

*14 Aug 26*  
Date

Requisition Approved

Not Approved



*Harold I. Schute*  
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 Research 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  
(itemized worksheet on other side of form)

\$ 1,240.89

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 ☐

7/27/26

Date

Assistant Superintendent

Recommended: Approval ☒ Denial ☐

Date

Superintendent

Recommended: Approval ☒ Denial ☐

8/26/26

Date

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](http://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](http://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**



## Profile and Plan Essentials

|                                            |              |                                             |
|--------------------------------------------|--------------|---------------------------------------------|
| <b>School</b>                              |              | AUN/Branch                                  |
| Muhlenberg El Ctr                          |              | 114065503                                   |
| <b>Address 1</b>                           |              |                                             |
| 610 Sharp Avenue                           |              |                                             |
| <b>Address 2</b>                           |              |                                             |
|                                            |              |                                             |
| <b>City</b>                                | <b>State</b> | <b>Zip Code</b>                             |
| Reading                                    | PA           | 19605                                       |
| <b>Chief School Administrator</b>          |              | <b>Chief School Administrator Email</b>     |
| Dr Alan S Futrick                          |              | futricka@muhlsdk12.net                      |
| <b>Principal Name</b>                      |              |                                             |
| Ms. Ginny Hornberger                       |              |                                             |
| <b>Principal Email</b>                     |              |                                             |
| hornbergerg@muhlsdk12.net                  |              |                                             |
| <b>Principal Phone Number</b>              |              | <b>Principal Extension</b>                  |
| 6109218000                                 |              | 6102                                        |
| <b>School Improvement Facilitator Name</b> |              | <b>School Improvement Facilitator Email</b> |
| 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 employ, 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

|                        |                        |                  |
|------------------------|------------------------|------------------|
| <b>False</b> Strengths | <b>True</b> Challenges | <b>False</b> 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

|                        |                        |                  |
|------------------------|------------------------|------------------|
| <b>False</b> Strengths | <b>True</b> Challenges | <b>False</b> 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

|                        |                         |                  |
|------------------------|-------------------------|------------------|
| <b>False</b> Strengths | <b>False</b> Challenges | <b>False</b> 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

|                        |                         |                  |
|------------------------|-------------------------|------------------|
| <b>False</b> Strengths | <b>False</b> Challenges | <b>False</b> 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

|                        |                        |                  |
|------------------------|------------------------|------------------|
| <b>False</b> Strengths | <b>True</b> Challenges | <b>False</b> 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

|                       |                         |                  |
|-----------------------|-------------------------|------------------|
| <b>True Strengths</b> | <b>False Challenges</b> | <b>False N/A</b> |
|-----------------------|-------------------------|------------------|

#### 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

|                        |                         |                  |
|------------------------|-------------------------|------------------|
| <b>False Strengths</b> | <b>False Challenges</b> | <b>False N/A</b> |
|------------------------|-------------------------|------------------|

#### 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

|                        |                         |                  |
|------------------------|-------------------------|------------------|
| <b>False Strengths</b> | <b>False Challenges</b> | <b>False N/A</b> |
|------------------------|-------------------------|------------------|

#### 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 diversified 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 diversified 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 manageable            | 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.

|                                                                                                                                                                                                                                                       |                           |                           |                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------|---------------------------|
| <b>Outcome Category</b>                                                                                                                                                                                                                               |                           |                           |                           |
| English Language Growth and Attainment                                                                                                                                                                                                                |                           |                           |                           |
| <b>Measurable Goal Statement (Smart Goal)</b>                                                                                                                                                                                                         |                           |                           |                           |
| 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 |                           |                           |                           |
| <b>Measurable Goal Nickname (35 Character Max)</b>                                                                                                                                                                                                    |                           |                           |                           |
| ELL Growth and Attainment                                                                                                                                                                                                                             |                           |                           |                           |
| <b>Target 1st Quarter</b>                                                                                                                                                                                                                             | <b>Target 2nd Quarter</b> | <b>Target 3rd Quarter</b> | <b>Target 4th Quarter</b> |
| 31.55                                                                                                                                                                                                                                                 | 32.6                      | 33.65                     | 35                        |

