UPPER MERION AREA SD

435 Crossfield Rd

Comprehensive Plan | 2024 - 2027

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MISSION STATEMENT

The mission of the Upper Merion Area School District is to inspire excellence…in every student, every day.

VISION STATEMENT

We envision our district to be one where… Our Students • graduate prepared academically, culturally, and technologically prepared for the challenges of the 21st century • graduate prepared to be life-long learners • graduate with a strong sense of self, a deep concern for fellow human beings, and a lasting commitment to their community Our Parents • are engaged in their children's educational experiences • work collaboratively with school personnel to understand and support educational endeavors • model high ethical and work standards and demonstrate the value of school attendance Our Community • works collaboratively to foster supportive partnerships that benefit all students • takes pride in our schools • holds high expectations for all students Our Leadership and Governance • support a culture of learning • serve as educational mentors • are future-focused and guide change • model perseverance, strong work ethic and lifelong learning

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Core values which guide our thoughts, decisions, and actions are: Student Learning and Safety People, Relationships, and Multiple Perspectives Honesty, Integrity, and Respect Commitment, Collaboration, and High Work Ethic Teamwork and Purpose Principles of Professionalism which provide guidelines for decisions and performance include: • We believe that learning takes place in multiple contexts and that one domain does not take precedence over another • We believe that families and the community must be partners in influencing student success • We believe that all students can learn • We believe that excellence is inspired in a culture of respect that extends to all students and adults • We need to approach learning with respect for the cultural and linguistic identity of students and their families • We need to actively foster engagement, alignment, and collaboration between all aspects of the school district and community partners • We need to use valid data to identify and prioritize needs and to measure success • We need to be future focused We believe: • Every student is uniquely capable and • deserves to be challenged each day. • Uninhibited learning depends on a safe, nurturing, inclusive and flexible environment. • Critical thinking, problem-solving and adaptability are necessary for students to be equipped for future challenges. • Meaningful and relevant work engages students and staff in profound learning. • An educated citizenry is essential for equal opportunity and a prosperous society. • Education is the shared responsibility of the community and can transform and empower students to take responsibility to act as change agents. • Genuine transformation requires disruptive innovation.

STAFF

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ADMINISTRATION

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PARENTS

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COMMUNITY

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OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Susan Silver	Assistant Superintendent	Administration
John Toleno	Superintendent	Administration
Sean Gardiner	Director of STEM	Administration
Andrew Kuhn	Director of Humanities	Administration
Treena Sadler	Supervisor of Special Education 5-12	Administration
Staci Futrick	Supervisor of Special Education K-4	Administration
John Moody	Director of Student Services	Administration
Jonathan Bauer	High School Principal	Upper Merion Area High School
Adam Slavin	Middle School Principal	Upper Merion Area Middle School
Steve Van Mater	Elementary Principal	Caley Elementary School
Frank McCartney	Elementary Principal	Candlebrook Elementary School
Anthony Grazel	Elementary Principal	Roberts Elementary School
Timothy Bickhart	Elementary Principal	Bridgeport Elementary School
Steve Kozol	Staff Member	Upper Merion Area High School

Name	Position	Building/Group
Alice Hope	Board Member	Upper Merion Area School District
Rachel Albright	Parent	Upper Merion Area High School
Amy Odgers	Staff Member	Upper Merion Area Middle School
Dena Yassky	Staff Member	Gulph Elementary School
Stephanie Dell'Elmo	Staff Member	Upper Merion Area High School
Jennifer Wert	Staff Member	Candlebrook Elementary School
Gail Ward	Staff Member	Upper Merion Area High School
Jill Murray	Administrator	Upper Merion Area High School
Nicole Miller	Staff Member	Upper Merion Area High School
Jenn Sharp	Staff Member	Upper Merion Area School District
Laura Ebersole	Staff Member	Upper Merion Area High School
Daryl Schumacher	Staff Member	Upper Merion Area High School
Susan Shelton	Staff Member	Upper Merion Area School District
Beth Triolo	Staff Member	Upper Merion Area School District
Cheryl Bacchi	Staff Member	Upper Merion Area High School

