

Methacton SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

| | | |
|---|--------------|---|
| LEA Type | | AUN |
| Methacton School District | | 123465303 |
| Address 1 | | |
| 1001 Kriebel Mill Road | | |
| Address 2 | | |
| | | |
| City | State | Zip Code |
| Eagleville | PA | 19403 |
| Chief School Administrator | | Chief School Administrator Email |
| Dr. David Zerbe, Superintendent | | dzerbe@methacton.org |
| Single Point of Contact Name | | |
| Dr. Matthew Walsh, Director of Curriculum, Instruction and Assessment | | |
| Single Point of Contact Email | | |
| mwalsh@methacton.org | | |
| Single Point of Contact Phone Number | | |
| (610) 489-5000 | | |

Steering Committee

| Name | Position/Role | Building/Group/Organization | Email |
|---------------------|------------------|-----------------------------|---------------------------|
| Matt Walsh | Administrator | District | mwash@methacton.org |
| Melissa Gorla | Administrator | District | mgorla@methacton.org |
| Tara Ricci | Administrator | District | tricci@methacton.org |
| Che Regina | Administrator | District | cregina@methacton.org |
| Michelle Stead | Staff Member | Arcola | mstead@methacton.org |
| Stephanie Sawyer | Staff Member | Arrowhead | ssawyer@methacton.org |
| Heather DePiano | Staff Member | Methacton School District | hdepiano@methacton.org |
| Caitlin Ferenchak | Staff Member | Methacton High School | cferenchak@methacton.org |
| Tracey Hudson | Staff Member | Arrowhead | thanson@methacton.org |
| Deborah Wittenberg | Staff Member | Eagleville | dwittenberg@methacton.org |
| Jennifer Heusser | Staff Member | Methacton School District | jheusser@methacton.org |
| John Ewerth | Administrator | Methacton School District | jewerth@methacton.org |
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| Nicole Berical | Administrator | Methacton School District | nberical@methacton.org |
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| Kathleen Shireman | Parent | Methacton School District | kshireman@methacton.org |
| Kelly Arnone | Parent | Methacton School District | kelly3599@gmail.com |
| Jen Conrad | Community Member | Methacton School District | jconrad@methacton.org |
| Jacqueline Eppolito | Community Member | Methacton School District | jeppolito@methacton.org |
| Radhika Prabhakar | Parent | Methacton School District | radhikadun@gmail.com |
| Susan Demedio | Parent | Methacton School District | carjaym@aol.com |
| Paul Winters | Board Member | Methacton School District | pwinters@methacton.org |
| Semira Perdue | Board Member | Methacton School District | sperdue@methacton.org |
| Kathleen Thiel | Board Member | Methacton School District | kthiel@methacton.org |

| | | | |
|------------------|------------------|---------------------------|--------------------------|
| Alison Naverrete | Community Member | Methacton School District | anavarrete@methacton.org |
| Pooja Chanda | Board Member | Methacton School District | pchanda@methacton.org |

LEA Profile

The Methacton School District (MSD) has long enjoyed a tradition of excellence in education and community involvement in our schools. The District, formed in 1969, was created by a 10-year merging of the two school districts that had previously served the Townships of Lower Providence and Worcester.

Methacton is a community of about 13,000 households located in a suburb about 20 miles north of the City of Philadelphia. The district serves the residents of Lower Providence and Worcester Townships, which are primarily comprised of residential areas. Methacton students are also served by the North Montco Vocational Technical Career Center and Montgomery County Intermediate Unit—IU 23.

Our district offers the community an adult learning program, district sponsored activities and events throughout the calendar year, training in youth mental health first aid, as well as an extended school year program offered during the summer for students. High school students may also participate in a dual enrollment program to extend their learning and acquire college credits.

Methacton employs 408 professional staff, 206 support staff, and 32 administrative staff. Since 2014, we have seen an increase in the percentage of professional staff holding post-bachelor's degrees. Currently, 29.78% of professional staff hold a bachelor's degree, 68.54% hold a master's degree, and 1% have a doctorate. Four years ago, 69% of professional staff held master's degrees and none of the professional staff held a doctorate. At this time, 48% of professional staff have less than 15 years of service and 5% are near retirement age. District facilities include seven school buildings currently in operation. Students attend one of four elementary schools (K-4), an upper elementary school (5-6), an intermediate school (7-8), or the high school (9-12). Ancillary facilities include an administration building, facilities plant, transportation building, a stadium and high school athletic facilities. The district also maintains an elementary building that was closed recently. All buildings total over 1,000,000 square feet on a space of 214 acres. When the Audubon Elementary School closed at the end of the 2016-2017 school year, the District revisited boundary lines, sending K-4 students to the remaining four elementary schools.

