



Pennsylvania Department of Education
Future Ready Comprehensive Planning

Millcreek Township SD

Millcreek Township School District

Comprehensive Plan
For Review

September 24, 2021



Steering Committee

Name	Position/Role	Building /Group /Organization	Email
Joe Orlando	Administration	MEC	jorlando@mtsd.org
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John Cavanagh	Administrator	MEC	cavanagh@mtsd.org
Carisa Coppolo	Staff Member	MEC	coppolo@mtsd.org



LEA Profile

The Millcreek Township School District (MTSD) is located in Erie County PA. The MTSD is the 2nd largest school district in this region, serving approximately 7,000 students within 5 elementary schools, 3 middle schools, and 1 high school. Elementary schools operate on a K-5th grade configuration while middle schools include grades 6-8 and the high school includes grades 9-12. Additionally, the District utilizes the Asbury Woods Nature Center in which students K-12 make regular education visits connected to the district's science curriculum. High school students serviced through special education have the opportunity to participate in the McDowell Independent Living (MIL) program and Project SEARCH to prepare students for a variety of post-secondary options at two alternative District sites.

Student demographics are as follows: The student population is 86% White, 4% Hispanic, 3% Asian, 3% African-American, and 4% other. The Free/Reduced lunch rate is 44% for elementary, 38% for middle school, and 39% for high school. Kindergarten through twelfth grade, 16% of students receive individually designed instruction via an IEP and 6% of students receive academic acceleration or enrichment experiences via a GIEP.

The MTSD is governed by a 9-member School Board elected to 4-year terms. The central office administration is directed by a Superintendent, Assistant Superintendent, Chief Financial Officer, Director of Elementary Education, Director of Secondary Education, Director of Alternative Learning & Assessment, Director of Personnel, and Director of Student Services. The elementary schools are each directed by a principal and an assistant principal in three of the five schools, the middle schools are each directed by a Principal and Assistant Principal, and the high school is directed by 2 Principals, 4 Assistant Principals.

Students receive an education that is standards-based. Best instructional and assessment practices are utilized to maximize student learning. Teachers are provided professional development to help ensure they are best prepared to work with students. Data is utilized at the classroom, grade, school, and district levels to impact student learning and programs. Additionally, students are provided character development and career development opportunities from kindergarten to graduation. The students also benefit from a variety of meaningful extra-curricular opportunities and from high-quality athletic teams.

The MTSD resides in a suburban community with an aid ratio of .4756 (2020-21 Aid Ratios - PDE). The major industries in the community include LECOM, Eriez



Magnetics, and Plastek. The District partners in many ways with both small and large businesses and organizations within the community (e.g. grants, mentorship).

Mission and Vision

Mission

The Millcreek Township School District (MTSD) provides a world-class education that prepares students to reach their potential as life-long learners and responsible citizens.

Vision

The Millcreek Township School District (MTSD) is building foundations for life. Millcreek Township School District (MTSD) believes that... Families play a critical role in student success. Each student is important and should be treated with dignity and respect. All students should have the opportunity to participate in academic programs that are relevant and rigorous. A learning community embraces diversity and allows individuals to achieve their maximum potential. Learning is a life-long experience and does require different approaches.

Educational Value Statements

Students

In order for Millcreek Township School District to successfully attain our mission and vision:

- Long-term learning requires students to deeply understand curriculum content and to be able to transfer learning to new and different situations. Instruction will emphasize the enduring understandings and essential questions to cue students into the "big ideas" of the curriculum that are the foundation for meaningful, long-term learning.
- All students come to school with varied readiness, interests, and learning profiles. To the extent possible, instruction will be responsive to the varied learning needs of all students.
- All students are exposed to the district-defined learner core competencies (LCC). The purpose of the LCC is to provide students opportunities to develop into well-rounded contributing members of the community. The district learner core competencies are defined as communicating (communication



and collaboration), thinking (critical, reflective, creative), personal (awareness and responsibility), and social (positive cultural identity).