Name	Position	Building/Group
Julie Overly	Staff Member	Upper Merion Area School District
Brenda Rodriguez	Staff Member	Administration
Michael Griffith	Staff Member	Upper Merion Area High School
Megan Dreyfus	Staff Member	Upper Merion Area Middle School
Tiffany Cherry	Board Member	Upper Merion Area School District
Caitlin Navarro	Administrator	Administration
Jason Jones	Board Member	Upper Merion Area School District
Jenn Lyons	Board Member	Upper Merion Area School District
Eric Wellington	Board Member	Upper Merion Area School District
Maggie Philips	Board Member	Upper Merion Area School District
Brett Oslon	Board Member	Upper Merion Area School District
Gary Ledebur	Board Member	Upper Merion Area School District
Troy Chiddick	Board Member	Upper Merion Area School District
Chris Dickerson	Administrator	Gulph Elementary School
Angela Cressor	Staff Member	Roberts Elementary School

Name	Position	Building/Group
Ashia Philippe	Staff Member	Upper Merion Area School District
Rebecca DeSantis	Community Member	MCIU Pre-K Counts
Angela Haynie	Parent	Upper Merion Area School District
Brett Montich	Community Member	Upper Merion Area School District
Sha'onna Ennis	Student	Upper Merion Area High School
Layla Graham	Student	Upper Merion Area High School
Madison Johnson	Student	Upper Merion Area High School
Salaah Akers	Student	Upper Merion Area High School
Kyra Bostic	Student	Upper Merion Area High School
Whitney Howard	Parent	Gulph Elementarty

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
The District will increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programming. Continued professional learning for staff on social emotional learning/positive behavior interventions & self-care	School climate and culture School climate and culture School climate and culture
The District will focus on math fluency through First in Math and additional math interventions across all five elementary schools and the middle school.	Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 1: Focus on Continuous Improvement of Instruction
The District increase the District's focus and training for all staff in best practices of inclusion through embedded,	Essential Practices 3:

Priority Statement	Outcome Category
ongoing and appropriate professional development.	Provide Student-Centered Support Systems
The District will focus on math fluency through First in Math and additional math interventions across the middle school.	Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy
Fly Five

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Cultural Proficiency	Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs as evaluated through perception surveys for staff, students and parents.
Cultural Competence and Inclusion	The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue to implement Fly Five lessons into Morning Meetings and classroom routines.	2024-04-01 - 2027-06-30	Dr. Andrew Kuhn, Director of Humanities	https://www.flyfivesel.org/

Anticipated Outcome

Through the use of the C.A.R.E.S.. standards, a set of developmentally progressive social and emotional standards that can be taught within and across sociocultural boundaries and constructs, our students will gain developmentally- appropriate, culturally accurate, and situation-appropriate social and emotional competence.

Monitoring/Evaluation

Survey data and SWIS PBIS data (attendance and discipline data) Monthly data meetings and District-wide PBIS meetings to monitor progress of implementation.

Evidence-based Strategy

First in Math

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Achievement	Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all elementary school students through response to intervention (RTI) programming and effective core instruction.

Goal Nickname	Measurable Goal Statement (Smart Goal)
Cultural Competence and Inclusion	The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue to implement First in Math to support math fluency.	2024-04-01 - 2027-06-30	Dr. Sean Gardiner, Director of STEM	https://www.firstinmath.com/

Anticipated Outcome

Improved student achievement for our students with disabilities, black students, as well as all students in math uenc?, problem-solving, and reasoning skills.

Monitoring/Evaluation

Data from EM4 mathematics unit assessments, student process on First in Math modules, and data collected and evaluated.. Monthly and end of year monitoring. Longitudinal data will also be collected to determine impact of program.