There are 4,579 students in Methacton who come from diverse socio-economic and ethnic backgrounds: 74% White (Non-Hispanic), 15% Asian, 4% Black (Non-Hispanic), 3% Hispanic, and 4% Multi-Racial. The percentage of economically disadvantaged students is at 21.5%, and our English language learners are at 5.2%. The district's special education population has grown over the past few years to 22.8% of total enrollment. Students receiving gifted supports has decreased in the past few years and now accounts for 6.31% of our students. Our grades 7-12 athletic and music programs continue to grow, with participation rates of 37% of our students in athletic programs and 18% in music programs. Since 2014, these percentages increased by 24% and 8%, respectively. Our attendance rates range from 93-98% district-wide. The district's 4-year cohort graduation rate is 96% and our 5-year cohort is 97%. Previously, 88% of our graduates moved on to secondary education, whereas, of those students who graduated in 2018, 96% moved onto secondary education, with 77.4% attending a four-year college or university and 18.6% selecting two-year schools. Additionally, 3.3% entered the workforce; and .7% chose the military.

Mission and Vision

Mission

The Methacton School District is an exemplary student-focused and community centered environment that prepares learners to meet the demands of our evolving world.

Vision

The Methacton School District will empower all learners to develop talents, encourage personal growth and success, and inspire leadership to transform our future.

Educational Values

Students

We believe all students will be motivated to succeed, empowered to learn, trust in teamwork, honor our heritage, appreciate our diversity, committed to growth, transform our future, open to new opportunities, and nurture their talents. Students will carryout this message through participation in school work, clubs, athletics, and in all they do as a representative of the Methacton School District. Students will contribute to our community as members of the student body and beyond graduation.

Staff

We believe staff will motivate to succeed, empower all learners, trust in teamwork, honor our heritage, appreciate our diversity, show a commitment to growth, transform our future, be open to new opportunities, and nurture all talents. Staff will participate as part of our planning cycle in setting and/or revising the value statements for the district. Staff will carryout the district's message through participation in work, as leaders of after school activities and coaches, and in all they do as a representative of the Methacton School District.

Administration

We believe administration will motivate to succeed, empower all learners, trust in teamwork, honor our heritage, appreciate our diversity, show a commitment to growth, transform our future, be open to new opportunities, and nurture all talents. Administration will participate as part of our planning cycle in setting and/or revising the value statements for the district. Administration will carryout the district's message through participation in work, as leaders of school activities, professional development, staff meetings, and in all they do as a representative of the Methacton School District. Administration will use these values as a basis for planning school or district changes, selecting resources and in working with students academically, socially and behaviorally.

Parents

We believe parents will motivate to succeed, empower all learners, trust in teamwork, honor our heritage, appreciate our diversity, show a commitment to growth, transform our future, be open to new opportunities, and nurture all talents. Parents will understand and be a role model of these values when volunteering in school and at school events. When serving as members of district committees, parents will use these values to guide decision making and discussions. Parents will support district efforts that are rooted in these values. Parents will participate as part of our planning cycle in setting and/or revising the value statements for the district.

Community

We believe the community will motivate to succeed, empower all learners, trust in teamwork, honor our heritage, appreciate our diversity, show a commitment to growth, transform our future, be open to new opportunities, and nurture all talents. When serving as members of district committees, volunteering in schools, attending meetings of the school board and in community discussions about the school district, community members will use these values to guide decision making and for discussions. The community will support district efforts that are rooted in these values. The community will participate as part of our planning cycle in setting and/or revising the value statements for the district.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

| Indicator | Comments/Notable Observations |
|-------------------|--|
| Attendance | Attendance is meeting or exceeding the statewide goal in every school |
| Career Benchmarks | We are meeting or exceeding the statewide goal in every building where applicable |
| Growth | We are showing growth to some degree in every subject area at every school. In Science this growth is greatest |

