Draft shared with Board President & V. President – 7/28/2025

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GOALS 2025-2026 SCHOOL TERM

BOARD FOCUS AREA: IMPROVING LITERACY PRACTICE

1. All teachers will have a clear understanding of good literacy practices.
    a. District will deploy the Schools Cubed/Keys to Literacy Professional Learning program beginning with the 2025-2026 school year.
    b. Teaching staff will be provided a self-reflective survey at the beginning and end of the Schools Cubed/Keys to Literacy Professional Learning program to assess individual growth during the 2025-2026 school year.
        i. An aggregate report of survey results will be provided to the Board in May 2026. (Zerbe/Regina)
    c. Instructional Coaches will organize teacher focus groups to gather feedback on the Schools Cubed/Keys to Literacy Professional Learning program.
        i. District will utilize feedback to adjust for program improvement towards goal. (Regina)
    d. Literacy Program Update will appear as a standing item on the monthly Education Committee agenda with updates provided by the administration and third-party providers as needed. (Regina)

2. All teachers will demonstrate a comprehensive understanding of good literacy practices as shown through the Universal Instruction domain of the Literacy Evaluation Tool used by Schools Cubed//Keys to Literacy.
    a. Schools Cubed/Keys to Literacy will provide aggregated data to support progress of professional practice via the Literacy Evaluation Tool. (Regina)
    b. District administrators will work alongside the Schools Cubed/Keys to Literacy staff to prepare listing of walkthrough “look fors” specific to the good literacy practices training provided to professionals. (Regina)
    c. Look fors” will be communicated to educators and members of the Education Committee of the Board. (Regina)
    d. District administrators will complete (3) walk throughs per professional staff for 2025-2026.
        i. District administration will use aggregated administrative walkthrough data and compare feedback from the Schools Cubed/Literacy Evaluation Tool. A summary report will be provided to the Board by March 2026 on key findings and areas of needed improvement. (Regina)

e. A report will be provided to the Board of School Directors at the end of each quarter of the 2025/2026 school year outlining metrics (aggregated data, feedback on program implementation, and future actions required/ program status) for the Schools Cubed/Keys to Literacy program. (Zerbe/Regina)

3. The administration will create a comprehensive document outlining the district's Multi-Tiered System of Supports (MTSS) framework.
    a. By May 1, 2026, the district will document a comprehensive MTSS framework.
        i. Mid-Year Update on progress of MTSS Framework development will be shared with the Education Committee in the January 2026 Committee meeting. (Zerbe/Regina)
        ii. The district will communicate the MTSS framework with the School Board of Directors, including needed resources, professional development, and assessment materials needed for full implementation. (Zerbe)
        iii. The district will communicate the MTSS framework with all stakeholders, including students, parents and guardians, and staff in a clear and appropriate manner. (Zerbe)
        iv. The district will produce a clear decision framework infographic that will be used to help communicate with students, parents and guardians, and staff. (Zerbe)
        v. The MTSS framework will reflect the most recent and up-to-date evidence-based research and best practice including the following sources: (Zerbe/Regina)
            1. The Lap-G Modules by Mount St Joseph University.
            2. Center on Multi-Tiered Systems of Support
            3. PATTAN (presentation link from PATTAN)
            4. The National Center on Intensive Intervention
            5. Recommendations by School's Cube
        vi. The comprehensive document will include, but not be limited to:
            1. Whole-Child Focus rationale
            2. Early Identification and Intervention process
            3. Tiered Levels of Support (resources/framework/transition)
            4. Data-Driven Decision evidence framework
            5. Family Engagement and Communication process/timelines
            6. Access to resources/support
            7. Evidence-Based Interventions
            8. Progress Monitoring and Feedback Loops
            9. Integrated Academic and Behavior Support
            10. Include math, behavior, reading, writing (micro and macro skills), and language comprehension

BOARD FOCUS AREA: LONG TERM FACILITIES PLANNING

4. Produce an updated 10-year master facilities plan.

a. Present to the Board of School Directors an updated 10-year District Master Facilities Plan by October 2025 inclusive of projected costs and project sequencing for use in facilities renovation and improvement planning. (Zerbe/Sorgini)

5. Provide recommended options for renovation of Methacton High School.
    a. Present renovation options by December 2025 for Methacton High School that can be used to inform decisions on a path forward with Methacton High School. (Zerbe/Sorgini)

BOARD FOCUS AREA: LONG TERM FINANCIAL PLANNING

6. The Finance Committee of the Board will conduct additional examination of targeted budget areas as part of the development of the 2026-2027 annual budget.
    a. The Finance Committee in September 2025 will determine target areas of additional examination and associated data points needed to best support review and development of annual budget. (Zerbe)
    b. The Finance Committee will utilize additional data throughout the budgetary process (October-May). (Zerbe)
    c. The Director of Business Services will produce a summary report in April 2026 for the full Board outlining the decisions made leveraging the additional examination/data. (Zerbe)

7. Complete a comprehensive review of administrative, professional and support staffing levels.
    a. The administration will review with the Board the current staffing levels by building/program/level/department by end of September 2025. (Zerbe/Sorgini/Regina)
    b. The administration will review with the Board the comparative staffing levels by December 2025. (Zerbe/Sorgini/Regina)
    c. The administration will review with the Board recommendations on long term staffing needs/levels to ensure a complete and appropriate Methacton School District Educational Experience by March 2026. (Zerbe/Sorgini/Regina)

8. Increase fiscal transparency and understanding of budget process and decisions.
    a. The administration will draft a budget schedule by end of October 2025 that will include two additional open public forums that are designed to focus on communicating the process and increasing the understanding of what and why we make fiscal decisions. (Zerbe)
    b. The administration will host two public forums designed to provide information, gather feedback, and answer questions to support transparency in budgeting process prior to the final adoption of the 2026-2027 budget in May 2026. (Zerbe)