Evidence-based Strategy

Trapezium Math

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Math Achievement	Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all elementary school students through response to intervention (RTI) programming and effective core instruction.
Cultural Competence and Inclusion	The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide additional support in Kindergarten math fluency through collaborative problem-solving and mastery in the following areas: counting, reasoning, automaticity, fluency, and test-taking.	2024-04-01 - 2027-06-30	Dr. Sean Gardiner, Director of STEM	https://www.trapeziummath.com/
Tiered training for Kindergarten teachers in Trapezium Math	2024-04-01 - 2027-06-30	Dr. Sean Gardiner, Director of STEM	info@trapeziummath.com

Anticipated Outcome

Kindergarten math fluency through collaborative problem-solving and mastery targeting counting, reasoning, automaticity, fluency, and test-taking will prepare students for math

Monitoring/Evaluation

Data from Trapezium mathematics assessments, student process on First in Math modules, and data collected and evaluated.. Monthly and end of year monitoring. Longitudinal data will also be collected to determine impact of program.

Evidence-based Strategy

Multi-tiered system of supports (MTSS)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Achievement	Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all middle school students as well as students with disabilities and black students through response to intervention (RTI) programming and effective core instruction.
Cultural Competence and Inclusion	The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue to implement Response to Intervention (Academic) and Positive Behavior Intervention and Support (Behavior) programs in all seven schools.	2024-04-01 - 2027-06-30	Dr. Susan Silver, Assistant Superintendent	https://www.pattan.net/Multi-Tiered-System-of-Support/MULTI-TIERED-SYSTEM-OF-SUPPORTS
Focus on the effective implementation of Response to Intervention supports through universal assessments and pedagogy to address all tiers of instruction (Tier 1, 2 & 3) and expand to math instruction	2024-04-01 - 2027-06-30	Dr. Susan Silver, Assistant Superintendent	Montgomery County Intermediate Unit Consultants, PATTAN, Upper Merion Area Instructional

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			Coaches
Training for staff on the use of appropriate core instruction for both ELA and Math as well as how to utilize data to drive instructional practices.	2024-04-01 - 2027-06-30	Dr. Susan Silver	Montgomery County Intermediate Unit Consultants, PATTAN, Upper Merion Area Instructional Coaches
Continue to focus math acceleration efforts on marginalized students. In the Upper Merion Area School District we offer acceleration in mathematics in 5th, 6th, 7th, and 8th grade. Each year we use a process specific for each grade level to identify students to accelerate in mathematics. This gives students four chances at acceleration starting in 4th grade.	-	Dr. Sean Gardiner	EM4 data, demographic data
Continue to focus math acceleration efforts on marginalized students. In the Upper Merion Area School District we offer acceleration in mathematics in 5th, 6th, 7th, and 8th grade. Each year we use a process specific for each grade level to identify students to accelerate in mathematics. This gives students four chances at acceleration starting in 4th grade.	2024-04-01 - 2027-06-30	Dr. Sean Gardiner	EM4 data, demographic data

Anticipated Outcome

All students will access to appropriate and rigorous curriculum that meets their individual needs. Both growth and achievement data should improve through high-quality, scientifically based classroom instruction.

Monitoring/Evaluation

Data from unit assessments, student process is collected in a data warehouse, and evaluated consistently. Monthly and end of year monitoring. Longitudinal data will also be collected to determine impact of program.

Evidence-based Strategy

Youth Aid Program - Montgomery County

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Cultural Proficiency	Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs as evaluated through perception surveys for staff, students and parents.
Cultural Competence and Inclusion	The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement the High School Youth Aid Program with fidelity.	2024-04-01 - 2027-06-30	Jonathan Bauer, High School Principal	UMASD Youth Aid Panel Lead YAP Coordinator Angela Bell, Assistant District Attorney for Montgomery County

Anticipated Outcome

Disproportionality of suspensions of High School black students will decrease through participation in a youth aid program to support restorative practices.

Monitoring/Evaluation

Program documentation - student participation and completion of program Data monitoring through SWIS (Collect referral data and make active, data-driven decisions)

Evidence-based Strategy

Link Crew

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Cultural Competence and Inclusion	The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue to implement the Link Crew program.	2024-03-01 - 2027-06-30	Jonathan Bauer, HS Principal	https://www.boomerangproject.com/transition-programs/link-crew
Continue to implement the Link Crew program.	2024-03-01 - 2027-06-30	Jonathan Bauer, HS Principal	https://www.boomerangproject.com/transition-programs/link-crew

Anticipated Outcome

Built on the belief that students can help students succeed, Boomerang Project's proven high school transition program trains mentors from the junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be during the transition to high school and help facilitate freshman success.