Challenges

| Indicator | Comments/Notable Observations |
|------------------|--|
| ELA Achievement | We are not seeing the achievement level we expect to see in ELA at any grade level |
| Math achievement | Achievement in Math at the secondary level is not where we would like it to be |

Review of Grade Level(s) and Individual Student Group(s)

Strengths

| | |
|--|--|
| Indicator Growth in Math and Science Grade Level(s) and/or Student Group(s) All student groups at grades 7 and 8 | Comments/Notable Observations All student groups in Arcola showed growth meeting or exceeding the target in Math and Science |
| Indicator Growth and Achievement all subjects Grade Level(s) and/or Student Group(s) Our Asian population at all levels | Comments/Notable Observations Our Asian population at all levels is meeting or exceeding targets in achievement and growth for all subjects |
| Indicator Career Standards Grade Level(s) and/or Student Group(s) All subgroups at every level | Comments/Notable Observations All of our sub-groups at every grade level exceeded the target for career benchmarks and this is up from last year |

Challenges

| | |
|---|---|
| Indicator Achievement in Math, ELA and Science Grade Level(s) and/or Student Group(s) Economically disadvantaged | Comments/Notable Observations The economically disadvantaged subgroup in grades 5-12 is performing below the target for achievement in all three core areas |
|---|---|

| | |
|---|---|
| grades 5-12 | |
| Indicator Achievement in Math, ELA and Science Grade Level(s) and/or Student Group(s) Students with disabilities grades 5-12 | Comments/Notable Observations The students with disabilities subgroup in grades 5-12 is performing below the target for achievement in all three core areas |
| Indicator Achievement in ELA Grade Level(s) and/or Student Group(s) Students with disabilities at elementary | Comments/Notable Observations The students with disabilities subgroup at our elementary buildings is not achieving at the targeted level or in alignment with the total student group |

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

| |
|---|
| Attendance |
| We are showing growth to some degree in every subject are at every school. In Science this growth is greatest |

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

| |
|---|
| Achievement in Math and ELA for students with disabilities grades 5-12 |
| Achievement in math and ELA for students who are economically disadvantaged grades 5-12 |

Local Assessment

English Language Arts

| Data | Comments/Notable Observations |
|-------------------|---|
| DIBELS | We use this for Reading K-6 starting in the 2024-25 school year |
| Linkit Benchmarks | We use these for ELA grades 3-11 |
| iReady | We use this diagnostic for Reading K-8 Reading began in full in the 2024-25 school year |

English Language Arts Summary

Strengths

| |
|--|
| Our first grade DIBELS data indicates a greater number of students reaching proficiency in grade 1 over kindergarten in the fall of the school year. |
| Our Linkit benchmark data for the fall of 2024 shows our students with 504s are outperforming the general population in ELA |
| Our gifted students at 5-6 are achieving at a high level on our fall Linkit ELA benchmarks |
| Only one 9th grade student of those tested on the fall 2024 Linkit ELA benchmark scored below basic |

Challenges

| |
|--|
| Our data for grades 3 and 4 on the fall Linkit benchmarks show our scores are down over previous year's fall benchmark data in ELA |
| Our fall Linkit benchmark in grades 6 and 7 ELA shows 100% of our students who have learning disabilities or are identified as ELs are performing below proficient |

Mathematics

| Data | Comments/Notable Observations |
|-------------------|---|
| Linkit Benchmarks | We use these for Math grades 3-11 (Algebra 1 courses only in 9-12) |
| iReady | We use this diagnostic for Math K-8 Math began in full in 2023-24 school year |

Mathematics Summary

Strengths

| |
|--|
| Our Linkit benchmark data for the fall of 2024 shows our students with 504s are outperforming the general population in math |
| Only 7 students of those tested on the fall 2024 Linkit Alg 1 benchmark scored below basic |

Challenges

| |
|---|
| Our data for grades 3 and 4 on the fall Linkit benchmarks show our scores are down over previous year's fall benchmark data in math |
| Our fall Linkit benchmark in grades 5 math shows 50% of our students performing below proficient |
| Our fall Linkit benchmark in grades 8 math shows 56% of our students performing below proficient |

Science, Technology, and Engineering Education

| Data | Comments/Notable Observations |
|-------------------|---|
| Linkit Benchmarks | Used in grades 5 and 8 typically. Not used in 24-25 due to testing changes coming |
| CDT | Used at the High school only |