Staff

In order for the Millcreek Township School District to successfully attain our mission and vision:

- All staff members need to be life-long learners themselves, continually enhancing their own skills and knowledge to provide students the best learning experiences possible. Ongoing professional development will be a priority.
- Targeted individualized professional development opportunities, as well as focus on adult SEL experiences, exist throughout the calendar year from a variety of providers.
- All staff are trained in the district-defined learner core competencies (LCC). Staff identifies the purposes of the LCC, which is to provide students opportunities to develop into well-rounded contributing members of the community. (Refer to student section)

Administration

In order for the Millcreek Township School District to successfully attain our mission and vision:

- The school setting communicates the value of education. Each school will convey to anyone who enters that it is an environment for learning.
- Curriculum is the framework that prescribes the scope and sequence of desired results and related learning experiences. The curriculum must be responsive to a changing society and the world environment in which we live. Curriculum renewal efforts will be ongoing and involve MTSD professional staff, other education experts, and relevant stakeholders. A balance of ongoing diagnostic, formative, and summative assessments is integral to the teaching-learning process. Instruction will be guided by these assessments.
- Administration is trained in the district-defined learner core competencies (LCC). Administration works with staff to implement the LCC through professional development, monthly meetings, and long-term planning. (To review LCC definitions, refer to the student section)



Parents

In order for the Millcreek Township School District to successfully attain our mission and vision:

- Family support is an integral and valued part of students' learning experiences. A wide variety of parent involvement opportunities through district activities exist throughout the school year.
- Parents are encouraged to support student responsibility and commitment to the learning process via access to the Learning Management System (LMS) and Student Information System (SIS) to monitor their students' progress to support student achievement and growth.
- Parent feedback and communication are welcomed, valued, and utilized in planning and preparation for district operations and instructional programming.

Community

In order for the Millcreek Township School District to successfully attain our mission and vision:

- Community support is an integral and valued part of students' learning experiences.
- Community partnerships are essential for student experiences, instructional programming, and standard achievement opportunities.
- Community feedback and communication are welcomed and utilized in planning and preparation for district operations and instructional programming.



Summary Of Strengths and Challenges

Strength	Consideration In Plan
Assessment anchors and eligible content components are reviewed and integrated at appropriate times within the curriculum based on Keystone Literature results.	No
Implementing Acadience K-3 has provided evidence for curricular changes (i.e., phonological awareness, phonics, and fluency). The ongoing progress monitoring utilizing Acadience provides insight to target students at various levels.	No
All students K-5 in MTSD have exposure and experiences in career planning and preparation facilitated by school counselors. This portfolio provides students a longitudinal look into what their career goals are as they progress into middle school.	No
All students in grades 9-12 in MTSD complete an interest inventory. Using a digital warehouse, student experiences are recorded and tracked to meet the continuum strands. Students experience 4 touchpoints per grade level.	No
Meaningful 2-way communication with stakeholders	Yes
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Yes
Completed and developing common assessments have positively contributed to meeting our standards-based learning targets.	No
Examination by building level teams from PVAAS to indicate whether a student is exceeding, meeting, or did not meet the standards for PA Academic Growth. Our recent PVAAS results show the growth measures in grades 4-8 as having significant evidence that the district exceeded the standards for PA Academic Growth. The three year average indicated that the district exceeded the standards for PA Academic Growth. The three year average for Keystone English Language Arts indicated that there was evidence that the district met the standard for PA Academic Growth.	Yes