Monitoring/Evaluation

Survey Data - University of Pennsylvania's Consortium for Mental Health and Optimal Development Psychological Sense of School Membership (PSSM) for High School

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Evidence-based Strategy

Cultural Proficiency Training

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Achievement	Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all middle school students as well as students with disabilities and black students through response to intervention (RTI) programming and effective core instruction.
Cultural Competence and Inclusion	The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue to provide research-based, on-going and embedded professional development for staff, students and all stakeholders on cultural proficiency.	2024-04-01 - 2027-06-30	Dr. Susan Silver, Assistant Superintendent	District data/Partnerships with experts in the field of cultural proficiency
Integrate Culturally Relevant and Sustaining Education (CR-SE) competencies in new teacher induction plans as well as all	2024-04-01 - 2027-06-30	Dr. Susan Silver, Assistant Superintendent	https://www.education.pa.gov/Educators/Certification/BecomeAnEducator/Pages/Program-Framework.aspx Instructional Coaches Curriculum & Instruction Department

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
professional development plans.			

Anticipated Outcome

The outcomes of these action steps are to move the District on the continuum of cultural proficiency to cultural competence and to maintain a culture of belonging.

Monitoring/Evaluation

Student Surveys - Psychological Sense of School Membership (PSSM) - yearly Staff Surveys - PeopleBench Staff resilience Survey - yearly Stakeholders Survey - yearly

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all elementary school students through response to intervention (RTI) programming and effective core instruction. (Math Achievement) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	First in Math	Continue to implement First in Math to support math fluency.	04/01/2024 - 06/30/2027

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs as evaluated through perception surveys for staff, students and parents. (Cultural Proficiency) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Youth Aid Program - Montgomery County	Implement the High School Youth Aid Program with fidelity.	04/01/2024 - 06/30/2027

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all middle school students as well as students with disabilities and black students through response to intervention (RTI) programming and effective core instruction. (Math Achievement) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Cultural Proficiency Training	Continue to provide research-based, on-going and embedded professional development for staff, students and all stakeholders on cultural proficiency.	04/01/2024 - 06/30/2027

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all middle school students as well as students with disabilities and black students through response to intervention (RTI) programming and effective core instruction. (Math Achievement) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Cultural Proficiency Training	Integrate Culturally Relevant and Sustaining Education (CR-SE) competencies in new teacher induction plans as well as all professional development plans.	04/01/2024 - 06/30/2027

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs as evaluated through perception surveys for staff, students and parents. (Cultural Proficiency) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Fly Five	Continue to implement Fly Five lessons into Morning Meetings and classroom routines.	04/01/2024 - 06/30/2027

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all elementary school students through response to intervention (RTI) programming and effective core instruction. (Math Achievement) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	First in Math	Continue to implement First in Math to support math fluency.	04/01/2024 - 06/30/2027

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all elementary school students through response to intervention (RTI) programming and effective core instruction. (Math Achievement) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Trapezium Math	Provide additional support in Kindergarten math fluency through collaborative problem-solving and mastery in the following areas: counting, reasoning, automaticity, fluency, and test-taking.	04/01/2024 - 06/30/2027

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all middle school students as well as students with disabilities and black students through response to intervention (RTI) programming and effective core instruction. (Math Achievement) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Multi-tiered system of supports (MTSS)	Focus on the effective implementation of Response to Intervention supports through universal assessments and pedagogy to address all tiers of instruction (Tier 1, 2 & 3) and expand to math instruction	04/01/2024 - 06/30/2027

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all middle school students as well as students with disabilities and black students through response to intervention (RTI) programming and effective core instruction. (Math Achievement) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Multi-tiered system of supports (MTSS)	Training for staff on the use of appropriate core instruction for both ELA and Math as well as how to utilize data to drive instructional practices.	04/01/2024 - 06/30/2027

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all middle school students as well as students with disabilities and black students through response to intervention (RTI) programming and effective core instruction. (Math Achievement) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Multi-tiered system of supports (MTSS)	Continue to focus math acceleration efforts on marginalized students. In the Upper Merion Area School District we offer acceleration in mathematics in 5th, 6th, 7th, and 8th grade. Each year we use a process specific for each grade level to identify students to accelerate in mathematics. This gives students four chances at acceleration starting in 4th	04/01/2024 - 06/30/2027

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		grade.	