Science, Technology, and Engineering Education Summary

Strengths

Our historical Linkit benchmark data is in line with our PSSA outcomes in demonstrating general proficiency overall in science

Challenges

With the coming changes to STEELS standards and related testing, we will need to monitor our achievement under these new terms

Related Academics

Career Readiness

| Data | Comments/Notable Observations |
|----------|---|
| Naviance | We use Naviance to complete some of our career readiness benchmarks and maintain records of artifacts |

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

False Environment and Ecology Omit

| Data | Comments/Notable Observations |
|-----------------------------|---|
| Our students take CDT at HS | The data for the ecology portion of the Biology keystone, most students are in the proficient range. For the environmental science CDT, most students are below proficient. |

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)

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

| Data | Comments/Notable Observations |
|--|---|
| Our LEA created civics exam is given in grade 12 | 96% + of students are proficient and 11+% get a perfect score |

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Montgomery County Community College

Agreement Type

Dual Credit

Program/Course Area

Education

Uploaded Files

Complete_with_Docusign_2024_Methacton_DE_DAP.pdf

Summary

Strengths

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

| |
|---|
| Our students do very well on our civics exam. |
| Our students do very well in completing career portfolio artifacts. |

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.

| |
|--|
| We give our civics exam in grade 12 which does not leave us time to remediate any students who may need it. |
| We give a different benchmark in science than in our other tested areas. A common assessment tool may help us compare growth better. |

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

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

| Student Groups | Comments/Notable Observations |
|----------------|--|
| Asian | Our Asian subgroup is large and historically outperforms our other groups. |

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 Asian subgroup is large and historically outperforms our other groups. |
| Our students with 504s outperforms the general student population in ELA |
| |
| |

| |
|--|
| |
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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.

| |
|---|
| Our students with IEPs underperform the general population in Math and ELA |
| Our economically disadvantaged students underperform the general population in Math and ELA |
| New science standards are being implemented in the fall of 2025 |
| |
| |

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

| Programs and Plans | Comments/Notable Observations |
|---------------------------------------|---|
| Special Education Plan | Need to ensure timelines are being met and program changes are made when progress monitoring shows a lack of progress |
| Title 1 Program | We serve students through targeted assistance at three schools in both math and ELA |
| Student Services | |
| K-12 Guidance Plan (339 Plan) | |
| Technology Plan | |
| English Language Development Programs | |

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

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.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

| | |
|--|-------------|
| Foster a vision and culture of high expectations for success for all students, educators, and families | Operational |
| Establish and maintain a focused system for continuous improvement and ensure organizational coherence | Operational |
| Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district | Emerging |

Focus on Continuous Improvement of Instruction

| | |
|---|-------------|
| Ensure effective, standards-aligned curriculum and assessment | Emerging |
| Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction | Emerging |
| Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning | Operational |

Provide Student-Centered Supports so That All Students are Ready to Learn

| | |
|--|-------------|
| Coordinate and monitor supports aligned with students' and families' needs | Emerging |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the district | Operational |

Implement Data-Driven Human Capital Strategies

| | |
|---|-------------|
| Recruit and retain fully credentialed, experienced and high-quality leaders and teachers | Emerging |
| Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities | Operational |

Organize and Allocate Resources and Services Strategically and Equitably

| | |
|---|-------------|
| Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data | Emerging |
| Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities | Operational |

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

| |
|---|
| We set high expectations for all |
| We target our professional development of staff to areas of need as identified in our data and needs assessment survey. |

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

| |
|--|
| Improve communication throughout the organization |
| Set goals and align those throughout the organization |
| Supports are not equitably or systematically implemented across buildings and grade levels |

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 |
|--|---------------------------------|
| Attendance | True |
| We are showing growth to some degree in every subject are at every school. In Science this growth is greatest | False |
| Our first grade DIBELS data indicates a greater number of students reaching proficiency in grade 1 over kindergarten in the fall of the school year. | False |
| Our Linkit benchmark data for the fall of 2024 shows our students with 504s are outperforming the general population in ELA | True |
| Our gifted students at 5-6 are achieving at a high level on our fall Linkit ELA benchmarks | False |
| Only one 9th grade student of those tested on the fall 2024 Linkit ELA benchmark scored below basic | False |
| Our Linkit benchmark data for the fall of 2024 shows our students with 504s are outperforming the general population in math | False |
| Only 7 students of those tested on the fall 2024 Linkit Alg 1 benchmark scored below basic | False |
| Our historical Linkit benchmark data is in line with our PSSA outcomes in demonstrating general proficiency overall in science | False |
| Our students do very well on our civics exam. | False |
| Our students do very well in completing career portfolio artifacts. | False |
| Our Asian subgroup is large and historically outperforms our other groups. | False |
| Our students with 504s outperforms the general student population in ELA | False |
| We set high expectations for all | False |
| We target our professional development of staff to areas of need as identified in our data and needs assessment survey. | False |