|                                                                                                                                                                                                                                                                                          |                           |                           |                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------|---------------------------|
| <b>Outcome Category</b>                                                                                                                                                                                                                                                                  |                           |                           |                           |
| English Language Arts                                                                                                                                                                                                                                                                    |                           |                           |                           |
| <b>Measurable Goal Statement (Smart Goal)</b>                                                                                                                                                                                                                                            |                           |                           |                           |
| 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. |                           |                           |                           |
| <b>Measurable Goal Nickname (35 Character Max)</b>                                                                                                                                                                                                                                       |                           |                           |                           |
| Grade 3 PSSA Reading Improvement through Reading Intervention and Tier 1 Instruction                                                                                                                                                                                                     |                           |                           |                           |
| <b>Target 1st Quarter</b>                                                                                                                                                                                                                                                                | <b>Target 2nd Quarter</b> | <b>Target 3rd Quarter</b> | <b>Target 4th Quarter</b> |
| 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.

|                                                                                                                                                                                                                                                                                    |                           |                           |                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------|---------------------------|
| <b>Outcome Category</b>                                                                                                                                                                                                                                                            |                           |                           |                           |
| Mathematics                                                                                                                                                                                                                                                                        |                           |                           |                           |
| <b>Measurable Goal Statement (Smart Goal)</b>                                                                                                                                                                                                                                      |                           |                           |                           |
| 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. |                           |                           |                           |
| <b>Measurable Goal Nickname (35 Character Max)</b>                                                                                                                                                                                                                                 |                           |                           |                           |
| Grade 3 PSSA Math Improvement through Math Intervention and Tier 1 Instruction                                                                                                                                                                                                     |                           |                           |                           |
| <b>Target 1st Quarter</b>                                                                                                                                                                                                                                                          | <b>Target 2nd Quarter</b> | <b>Target 3rd Quarter</b> | <b>Target 4th Quarter</b> |
| 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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Measurable Goals:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>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</li> <li>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.</li> <li>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.</li> </ul> |

| 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 Foundations/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. Administered 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<br>(Schoolwide Funding) | Action Plan(s)                                                                                                                  | Expenditure<br>Description                   | Amount |        |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|--------|--------|
| Instruction                                     | <ul style="list-style-type: none"> <li>Grade 3 Reading &amp; Math Success Plan Through High-Quality Tier 1 Practices</li> </ul> | MEC Salaries and Supplies                    | 658738 |        |
| Title II.A and Title IV.A Transfer Funds        | <ul style="list-style-type: none"> <li>Grade 3 Reading &amp; Math Success Plan Through High-Quality Tier 1 Practices</li> </ul> | Instructional Coach, Rdg Spec, and Counselor | 91671  |        |
| Other Expenditures                              | <ul style="list-style-type: none"> <li>Grade 3 Reading &amp; Math Success Plan Through High-Quality Tier 1 Practices</li> </ul> | 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 |



## Profile and Plan Essentials

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

|                       |                         |                  |
|-----------------------|-------------------------|------------------|
| <b>True Strengths</b> | <b>False Challenges</b> | <b>False N/A</b> |
|-----------------------|-------------------------|------------------|

### 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.

|                       |                         |                  |
|-----------------------|-------------------------|------------------|
| <b>True Strengths</b> | <b>False Challenges</b> | <b>False N/A</b> |
|-----------------------|-------------------------|------------------|

### Strengths

|                             |                                                                |
|-----------------------------|----------------------------------------------------------------|
| ESSA Student Subgroups      | Indicator                                                      |
| Multi-Racial (not Hispanic) | The multi-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

|                        |                         |                  |
|------------------------|-------------------------|------------------|
| <b>False Strengths</b> | <b>False Challenges</b> | <b>False N/A</b> |
|------------------------|-------------------------|------------------|

### 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 great 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 specialized 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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Measurable Goals:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>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.</li> </ul> |

| 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                  |
| <b>Lead Person/Position</b>                                                                                                                                                                                                                                                                                                                             | <b>Material/Resources/Supports Needed</b> | <b>PD Step?</b>             |
| Aaron Kopetsky/Principal                                                                                                                                                                                                                                                                                                                                | Intervention Materials/More Specialists   | Yes                         |

|                                                          |                                                                            |
|----------------------------------------------------------|----------------------------------------------------------------------------|
| <b>Anticipated Output</b>                                | <b>Monitoring/Evaluation (People, Frequency, and Method)</b>               |
| 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)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Measurable Goals:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>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.</li> </ul> |