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all middle school students as well as students with disabilities and black students through response to intervention (RTI) programming and effective core instruction. (Math Achievement) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Multi-tiered system of supports (MTSS)	Continue to focus math acceleration efforts on marginalized students. In the Upper Merion Area School District we offer acceleration in mathematics in 5th, 6th, 7th, and 8th grade. Each year we use a process specific for each grade level to identify students to accelerate in mathematics. This gives students four chances at acceleration starting in 4th	01/01/0001 - 01/01/0001

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		grade.	

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs as evaluated through perception surveys for staff, students and parents. (Cultural Proficiency) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Youth Aid Program - Montgomery County	Implement the High School Youth Aid Program with fidelity.	04/01/2024 - 06/30/2027

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Link Crew	Continue to implement the Link Crew program.	03/01/2024 - 06/30/2027

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Link Crew	Continue to implement the Link Crew program.	03/01/2024 - 06/30/2027

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all middle school students as well as students with disabilities and black students through response to intervention (RTI) programming and effective core instruction. (Math Achievement) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Cultural Proficiency Training	Continue to provide research-based, on-going and embedded professional development for staff, students and all stakeholders on cultural proficiency.	04/01/2024 - 06/30/2027

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all middle school students as well as students with disabilities and black students through response to intervention (RTI) programming and effective core instruction. (Math Achievement) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Cultural Proficiency Training	Integrate Culturally Relevant and Sustaining Education (CR-SE) competencies in new teacher induction plans as well as all professional development plans.	04/01/2024 - 06/30/2027

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

PSSA English Language Arts/Literature All Student Group Proficiency or Advanced on Pennsylvania State Assessments: Caley, Candlebrook, Roberts

PSSA Mathematics/Algebra All Student Group Proficiency or Advanced on Pennsylvania State Assessments: Bridgeport, Caley, Gulph, Candlebrook & Roberts

PSSA ELA Economically Disadvantaged students group met the Standard Demonstrating Growth. - Bridgeport, Candlebrook, Gulph & Middle School.

All student groups showed growth in ELA benchmark assessments

English Language Growth and Attainment - All Student Group Met Interim Goal/Improvement Target

Students with Disabilities - growth in ELA

All Student Group Met 2033 Statewide Goal All Student Group Exceeds the Standard Demonstrating Growth

Students have a foundational knowledge of the concepts required to continue on or above grade level in math

Challenges

PSSA ELA All Student Group Did not the Standard Demonstrating Growth: Candlebrook

PSSA Mathematics/Algebra All Student Group Did not meet the Standard Demonstrating Growth: Candlebrook, Roberts & Middle School

PSSA Mathematics Black students group did not meet the Standard Demonstrating Growth. - Middle School

PSSA Math Students with disabilities group did not meet the Standard Demonstrating Growth. - Middle School Candlebrook - Math - Proficient/Advanced Gulph - ELA - Proficient/Advanced Roberts - ELA - Proficient/Advanced

Any student who does not score an 8 or above in TDAs needs additional instruction in writing and should be considered for Writing Workshop course.

Recovery from COVID continues to challenge students in both social/emotional learning and increased the need for Trauma-informed instruction.