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District 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 |
|--|---------------------------------|
| Achievement in Math and ELA for students with disabilities grades 5-12 | False |
| Achievement in math and ELA for students who are economically disadvantaged grades 5-12 | False |
| Our data for grades 3 and 4 on the fall Linkit benchmarks show our scores are down over previous year's fall benchmark data in ELA | True |
| Our fall Linkit benchmark in grades 6 and 7 ELA shows 100% of our students who have learning disabilities or are identified as ELs are performing below proficient | True |

| | |
|--|-------|
| Our data for grades 3 and 4 on the fall Linkit benchmarks show our scores are down over previous year's fall benchmark data in math | False |
| Our fall Linkit benchmark in grades 5 math shows 50% of our students performing below proficient | False |
| Our fall Linkit benchmark in grades 8 math shows 56% of our students performing below proficient | False |
| With the coming changes to STEELS standards and related testing, we will need to monitor our achievement under these new terms | True |
| We give our civics exam in grade 12 which does not leave us time to remediate any students who may need it. | False |
| We give a different benchmark in science than in our other tested areas. A common assessment tool may help us compare growth better. | False |
| Our students with IEPs underperform the general population in Math and ELA | True |
| Our economically disadvantaged students underperform the general population in Math and ELA | False |
| New science standards are being implemented in the fall of 2025 | False |
| Improve communication throughout the organization | False |
| Set goals and align those throughout the organization | False |
| Supports are not equitably or systematically implemented across buildings and grade levels | 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.

Strengths in classroom respect and rapport. Weakness in questioning and discussion techniques.

Analyzing (Strengths and Challenges)

Analyzing Challenges

| Analyzing Challenges | Discussion Points | Check for Priority |
|--|-------------------|--------------------|
| Our data for grades 3 and 4 on the fall Linkit benchmarks show our scores are down over previous year's fall benchmark data in ELA | | True |
| Our fall Linkit benchmark in grades 6 and 7 ELA shows 100% of our students who have learning disabilities or are identified as ELs are performing below proficient | | False |
| With the coming changes to STEELS standards and related testing, we will need to monitor our achievement under these new terms | | True |
| Our students with IEPs underperform the general population in Math and ELA | | False |
| Supports are not equitably or systematically implemented across buildings and grade levels | | True |

Analyzing Strengths

| Analyzing Strengths | Discussion Points |
|---|-------------------|
| Attendance | |
| Our Linkit benchmark data for the fall of 2024 shows our students with 504s are outperforming the general population in ELA | |

Priority Challenges

| Analyzing Priority Challenges | Priority Statements |
|-------------------------------|---|
| | We need to ensure that student achievement grows as students move throughout our grade levels. When student groups demonstrate a unique need, instruction needs to be differentiated to meet those needs. |
| | STEELS require us to shift our approach to instruction in science and to address technology and environmental standards. These need to be addressed in the appropriate courses that all students have access to. |
| | The district needs to create a strong system for intervention that is rooted in clearly communicated data criteria that determines specific interventions, progress monitoring and next steps. Staff need to be trained in all elements and the process needs to be communicated to staff and families. |

Goal Setting

Priority: We need to ensure that student achievement grows as students move throughout our grade levels. When student groups demonstrate a unique need, instruction needs to be differentiated to meet those needs.

| | | |
|---|--|---|
| Outcome Category | | |
| English Language Arts | | |
| Measurable Goal Statement (Smart Goal) | | |
| 95% of students in grades 3-8 and 11 will score proficient or advanced on state literacy assessments. | | |
| Measurable Goal Nickname (35 Character Max) | | |
| Structured Literacy | | |
| Target Year 1 | Target Year 2 | Target Year 3 |
| All student groups will show a gain of 10% over the 2023-24 baseline on the state literacy assessments. | The general student population will show a gain of 10% over the baseline year of 25-26 on state. | 95% of students in grades 3-8 and 11 will score proficient or advanced on state literacy assessments. |