PVAAS data indicated significant evidence that grades four and seven exceeded the standards for PA Academic Growth. PVAAS data indicated that grade eight had moderate evidence to suggest the district exceeded the standard for PA Academic Growth.	No
PVAAS three-year Growth Measure indicated significant evidence that grades four, seven, and eight exceeded the standards for PA Academic Growth. The three-year average for grade five had evidence that the district meet the standards for PA Academic Growth.	No
PVAAS for grade four revealed evidence that the district met the standard for PA Academic Growth. PVAAS for grade eight revealed that the district there was significant evidence that the district exceeded the standards for PA Academic Growth. The district had significant evidence that the three year average exceeded the standards for PA Academic Growth as well.	No
PVAAS Keystone results showed significant evidence that the district exceeded the standards for PA Academic Growth as did the three-year average.	No
MTSD is a now a 1:1 school district and all teachers have laptops. This gives us flexibility and mobility with our instructional delivery	No
All supplemental plans help guide our operations, instruction and planning for our students.	Yes
Keystone: In the areas of Biology, Algebra, and Literature, our students performed above the state average in all subgroups.	No
MS PSSA: As a grade band, our students performed above the state average in ELA across the District and all subgroups. In math and science, our students performed above the state average in most subgroups.	No
ES 3-4-5: As a grade band, our students performed above the state average in ELA and Math across the District.	No
All students in grades 6-8 in MTSD have exposure and experiences in career planning and preparation facilitated by school counselors. Using a digital warehouse, student experiences are recorded and tracked to meet the continuum strands.	No



Challenge	Consideration In Plan
N/A; no category falls into the not yet evident or emerging ranges	No
Continued refinement of curriculum, resources, and assessment to address the PVAAS results that showed there was moderate evidence that the district did not meet the standards of for PA Academic Growth.	No
Examination of grade distribution and failure rates will continue to be part of the process of determining where challenges exist in English Language Arts.	No
Student data will be examined to ensure equity of instruction for traditionally marginalized and underrepresented populations.	Yes
Grade 6 PVAAS revealed that there was significant evidence that the district did not meet the standard for PA Academic Growth. This resulted in common assessment implementation in grades based on standards that were not being met on the PSSA.	No
Curriculum audits with attention to pacing and standards-alignment where conducted to ensure stronger PSSA alignment.	No
Professional Development emphasizing ways has been developed to increase the support of student mathematical skills and abilities in the areas of reasoning, argumentation, and mathematical sense-making.	Yes
Purposeful root-cause analysis to examine why there is moderate evidence that grade four did not meet the standard for PA Academic Growth.	No
Stronger attention paid to performance of historically marginalized and underrepresented sub groups to ensure equity in instruction and assessment.	Yes
The challenge for K-12 is integrating opportunities for career exploration and skill development cross-curricular.	No



The secondary challenge is bringing K-12 transfer students into the flow of career readiness opportunities.	No
Keystone: Although our subgroups outperform the state subgroups, there is still a gap between our students' performance in these subgroups' performance and our overall District level of performance in the areas of Biology, Algebra and Literature.	No
MS PSSA: As a grade band, our students performed above the state average in Math across the District in most subgroups. In Math, our special education subgroup is underperforming.	No
ES 3-4-5: As a grade band, our students performed above the state average in ELA and Math. However, our multiracial subgroup did not meet the state average. Additionally, our science scores do not meet the state average in two additional subgroups.	No
MTSD ELL program continues to rapidly grow impacting classroom teachers resulting in a need for professional development in working with ELL learners.	No
Evaluate current resources to ensure they provide opportunities for differentiation for our ELL population, as well as continue to identify supplemental resources to support ELL teachers' instructional planning.	No
Human and financial resources will continue to affect long-range planning and budgeting for MTSD.	Yes



Analyzing Strengths and Challenges

Strength	Discussion Points
Meaningful 2-way communication with stakeholders	With a changing population, maintain consistent communication with all community members and stakeholders and ensure that they have equitable access to the expected means of communication.
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Continued focus on recruitment and university partnerships to acquire fully credentialed, experienced and high-quality leaders and teachers.
Examination by building level teams from PVAAS to indicate whether a student is exceeding, meeting, or did not meet the standards for PA Academic Growth. Our recent PVAAS results show the growth measures in grades 4-8 as having significant evidence that the district exceeded the standards for PA Academic Growth. The three year average indicated that the district exceeded the standards for PA Academic Growth. The three year average for Keystone English Language Arts indicated that there was evidence that the district met the standard for PA Academic Growth.	While MTSD is displaying a high level of growth across most of the identified groups, a need to attain specific levels of achievement is still evident.
All supplemental plans help guide our operations, instruction and planning for our students.	Maintenance and the continuous improvement cycles of the supplemental plans are invaluable.