Staffing/programming for increase in English learners and students with disabilities

Strengths	Challenges
Graduation Rates are exceed performance standard - 95.9%	Candlebrook, Roberts and Middle School have not met growth in math.
Economically Disadvantaged - growth in ELA	Beyond knowledge, promote civic engagement.
Black Students - growth in ELA	Focus on higher scoring in CTE assessments and industry-based competency
Technology Plan - Refresh-Infrasture Plan to be updated 2024 and will maintain effective planning for 1:1 devices for all students and staff. Provide opportunities for students to have access to technology.	Addressing the social and emotional needs and sense of belonging of our students and staff through perception data
English Language Development Programs continue to expand and staffing increases to meet growing population of English learners.	Continue to move to 90% proficient or advanced.
Special Education Plan continues to focus on students with complex needs and the expansion of this program. Inclusionary practices are required with the addition of a Special Education Instructional Coach at the elementary level who services all 5 elementary schools.	Need to embed financial literacy in the curriculum - business, computer and information technology, family and consumer science, citizenship education, marketing and distributive education, mathematics, social studies. Need to develop a required personal finance course by the 2026-2027 school year.
Targeted-assisted Title I program provides staffing and resources for the highest need elementary school and Middle School. Increased focus on ELA and mathematics with the addition of First in Math (https://www.firstinmath.com) and Trapezium Math curriculum resources and instructional strategies. Guided reading and Response to Intervention and instruction (RTII) continue as a focus for ELA.	The central office communicates effectively with stakeholders to keep them fully informed on matters affecting them.
	Schools and community stakeholders have an opportunity to provide feedback on the nature and quality of central office services.
	Support the development and professional learning of central office and school-based staff in alignment with district and school mission,

Strengths

All Student Group Exceed the Percent Proficient/Advanced in Mathematics/Algebra 1 as well as the Academic Growth Expectations in Mathematics/Algebra 1

Dual Enrollment Program

Foster a vision and culture of high expectations for success for all students, educators, and families

Ensure effective, standards-aligned curriculum and assessment

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers of color

95% of our 11th grade students passed the US Naturalization Test by 70% or above.

PA Seal of Biliteracy - 12 students from the class of 2023 earned the Seal.

Total score of 9.4 mean score out of 16 possible points indicates on

Challenges

vision, goals, and priorities *

Students with Disabilities - below "all student" percentage in ELA, Math, and Science

Black/African American - below "all student" percentage in Math

Strengths

grade level (proficiency) for TDAs. Indicators of College and Career readiness. (Grades 5-8)

Most Notable Observations/Patterns

D.E.I. Subcommittee - Parent and Community Engagement will be working on the challenge of increasing partnerships with local businesses, community organizations and other agencies to support the needs of our diverse student population. Significant increase in personnel of color over the past five years. District still needs to focus on recruitment and retention of candidates of color. All disaggregated data indicate growth in ELA, Mathematics, and Science. However, marginalized groups still are not at District and State-wide goals.

Challenges	Discussion Point	Priority for Planning
Recovery from COVID continues to challenge students in both social/emotional learning and increased the need for Trauma-informed instruction.	Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programming. Continued professional learning for staff on social emotional learning/positive behavior interventions & self-care	
Addressing the social and emotional needs and sense of belonging of our students and staff through perception data	Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive	✓

Challenges	Discussion Point	Priority for Planning
	programming. Continued professional learning for staff on social emotional learning/positive behavior interventions & self-care	
PSSA Mathematics/Algebra All Student Group Did not meet the Standard Demonstrating Growth: Candlebrook, Roberts & Middle School	Focus on math fluency through First in Math across all five elementary schools and provide training in EM4 mathematics for middle school.	✓
Candlebrook, Roberts and Middle School have not met growth in math.	Focus on math fluency through First in Math across all five elementary schools and provide training in EM4 mathematics for middle school.	
Students with Disabilities - below "all student" percentage in ELA, Math, and Science	Increase the District's focus and training for all staff in best practices of inclusion through embedded, ongoing and appropriate professional development.	✓
PSSA Mathematics Black students group did not meet the Standard Demonstrating Growth. - Middle School	Focus on math computations and broader mathematical elements through McGraw-Hill EM4 math program at the middle school.	✓
PSSA Math Students with disabilities group did not meet the Standard Demonstrating Growth. - Middle School Candlebrook - Math - Proficient/Advanced Gulph - ELA - Proficient/Advanced Roberts - ELA - Proficient/Advanced	Focus on math computations and broader mathematical elements through McGraw-Hill EM4 math program and appropriate interventions at the middle school.	
Need to embed financial literacy in the curriculum - business, computer and information technology, family and consumer science, citizenship education, marketing and	Develop a mandated financial literacy course for the high school as well as embedding personal finance curriculum into other content areas.	