| 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. |                                                                   |                 |  |
| <b>Lead Person/Position</b>                                                                                                                                                                                                             | <b>Material/Resources/Supports Needed</b>                         | <b>PD Step?</b> |  |
| Aaron Kopetsky/Principal and Nicole Huntbach/Director of SpEd                                                                                                                                                                           | Intervention Materials and Schedules for additional SpEd teachers | No              |  |

|                                                      |                                                              |
|------------------------------------------------------|--------------------------------------------------------------|
| <b>Anticipated Output</b>                            | <b>Monitoring/Evaluation (People, Frequency, and Method)</b> |
| Showing growth on 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<br>(Schoolwide Funding) | Action Plan(s)                                                                                                                                                                                    | Expenditure<br>Description                        | Amount |        |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|--------|--------|
| Instruction                                     | <ul style="list-style-type: none"> <li>High-Dosage Small Group Reading Intervention</li> <li>Explicit and Systematic Mathematics Instruction with Specially Designed Instruction (SDI)</li> </ul> | CEC Salaries                                      | 552686 |        |
| Title II.A and Title IV.A Transfer Funds        | <ul style="list-style-type: none"> <li>High-Dosage Small Group Reading Intervention</li> <li>Explicit and Systematic Mathematics Instruction with Specially Designed Instruction (SDI)</li> </ul> | Instructional Coach and SEL Counselor             | 134248 |        |
| Other Expenditures                              | <ul style="list-style-type: none"> <li>High-Dosage Small Group Reading Intervention</li> <li>Explicit and Systematic Mathematics Instruction with Specially Designed Instruction (SDI)</li> </ul> | 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                                                                                                                                                                                                                                                                                                                                                                                               |                   |                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------|
| <ul style="list-style-type: none"> <li>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.</li> </ul> |                   |                        |
| 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

|                                            |              |                                             |
|--------------------------------------------|--------------|---------------------------------------------|
| <b>School</b>                              |              | AUN/Branch                                  |
| Muhlenberg Jr MS                           |              | 114065503                                   |
| <b>Address 1</b>                           |              |                                             |
| 801 E Bellevue Ave                         |              |                                             |
| <b>Address 2</b>                           |              |                                             |
|                                            |              |                                             |
| <b>City</b>                                | <b>State</b> | <b>Zip Code</b>                             |
| Reading                                    | PA           | 19605                                       |
| <b>Chief School Administrator</b>          |              | <b>Chief School Administrator Email</b>     |
| Dr Alan S Futrick                          |              | futricka@muhlsdk12.net                      |
| <b>Principal Name</b>                      |              |                                             |
| Chris Becker                               |              |                                             |
| <b>Principal Email</b>                     |              |                                             |
| beckerc@muhlsdk12.net                      |              |                                             |
| <b>Principal Phone Number</b>              |              | <b>Principal Extension</b>                  |
| 6109218034                                 |              | 3000                                        |
| <b>School Improvement Facilitator Name</b> |              | <b>School Improvement Facilitator Email</b> |
| 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 proficient 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 | Inconsistent 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 statewide 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 significant 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 proficient 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 Assessment 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 constraints |

## 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 engage and space for more presenters. |
| Additional special ed support staff would ensure more students can get additional attention while completing activities.                                                                                     |

## 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 proficient 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 proficient 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 engage and space for more presenters. | False                           |
| Additional special ed support staff would ensure more students can get additional attention while completing activities.                                                                                     | 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 constraints                                                  | 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.

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

|                                                                              |                           |                           |                           |
|------------------------------------------------------------------------------|---------------------------|---------------------------|---------------------------|
| <b>Outcome Category</b>                                                      |                           |                           |                           |
| Mathematics                                                                  |                           |                           |                           |
| <b>Measurable Goal Statement (Smart Goal)</b>                                |                           |                           |                           |
| 18% of students will score proficient or advanced on the final firefly exam. |                           |                           |                           |
| <b>Measurable Goal Nickname (35 Character Max)</b>                           |                           |                           |                           |
| 18% Proficient/Advanced                                                      |                           |                           |                           |
| <b>Target 1st Quarter</b>                                                    | <b>Target 2nd Quarter</b> | <b>Target 3rd Quarter</b> | <b>Target 4th Quarter</b> |
| 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.

