Methacton Comprehensive Plan

2025-2028

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Methacton SCHOOL DISTRICT

Methacton 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.

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Future Ready PA Index

The **Future Ready PA Index** is Pennsylvania's public-facing school progress report that illustrates student and school success in three categories: academic performance, student progress, and college and career readiness.

Academic data shows both achievement and growth data.

The comprehensive planning process requires us to analyze the data from this document to identify strengths and challenges.

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Future Ready PA Index-School Level

Strengths

Indicator (Data Component)	Comments/Notable Observations
Attendance	Attendance is meeting or exceeding the statewide goal in every category
Career Benchmarks	We are meeting or exceeding the statewide goal in every building where applicable (grade 5, 8, 11)
Growth	We are showing growth to some degree in every subject at every school. Growth is greatest in science.

Challenges

Indicator (Data Component)	Comments/Notable Observations
ELA Achievement	Achievement in ELA is below district expectations
Math Achievement	Achievement in Math at the 7-12 level is below district expectations

Future Ready PA Index-Grade Level and Individual Student Groups

Strengths

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

Challenges

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

School Performance Data- Local Assessments

Methacton uses three standardized assessments across the district.

DIBELS 8 m-CLASS- Dynamic Indicators of Basic Early Literacy Skills is a screening tool used with all students in grades K-6 to determine areas of need in literacy.

Linkit Benchmarks- These are assessments that mimic state testing and are used to determine students predicted performance of PSSA and Keystones. These are give for Math and ELA in grades 3-8 and in tested Keystone courses and feeder courses for Algebra 1 and Literature grade 10.

iReady Diagnostic- These assessments are used to identify areas of need and strength within the overall skills taught in Math and ELA in grades K-8. This diagnostic also generates a student specific pathway of digital activities to assist in strengthening students' understanding.

School Performance Data- Local Assessments

Strengths- Literacy
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- Literacy
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

School Performance Data- Local Assessments

Strengths- Math
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 Algebra 1 benchmark scored below basic

Challenges- Math
Our data for grades 3 and 4 on the fall Linkit benchmarks show our scores are down over the 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

Related Academics

Career Readiness- Our students do very well in completing career artifacts

Environment and Ecology- Historically our students do very well overall on state science assessments. We are adopting the new STEELS standards in Pennsylvania for the 2025-26 school year.

Social Studies- Our students perform very well on the required Civics exam.

Articulation Agreements- We have an agreement with Montgomery County Community College for dual enrollment courses.

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Conditions for Leadership, Teaching and Learning

Pennsylvania Essential Practices for District Framework	Not Yet	Emerging	Operational	Exemplary
Foster a vision and culture of high expectations for success for all students, educators, and families			X	
Establish and maintain a focused system for continuous improvement and ensure organizational coherence			X	
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district		X		
Ensure effective, standards-aligned curriculum and assessment		X		
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction		X		
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning			X	
Coordinate and monitor supports aligned with students' and families' needs		X		
Partner with local businesses, community organizations, and other agencies to meet the needs of the district			X	
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data		X		
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities			X	

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Our 2025-28 Comprehensive Plan

Strengths included:

- Attendance
- Students with 504s outperforming the total population on benchmarks

Challenges included:

- Scores on grade 3 and 4 fall benchmarks in ELA are down
- Scores on grade 6 and 7 fall benchmarks in ELA show students with disabilities or identified as an EL are scoring below proficient
- Students with IEPs are underperforming the total student group in math and ELA
- Supports are not equitably or systematically implemented across grade levels
- Adopting new standards for science

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Our 2025-28 Comprehensive Plan

The district identified three general goal categories to address the priority challenges which fit into state designated outcome categories:

1. Structured Literacy
2. Multi-tiered System of Supports (MTSS)
3. STEELS (Science, Technology and Engineering, Environmental Literacy and Sustainability) Implementation

Goal/Outcome Category	Measurable Goal Statement	
Structured Literacy/ELA	95% of students in grades 3-8 and 11 will score proficient or advanced on state literacy assessments.	
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.	Year three target is the measurable goal.

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Our 2025-28 Comprehensive Plan

Goal/Outcome Category	Measurable Goal Statement	
MTSS/Allocate Resources Strategically and Equitably	We will develop a system of MTSS (Multi-Tiered System of Supports) that is clearly communicated and implemented K-12.	
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.	Year three target is the measurable goal.

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Our 2025-28 Comprehensive Plan

Goal/Outcome Category	Measurable Goal Statement	
STEELS/STEM	95% of students will perform proficient or advanced on state science assessments.	

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.	Year three target is the measurable goal.

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Plan for Achievement of Goals

Action Step:	Anticipated Start Date	Anticipated End Date
Implement specific interventions for students based on data with clear targets for success.	4/1/2025	12/31/2025

Lead Person/Position:	Materials/Resources/Supports Needed:
Building Principal	Curriculum and Special Education Supervisors and Directors Intervention materials Professional Learning focused on data and intervention

Anticipated Output	Monitoring/Evaluation
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.

Plan for Achievement of Goals

Action Step:	Anticipated Start Date	Anticipated End Date
Provide explicit literacy instruction in grades K- 12 in the universal tier (Core instruction)	4/1/2025	6/30/2026

Lead Person/Position:	Materials/Resources/Supports Needed:
Director of Curriculum, Instruction and Assessment	Curriculum and Special Education Supervisors Building Principals Professional Development in explicit teaching of reading

Anticipated Output	Monitoring/Evaluation
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.

Plan for Achievement of Goals

Action Step:	Anticipated Start Date	Anticipated End Date
Teach academic vocabulary intensively across several days using a variety of instructional strategies.	8/26/2025	6/17/2027
Lead Person/Position:	**Materials/Resources/Supports Needed:**	
Building Principal	District Science Resource Instructional Coaches Professional Development	
Anticipated Output	**Monitoring/Evaluation**	
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.	

Questions and Feedback

A copy of the full Comprehensive Plan can be found here.