Challenge	Discussion Points	Priority For Planning	Priority Statement
Student data will be examined to ensure equity of instruction for traditionally marginalized and underrepresented populations.	Growing population of historically underrepresented populations.	Yes	The focus for the identified priority challenge is to provide targeted professional development on accessing and analyzing data, identifying and closing the achievement gap, and ensuring equitable practices district-wide.
Professional Development emphasizing ways has been developed to increase the support of student mathematical skills and abilities in the areas of reasoning, argumentation, and mathematical sense-making.	Growing population of historically underrepresented populations.	Yes	The focus for the identified priority challenge is to develop an increased level of support of instructional strategies, data analysis, and resource implementation district-wide.
Stronger attention paid to performance of historically marginalized and underrepresented sub groups to ensure equity in instruction and assessment.	Growing population of historically underrepresented populations.	Yes	The focus for the identified priority challenge is to support leaders and teachers utilizing practices of evidence-based instruction.
Human and financial resources will continue to affect long-range planning and budgeting for MTSD.	Growing population of historically underrepresented populations.	Yes	The focus for the identified priority challenge is to communicate district needs related to the budgetary considerations impacting instruction, student growth, and achievement.



Priority: The focus for the identified priority challenge is to provide targeted professional development on accessing and analyzing data, identifying and closing the achievement gap, and ensuring equitable practices district-wide.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Professional Learning	The development, execution, and long-term implementation plan of professional development for MTSD over the next 3 years will encourage and allow stakeholders within MTSD the opportunity to explore and implement research-based instructional strategies, analyze data to drive instruction, and support resource selection and implementation district-wide.	Professional Development Yearly Focus	MTSD's focus of communication and collaboration through student agency, engagement, and cognitive lift during the Summer Symposium in August of 2021 provides a kick-off opportunity for instructional staff and administration to investigate and create implementation plans for instructional strategies, data analysis, and resource selection. That same focus continues to be the foundation of all professional development workshops and activities throughout the school year. Additionally, through the Year of Math, K-12 teachers will be engaged in professional development to analyze and research practices related to student discourse, mathematical argumentation strategies, and reasoning practices.	MTSD's focus of thinking through critical thinking, creative thinking, and reflective thinking during the Summer Symposium in August of 2022 provides a kick-off opportunity for instructional staff and administration to investigate and create implementation plans for instructional strategies, data analysis, and resource selection. That same focus continues to be the foundation of all professional development workshops and activities throughout the school year. Additionally, through the Year of ELA, K-12 teachers will be engaged in professional development to analyze and research practices related to Reading, Writing, Speaking, and Listening.	The development, execution, and long-term implementation plan of professional development for MTSD over the next 3 years will encourage and allow stakeholders within MTSD the opportunity to explore and implement research-based instructional strategies, analyze data to drive instruction, and support resource selection and implementation district-wide.



Priority: The focus for the identified priority challenge is to develop an increased level of support of instructional strategies, data analysis, and resource implementation district-wide.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	The development, execution, and long-term implementation plan of the learner core competencies for MTSD over the next 3 years will encourage and allow stakeholders within MTSD the opportunity to explore and implement research-based instructional strategies, analyze data to drive instruction, and support resource selection and implementation district wide.	LCC	Present and implement the initial LCC components of Communication and Collaboration to stakeholders. Throughout the school year opportunities related to instructional strategies, data analysis, and resource implementation will be driven by communication and collaboration competencies.	Present and implement the initial LCC components of Thinking, Creative, Reflective, and Critical, to stakeholders. Throughout the school year opportunities related to instructional strategies, data analysis, and resource implementation will be driven by the thinking competency component. At the start of year 3, MTSD will focus on the third component of LCC, the Personal and Social core competencies.	The development, execution, and long-term implementation plan of the learner core competencies for MTSD over the next 3 years will encourage and allow stakeholders within MTSD the opportunity to explore and implement research-based instructional strategies, analyze data to drive instruction, and support resource selection and implementation district wide.