Priority: STEELS require us to shift our approach to instruction in science and to address technology and environmental standards. These need to be addressed in the appropriate courses that all students have access to.

| | | |
|--|--|---|
| Outcome Category | | |
| Essential Practices 5: Allocate Resources Strategically and Equitably | | |
| Measurable Goal Statement (Smart Goal) | | |
| We will develop a system of MTSS (Multi-Tiered System of Supports) that is clearly communicated and implemented K-12. | | |
| Measurable Goal Nickname (35 Character Max) | | |
| MTSS | | |
| Target Year 1 | Target Year 2 | Target Year 3 |
| Implement the literacy interventions from K-12 following a clearly identified structure and criteria that reflects an appropriate scaffolding of support as students move through the grade progression. | Identify and implement a common assessment practice by course and a system to analyze that data to inform decisions around resources for the subsequent years. | We will develop a system of MTSS (Multi-Tiered System of Supports) that is clearly communicated and implemented K-12. |

Priority: The district needs to create a strong system for intervention that is rooted in clearly communicated data criteria that determines specific interventions, progress monitoring and next steps. Staff need to be trained in all elements and the process needs to be communicated to staff and families.

| | | |
|---|--|--|
| Outcome Category | | |
| STEM | | |
| Measurable Goal Statement (Smart Goal) | | |
| 95% of students will perform proficient or advanced on state science assessments. | | |

| | | |
|--|--|---|
| Measurable Goal Nickname (35 Character Max) | | |
| STEELS | | |
| Target Year 1 | Target Year 2 | Target Year 3 |
| The all student group will perform 10% better over the baseline field test data of the 24-25 on the state science assessments. | The all student group will perform 10% better over the baseline year 25-26 on the state science assessments. | 95% of students will perform proficient or advanced on state science assessments. |

Action Plan

Measurable Goals

| | |
|---------------------|------|
| Structured Literacy | MTSS |
| STEELS | |

Action Plan For: Provide targeted reading intervention for students in grades 4-9

| |
|--|
| Measurable Goals: |
| <ul style="list-style-type: none"> 95% of students in grades 3-8 and 11 will score proficient or advanced on state literacy assessments. We will develop a system of MTSS (Multi-Tiered System of Supports) that is clearly communicated and implemented K-12. |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|-----------------------------------|------------|
| Implement specific interventions for students based on data with clear targets for success. | | 2025-04-01 | 2025-12-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Building Principal | Curriculum and Special Education Supervisors and Directors Intervention materials Professional development on data and intervention | Yes | Yes |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|---|
| All teachers of grades 4-9 will be able to identify literacy needs in students based on data and be able to identify the appropriate intervention for that student. | Quarterly teachers will participate in data analysis and identify with their principal the needs of their students. |

Action Plan For: Explicit instruction in literacy

| |
|--|
| Measurable Goals: |
| <ul style="list-style-type: none"> 95% of students in grades 3-8 and 11 will score proficient or advanced on state literacy assessments. We will develop a system of MTSS (Multi-Tiered System of Supports) that is clearly communicated and implemented K-12. |

| Action Step | | Anticipated Start/Completion Date | |
|--|---|-----------------------------------|------------|
| Provide explicit literacy instruction in grades K- 12 in the universal tier (Core instruction) | | 2025-04-01 | 2026-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Director of Curriculum, Instruction | Curriculum and Special Education Supervisors Building Principals Professional | Yes | No |

| | | | |
|----------------|---|--|--|
| and Assessment | Development in explicit teaching of reading | | |
|----------------|---|--|--|

| | |
|---|--|
| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
| Classroom lessons will provide opportunities for all students to receive explicit instruction in literacy and opportunities for related application practice. | Building Principal will identify and provide feedback to teachers around these practices at least four times a year through observations, walk-throughs, faculty meetings and professional development sessions. |

Action Plan For: STEELS Implementation

| |
|---|
| Measurable Goals: |
| <ul style="list-style-type: none"> 95% of students will perform proficient or advanced on state science assessments. |

| | | |
|--|--|------------------|
| Action Step | Anticipated Start/Completion Date | |
| Teach academic vocabulary intensively across several days using a variety of instructional strategies. | 2025-08-26 | 2027-06-17 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? |
| Building Principal | District Science Resource Instructional Coaches Professional Development | Yes |
| | | Com Step? |
| | | No |

| | |
|--|---|
| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
| Teachers will identify and implement strategies for vocabulary instruction that support the needs of all learners. | Building principal will observe and provide feedback at least twice each year. Instructional coaches will visit quarterly and provide feedback. |

