

## **2008-2014 Strategic Plan Summary**

### **Mission**

The Mission of the Manheim Township School District is to provide an environment where everyone will learn, grow and succeed.

### **Vision**

Manheim Township School District aspires to be a place where every individual finds the resources needed to learn, grow and succeed. We are dedicated to pursuing a vision of excellence, and we believe that vision requires a strong learning environment, a supportive community, and an awareness of our place in the larger world.

We are committed to

A learning environment that is

- A place of safety and mutual respect.
- A place that stimulates curiosity and creativity.
- A place that sets high expectations and standards of achievement.
- A place that provides opportunities for critical thinking and problem solving.

A learning community that fosters

- A commitment to lifelong learning.
- A sense of personal integrity.
- An appreciation for the richness diversity can bring.
- An understanding of the breadth of a liberal arts education.
- Opportunities for extracurricular growth.
- The achievement of each individual's potential.

An understanding of our place in our world that requires

- Mutual respect and cooperation.
- Open communication.
- Understanding of cultural diversity.
- A sense of global citizenship.

### **Shared Values**

- People thrive best in a safe and nurturing environment
- Family involvement in the educational process is integral to a successful community
- The value of individuals is in their uniqueness, and this uniqueness when shared is valuable to the community
- Personal growth requires the development of moral sense and strength of character
- A strong society requires responsible people and values ethical behavior
- Each person is responsible for his/her own actions
- The dignity of each person deserves respect
- Effective communication is fundamental to understanding
- An individual deserves the right to embrace his/her beliefs
- Each person deserves the opportunity to realize his/her potential

- Fairness is more important than equality
- Higher expectations challenge people and stimulate greater achievement
- Because people are innately curious, they seek knowledge throughout their lives
- Community success is dependent upon a diversity of people working for a common good
- Growth requires change and innovation
- Aesthetics are the creative expressions of the human spirit
- Excellence is always worthy of pursuit
- Universal education is vital to a free society
- Independence is achievable when a person gains valuable tools through learning
- Life-long learning is essential to a vibrant and rewarding life.

## **Goals**

*Manheim Township School District has adopted and will meet or exceed the goals designated by the state.*

### **Goal: FOUR-YEAR GRADUATION RATE**

*Description:* Graduate rate will meet a 95% threshold and/or show growth.

### **Goal: MATHEMATICS**

*Description:* By 2013-2014, in mathematics, MTSD will increase the overall district-wide proficiency of students to 100% from our 2007-2008 performance of 85% with sub-populations achieving annual Adequate Yearly Progress (AYP).

Scores will escalate according to PDE requirements for AYP as follows:

2013-14 - 100%  
 2012-13 - 89%  
 2011-12 - 78%  
 2010-11 - 67%

### **Goal: READING**

*Description:* By 2013-2014, in reading, MTSD will increase the overall district-wide proficiency of students to 100% from our 2007-2008 performance of 85% with sub-populations achieving annual Adequate Yearly Progress (AYP).

Scores will escalate according to PDE requirements for AYP as follows:

2013-14 - 100%  
 2012-13 - 91%  
 2011-12 - 81%  
 2010-11 - 72%

## **Academic Standards**

Manheim Township School district offers a comprehensive standards-based curriculum in grades K-12. The district has continually worked to ensure its instruction is aligned with the Pennsylvania Academic Standards. The process of alignment began seven years ago when each discipline back-mapped their instruction to the new adopted state standards to ensure all content was being taught and assessed.

Three years ago, the district hired curriculum consultants in each content area to review all written

curriculum documents and to audit their alignment with the state standards. The consultants are also responsible for drafting and maintaining the content area scope and sequence document along with curriculum guides that ensure horizontal and vertical articulation of the written curriculum. Furthermore, the consultants in coordination with their departments are responsible for continually reviewing the written, taught, and tested curriculum for continued alignment and to recommend changes in curriculum, resources, and instruction as identified by the ongoing data-driven needs assessment described later in this plan.

### **Strategic Planning Process**

Manheim Township School District is committed to high expectations for all students. Decisions are made based on what is best for students from the classroom teacher through the superintendent. Our student-centered focus includes data-driven decision-making, which is imbedded in our strategic plan. The process of creating a Strategic Plan helped our constituents work toward a common mission and ensured all parties were aware of the direction in which we are heading.

Manheim Township's team-oriented approach to the strategic plan gave voice to the many stakeholders and guaranteed interaction between them creating a strong strategic planning team. In April 2006, our assistant superintendent went to a workshop of Phase I and Phase II districts to learn from those who were currently working through the eStrategic Plan process. In April 2007, district office administrators reviewed the state process at a regional training. In October 2007 an overview of the e-tool was given to the same core team.

From here, our assistant superintendent chose additional parties to represent our team and assigned roles as administrators, authors and those with viewing rights. Report administrators were identified and asked to gather subcommittees, each one having one administrator, but multiple authors. Our main author became the expert of the eStrategic Plan tool and watched prerecorded webinars to ensure success for others using the tool.

In October 2007, a letter was sent to each member on the strategic planning team outlining the purpose of the strategic plan and the role that each representative has. It explained how often the full committee would meet and included the eight stages the strategic plan process would take from assessing the district's capacity to benefit through evaluating impact on student achievement. It outlined the first meeting that would focus on mission, vision and value statements and provided copies of our current statements. The District Data Summary from the Assessment and Testing Department and the High School Profile Data sheet were also included.

Our steering committee first met in November 2007, and worked on creating shared values and crafting a mission statement. Administration identified student performance and achievement as our main focus using math, reading and attendance as vehicles to measure improvement. Next, we built and analyzed our profile by collecting district data. District administrators and curriculum consultants filled out the contextual survey regarding programs and process. By February 2008, results were compiled and discussed, helping us focus on goals and action steps. During the same time period, perceptual data was gathered from a survey that went to students, parents, employees and community members. Collected data was sorted and selected with comprehensive data analysis. In February 2008, career awareness and gifted updates were presented in addition to perceptual survey responses and Pennsylvania Value Added Assessment System information. In March, an overview of the eTool was presented explaining access and rights to the team.

Throughout the process, subcommittees met and administrators briefed their teams on the requirements of the eStrategic Plan. The following subcommittees were created: Academic Standards and Assessment, Educational Technology, Professional Education, Special Education, Student Services, and Teacher Induction. Each subcommittee met a minimum of three times and proposed objectives and action steps that align with our reading, math or attendance goals for 2008-2014. Each team studied and selected research-based best practices and formulated, reviewed and revised their goals and action plans in their designated areas. The district will monitor these plans annually to ensure successful implementation and to evaluate the plan's impact on student achievement.