Priority: The focus for the identified priority challenge is to support leaders and teachers utilizing practices of evidence-based instruction.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	The development, execution, and long-term implementation plan of the walk-throughs, observations, instructional rounds, and targeted professional coaching within MTSD over the next 3 years will encourage and allow leaders and teachers the opportunity to explore and implement research-based instructional strategies, analyze data to drive instruction, and support resource selection and implementation district-wide.	Coaching	MTSD administration will attend the Summer Leadership Academy to develop consistency of expectations across all K-12 buildings and teams.	MTSD teachers will attend faculty meetings, in-service offerings, and embedded professional development to build capacity to effectively execute expectations across all K-12 buildings and teams.	The development, execution, and long-term implementation plan of the walk-throughs, observations, instructional rounds, and targeted professional coaching within MTSD over the next 3 years will encourage and allow leaders and teachers the opportunity to explore and implement research-based instructional strategies, analyze data to drive instruction, and support resource selection and implementation district-wide.



Priority: The focus for the identified priority challenge is to communicate district needs related to the budgetary considerations impacting instruction, student growth, and achievement.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 5: Allocate Resources Strategically and Equitably	MTSD will evaluate resource impact on instruction, achievement, and growth. Using industry and research-based evaluative approaches and measurements, MTSD will identify those resources that have the greatest impact on instruction, achievement, and growth and prioritize the budget accordingly.	Resources	MTSD will research evaluative protocols to measure resource effectiveness, usage, long-term financial impacts, and curricular alignments.	MTSD will establish evaluative protocols to measure resource effectiveness, usage, long-term financial impacts, and curricular alignments.	MTSD will evaluate resource impact on instruction, achievement, and growth. Using industry and research-based evaluative approaches and measurements, MTSD will identify those resources that have the greatest impact on instruction, achievement, and growth and prioritize the budget accordingly.



Action Plan for: Differentiated Targeted Professional Development

Measurable Goals	Anticipated Output	Monitoring/Evaluation
<ul style="list-style-type: none"> • LCC • Professional Development Yearly Focus • Resources • Coaching 	<p>Anticipated Output #1: MTSD will distribute a video library of the Summer Symposium sessions to all MTSD faculty and staff. Anticipated Output #2: MTSD will participate in monthly, quarterly, and semester instructional rounds (IR). Anticipated Output #3: MTSD will provide embedded professional development during in-service and regular instructional days. Anticipated Output#4: MTSD will provide an online, on-demand professional development repository, grounded in research.</p>	<p>Monitoring Output #1: Evidence of staff participation in Summer Symposium PD will be shown through the badging system offered through the district. Monitoring Output #2: Each member of the Instructional Rounds team is recording data while rounding followed by sharing feedback with all involved parties. Monitoring Output #3: Evidence of the effectiveness of embedded professional development will be shown through walk-throughs, observations, and student performance measures (SPM).</p>
Action Step	Professional Development plan implementation	
Action Step Date	07/01/2021	
Anticipated Completion Date	06/30/2024	
Lead Person(s)/ Position	<p>Dr. John Cavanagh - Director of Secondary Education Mr. Joseph Orlando - Direction of Elementary Education Dr. Tim Stoops - Director of Alternative Learning and Assessment Ms. Marianne Ouellet - Supervisor of ELA and Social Studies K-12 Ms. Jennifer Dunmire – Supervisor of Math and Science K-12 Ms. Carisa Coppolo – Coordinator of Professional Development and Instructional Technology</p>	
Material, Resources, Supports Needed	<p>3 year PD plan Technology: Presentation tools and software MTSD LCC framework Consultants, vendor products, and partnerships IU 5 resources Budgetary resources and allocations</p>	
PD Step?	yes	
Com Step?	yes	