Professional Development

Professional Development Action Steps

| Evidence-based Strategy | Action Steps |
|--|--|
| Provide targeted reading intervention for students in grades 4-9 | Implement specific interventions for students based on data with clear targets for success. |
| Explicit instruction in literacy | Provide explicit literacy instruction in grades K- 12 in the universal tier (Core instruction) |
| STEELS Implementation | Teach academic vocabulary intensively across several days using a variety of instructional strategies. |

Structured Literacy Training

| | | |
|--|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> Provide explicit literacy instruction in grades K- 12 in the universal tier (Core instruction) | | |
| Audience | | |
| Teachers of literacy and social studies | | |
| Topics to be Included | | |
| Foundational skills of reading, vocabulary instruction, instructional strategies | | |
| Evidence of Learning | | |
| Lesson plans and classroom observations | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Building Principal | 2025-04-01 | 2027-06-17 |

Learning Format

| | |
|---|------------------------------|
| Type of Activities | Frequency |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | At least four times per year |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> 1e: Designing Coherent Instruction 3c: Engaging Students in Learning | |
| This Step Meets the Requirements of State Required Trainings | |
| Structured Literacy | |

Data Analysis

| |
|---|
| Action Step |
| <ul style="list-style-type: none"> Implement specific interventions for students based on data with clear targets for success. |
| Audience |
| All teachers |
| Topics to be Included |

| | | |
|---|--------------------------|-------------------------------|
| Types of assessments, quality of assessments, analysis and interpretation of data | | |
| Evidence of Learning | | |
| Participation in building data meetings, changes in instruction practices identified through observations, increased student achievement. | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Building Principal | 2025-08-26 | 2026-06-17 |

Learning Format

| | |
|---|-------------------------------|
| Type of Activities | Frequency |
| Professional Learning Community (PLC) | At least four times each year |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 3b: Using Questioning and Discussion Techniques • 3d: Using Assessment in Instruction • 1f: Designing Student Assessments | |
| This Step Meets the Requirements of State Required Trainings | |
| Teaching Diverse Learners in Inclusive Settings | |

STEELS Vocabulary

| | | |
|--|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> • Teach academic vocabulary intensively across several days using a variety of instructional strategies. | | |
| Audience | | |
| Teachers of Science | | |
| Topics to be Included | | |
| Strategies for academic vocabulary instruction | | |
| Evidence of Learning | | |
| Implementation of strategies, improved student achievement | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Building Principal | 2025-07-01 | 2026-06-17 |

Learning Format

| | |
|--|----------------------------|
| Type of Activities | Frequency |
| Inservice day | At least twice in the year |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 3a: Communicating with Students • 3c: Engaging Students in Learning | |
| This Step Meets the Requirements of State Required Trainings | |
| Language and Literacy Acquisition for All Students | |

STEELS Vocabulary

| | | |
|--|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> Teach academic vocabulary intensively across several days using a variety of instructional strategies. | | |
| Audience | | |
| | | |
| Topics to be Included | | |
| | | |
| Evidence of Learning | | |
| | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| | | |

Learning Format

| | |
|--|----------------------------|
| Type of Activities | Frequency |
| Inservice day | At least twice in the year |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> 1e: Designing Coherent Instruction 3a: Communicating with Students 3c: Engaging Students in Learning | |
| This Step Meets the Requirements of State Required Trainings | |
| Language and Literacy Acquisition for All Students | |

Communications Activities

| MTSS Communication | | | | | |
|-----------------------------|-----------------------------|---|--|---------------------------------|--------------------------------------|
| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| | Staff and Parents/Guardians | Criteria for needing intervention, assessments used in the determination, interventions available | Building Principal | 09/30/2025 | 06/17/2026 |
| Communications | | | | | |
| Type of Communication | | | Frequency | | |
| Posting on district website | | | An MTSS section of the website will be created and updated as needed | | |

Approvals & Signatures

| |
|-----------------------|
| Uploaded Files |
| |

| Chief School Administrator | Date |
|-----------------------------------|-------------|
| | |