Challenges	Discussion Point	Priority for Planning
distributive education, mathematics, social studies. Need to develop a required personal finance course by the 2026-2027 school year.		

ADDENDUM B: ACTION PLAN

Action Plan: Fly Five

Action Steps	Anticipated Start/Completion Date
Continue to implement Fly Five lessons into Morning Meetings and classroom routines.	04/01/2024 - 06/30/2027

Monitoring/Evaluation	Anticipated Output
Survey data and SWIS PBIS data (attendance and discipline data) Monthly data meetings and District-wide PBIS meetings to monitor progress of implementation.	Through the use of the C.A.R.E.S.. standards, a set of developmentally progressive social and emotional standards that can be taught within and across sociocultural boundaries and constructs, our students will gain developmentally- appropriate, culturally accurate, and situation-appropriate social and emotional competence.

Material/Resources/Supports Needed		PD Step	Comm Step
https://www.flyfivesel.org/		no	yes

Action Plan: First in Math

Action Steps	Anticipated Start/Completion Date
Continue to implement First in Math to support math fluency.	04/01/2024 - 06/30/2027

Monitoring/Evaluation	Anticipated Output
Data from EM4 mathematics unit assessments, student process on First in Math modules, and data collected and evaluated.. Monthly and end of year monitoring. Longitudinal data will also be collected to determine impact of program.	Improved student achievement for our students with disabilities, black students, as well as all students in math uenc?, problem-solving, and reasoning skills.

Material/Resources/Supports Needed		PD Step	Comm Step
https://www.firstinmath.com/		yes	yes

Action Plan: Trapezium Math

Action Steps	Anticipated Start/Completion Date
Provide additional support in Kindergarten math fluency through collaborative problem-solving and mastery in the following areas: counting, reasoning, automaticity, fluency, and test-taking.	04/01/2024 - 06/30/2027

Monitoring/Evaluation	Anticipated Output
Data from Trapezium mathematics assessments, student process on First in Math modules, and data collected and evaluated.. Monthly and end of year monitoring. Longitudinal data will also be collected to determine impact of program.	Kindergarten math fluency through collaborative problem-solving and mastery targeting counting, reasoning, automaticity, fluency, and test-taking will prepare students for math

Material/Resources/Supports Needed		PD Step	Comm Step
https://www.trapeziummath.com/		no	yes

Action Steps	Anticipated Start/Completion Date
Tiered training for Kindergarten teachers in Trapezium Math	04/01/2024 - 06/30/2027

Monitoring/Evaluation	Anticipated Output
Data from Trapezium mathematics assessments, student process on First in Math modules, and data collected and evaluated.. Monthly and end of year monitoring. Longitudinal data will also be collected to determine impact of program.	Kindergarten math fluency through collaborative problem-solving and mastery targeting counting, reasoning, automaticity, fluency, and test-taking will prepare students for math

Material/Resources/Supports Needed	PD Step	Comm Step
info@trapeziummath.com	yes	yes

Action Plan: Multi-tiered system of supports (MTSS)

Action Steps	Anticipated Start/Completion Date
Continue to implement Response to Intervention (Academic) and Positive Behavior Intervention and Support (Behavior) programs in all seven schools.	04/01/2024 - 06/30/2027

Monitoring/Evaluation	Anticipated Output
Data from unit assessments, student process is collected in a data warehouse, and evaluated consistently. Monthly and end of year monitoring. Longitudinal data will also be collected to determine impact of program.	All students will access to appropriate and rigorous curriculum that meets their individual needs. Both growth and achievement data should improve through high-quality, scientifically based classroom instruction.