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

## Action Plan

### Measurable Goals

|                             |                            |
|-----------------------------|----------------------------|
| 450 Walkthroughs            | 18%<br>Proficient/Advanced |
| Hispanic Student Attendance |                            |

### Action Plan For: PLM

|                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------|
| <b>Measurable Goals:</b>                                                                                                           |
| <ul style="list-style-type: none"> <li>MJHS administration will conduct 450 walkthroughs for the 2026-2027 school year.</li> </ul> |

| 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:                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>86% of Hispanic students will not be considered habitually truant/chronically absent.</li> </ul> |

| 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 efficiency 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:                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>18% of students will score proficient or advanced on the final firefly exam.</li> </ul> |

| Action Step                                                                                                                |                                    | Anticipated Start Date | Anticipated Completion Date |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------|------------------------|-----------------------------|
| MJHS admin, coaches, intreviewtionist, 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 |
|-----------------------------------------------------------------------------------|------------------------------------|------------------------|-----------------------------|
| Interventionist/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                                                                                                         |                   |                        |
|---------------------------------------------------------------------------------------------------------------------|-------------------|------------------------|
| <ul style="list-style-type: none"><li>Dean of students will present PBIS system to teach/refresh faculty.</li></ul> |                   |                        |
| 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                                                                                                            |                   |                        |
|------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------|
| <ul style="list-style-type: none"><li>Teachers will receive district wide PD on planning for block teaching.</li></ul> |                   |                        |
| 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

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

|                        |                         |                 |
|------------------------|-------------------------|-----------------|
| <b>False Strengths</b> | <b>False Challenges</b> | <b>True N/A</b> |
|------------------------|-------------------------|-----------------|

### 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.

|                        |                        |                  |
|------------------------|------------------------|------------------|
| <b>False Strengths</b> | <b>True Challenges</b> | <b>False N/A</b> |
|------------------------|------------------------|------------------|

### 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<br>procedures. |  |  |  |
|--------------------------------------|--|--|--|

## Action Plan

### Measurable Goals

|                |                                       |
|----------------|---------------------------------------|
| ELL Foundation | Attendance as a Pathway to Graduation |
|----------------|---------------------------------------|

### Action Plan For: ELL Foundation

|                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Measurable Goals:</b>                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>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.</li> </ul> |

| 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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Measurable Goals:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>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.</li> </ul> |

| 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 |
| <b>Lead Person/Position</b>                                                                                                                 | <b>Material/Resources/Supports Needed</b>                                    | <b>PD Step?</b> |            |
| Graduation Team: Principal, school counselors, social worker.                                                                               | Communication materials, school website/social media, parent outreach tools. | No              |            |

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

|                                                                                                              |                                                                           |                               |                                    |
|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------|------------------------------------|
| <b>Action Step</b>                                                                                           |                                                                           | <b>Anticipated Start Date</b> | <b>Anticipated Completion Date</b> |
| Establish a tiered attendance intervention process for students identified as chronically absent or at risk. |                                                                           | 2026-09-01                    | 2027-05-31                         |
| <b>Lead Person/Position</b>                                                                                  | <b>Material/Resources/Supports Needed</b>                                 | <b>PD Step?</b>               |                                    |
| Graduation Team: Principal, school counselors, social worker.                                                | Attendance dashboard, student support plans, intervention tracking tools. | No                            |                                    |

|                                                                                       |                                           |                               |                                    |
|---------------------------------------------------------------------------------------|-------------------------------------------|-------------------------------|------------------------------------|
| <b>Action Step</b>                                                                    |                                           | <b>Anticipated Start Date</b> | <b>Anticipated Completion Date</b> |
| Conduct quarterly attendance data reviews to evaluate progress and adjust interviews. |                                           | 2026-10-01                    | 2027-06-30                         |
| <b>Lead Person/Position</b>                                                           | <b>Material/Resources/Supports Needed</b> | <b>PD Step?</b>               |                                    |
| Principal; Attendance Team; Coaches, School Social Worker, Counselors                 | Attendance reports, data dashboard.       | No                            |                                    |

|                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Anticipated Output</b>                                                                                                                                                                                                            | <b>Monitoring/Evaluation (People, Frequency, and Method)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                   |                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------|
| <ul style="list-style-type: none"> <li>Establish and train an ELL Teacher Cohort to build capacity in supporting multilingual learners.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |                        |
| 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                                                                                                                                       |                                                                                                                       |
| <ul style="list-style-type: none"> <li>3c: Engaging Students in Learning</li> <li>3b: Using Questioning and Discussion Techniques</li> <li>3d: Using Assessment in Instruction</li> </ul> |                                                                                                                       |
| 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 |