Professional Development Activities

Summer Symposium						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	K-12 administration and staff	Communication, Collaboration, Critical Thinking, Creative Thinking, Reflective Thinking, Personal Awareness and Responsibility, Social: Positive Cultural Identity	Learning evidence will be evident through walk-throughs, observations, instructional rounds, and student performance measures.	Dr. John Cavanagh - Director of Secondary Education Mr. Joseph Orlando - Director of Elementary Education Dr. Tim Stoops - Director of Alternative Learning and Assessment Ms. Marianne Ouellet - Supervisor of ELA & SS K-12 Ms. Jennifer Dunmire - Supervisor of Math & Science K-12 Ms. Carisa Coppolo - PD/IT Coordinator	07/01/2021	06/30/2024
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings		
Conference	held every August from 2021 through 2023	<ul style="list-style-type: none"> 3c: Engaging Students in Learning 3a: Communicating with Students 4e: Growing and Developing Professionally 				



Year of Math						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	K-12 math teachers	mathematical argumentation, discourse, and reasoning; data analysis, curricular alignment to PACCS and assessment anchors	Learning evidence will be evident through walk-throughs, observations, instructional rounds, and student performance measures.	Dr. John Cavanagh - Director of Secondary Education Mr. Joseph Orlando - Director of Elementary Education Ms. Jennifer Dunmire - Supervisor of Math & Science K-12	07/01/2021	06/30/2022
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Inservice day	October 11, 2021 November 5, 2021 April 1, 2022	<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 				



Communications Activities

Millcreek This Week					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Millcreek This Week is distributed to all MTSD stakeholders: staff, students, families, and community members.	Professional development offerings, technology usage strategies, celebrations, stakeholder surveys, online resources,	Ms. Katie Maccaglia - Communications Coordinator	07/01/2021	06/30/2024
Communications					
Type of Communication			Frequency		
Email			weekly		
Newsletter			weekly		
Other			weekly		
Posting on district website			weekly		



Professional Development Steering Committee:

Name	Title	Committee Role	Chose by / Appointed by
Darcie Moseley	Assistant Superintendent	Administrator	Administration Personnel
Joe Orlando	Director of Elementary Education	Administrator	Administration Personnel
John Cavanagh	Director of Secondary Education	Administrator	Administration Personnel
Marianne Ouellet	Supervisor of ELA and Social Studies K-12	Administrator	Administration Personnel
Jennifer Dunmire	Supervisor of Math and Science K-12	Administrator	Administration Personnel
Kathleen Wiest	Teacher	Elementary Teacher	Teacher
Kimberly Chesley	Teacher	Middle School Teacher	Teacher
Kyle Bucholtz	Teacher	High School Teacher	Teacher
Tom Clear	Business Owner	Local Business Representative	Administration Personnel
Eric Kuhn	Parent	Parent of Child Attending	Administration Personnel
Jon Cacchione	Community	Community Member	Administration Personnel

Induction Steering Committee:

Name	Title	Committee Role	Chose by / Appointed by
Darcie Moseley	Assistant Superintendent	Administrator	Administration Personnel
Melody Ellington	Director of Personnel	Administrator	Administration Personnel
Wendy Swaney	Coordinator of HR	Other	Administration Personnel
Joe Orlando	Director of Elementary Education	Administrator	Administration Personnel
John Cavanagh	Director of Secondary Education	Administrator	Administration Personnel
Jennifer Dunmire	Supervisor of Math and Science K-12	Administrator	Administration Personnel
Megan Mingarelle	Teacher	Teacher	Teacher
Brigitta Anthony	Administrative Officer	Education Specialist	Education Specialist
Nick Emmanuele	Teacher	Teacher	Teacher



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