Material/Resources/Supports Needed	PD Step	Comm Step
https://www.pattan.net/Multi-Tiered-System-of-Support/MULTI-TIERED-SYSTEM-OF-SUPPORTS	yes	yes

Action Steps	Anticipated Start/Completion Date
Focus on the effective implementation of Response to Intervention supports through universal assessments and pedagogy to address all tiers of instruction (Tier 1, 2 & 3) and expand to math instruction	04/01/2024 - 06/30/2027

Monitoring/Evaluation	Anticipated Output
Data from unit assessments, student process is collected in a data warehouse, and evaluated consistently. Monthly and end of year monitoring. Longitudinal data will also be collected to determine impact of program.	All students will access to appropriate and rigorous curriculum that meets their individual needs. Both growth and achievement data should improve through high-quality, scientifically based classroom instruction.

Material/Resources/Supports Needed	PD Step	Comm Step
Montgomery County Intermediate Unit Consultants, PATTAN, Upper Merion Area Instructional Coaches	yes	yes

Action Steps	Anticipated Start/Completion Date
Training for staff on the use of appropriate core instruction for both ELA and Math as well as how to utilize data to drive instructional practices.	04/01/2024 - 06/30/2027

Monitoring/Evaluation	Anticipated Output
Data from unit assessments, student process is collected in a data warehouse, and evaluated consistently. Monthly and end of year monitoring. Longitudinal data will also be collected to determine impact of program.	All students will access to appropriate and rigorous curriculum that meets their individual needs. Both growth and achievement data should improve through high-quality, scientifically based classroom instruction.

Material/Resources/Supports Needed	PD Step	Comm Step
Montgomery County Intermediate Unit Consultants, PATTAN, Upper Merion Area Instructional Coaches	yes	yes

Action Steps	Anticipated Start/Completion Date
Continue to focus math acceleration efforts on marginalized students. In the Upper Merion Area School District we offer acceleration in mathematics in 5th, 6th, 7th, and 8th grade. Each year we use a process specific for each grade level to identify students to accelerate in mathematics. This gives students four chances at acceleration starting in 4th grade.	01/01/0001 - 01/01/0001

Monitoring/Evaluation	Anticipated Output
Data from unit assessments, student process is collected in a data warehouse, and evaluated consistently. Monthly and end of year monitoring. Longitudinal data will also be collected to determine impact of program.	All students will access to appropriate and rigorous curriculum that meets their individual needs. Both growth and achievement data should improve through high-quality, scientifically based classroom instruction.

Material/Resources/Supports Needed	PD Step	Comm Step
EM4 data, demographic data	no	yes

Action Steps	Anticipated Start/Completion Date
Continue to focus math acceleration efforts on marginalized students. In the Upper Merion Area School District we offer acceleration in mathematics in 5th, 6th, 7th, and 8th grade. Each year we use a process specific for each grade level to identify students to accelerate in mathematics. This gives students four chances at acceleration starting in 4th grade.	04/01/2024 - 06/30/2027

Monitoring/Evaluation	Anticipated Output
Data from unit assessments, student process is collected in a data warehouse, and evaluated consistently. Monthly and end of year monitoring. Longitudinal data will also be collected to determine impact of program.	All students will access to appropriate and rigorous curriculum that meets their individual needs. Both growth and achievement data should improve through high-quality, scientifically based classroom instruction.

Material/Resources/Supports Needed	PD Step	Comm Step
EM4 data, demographic data	no	yes

Action Plan: Youth Aid Program - Montgomery County

Action Steps	Anticipated Start/Completion Date
Implement the High School Youth Aid Program with fidelity.	04/01/2024 - 06/30/2027

Monitoring/Evaluation	Anticipated Output
Program documentation - student participation and completion of program Data monitoring through SWIS (Collect referral data and make active, data-driven decisions)	Disproportionality of suspensions of High School black students will decrease through participation in a youth aid program to support restorative practices.

Material/Resources/Supports Needed	PD Step	Comm Step
UMASD Youth Aid Panel Lead YAP Coordinator Angela Bell, Assistant District Attorney for Montgomery County	yes	yes

Action Plan: Link Crew

Action Steps	Anticipated Start/Completion Date
Continue to implement the Link Crew program.	03/01/2024 - 06/30/2027

Monitoring/Evaluation	Anticipated Output
Survey Data - University of Pennsylvania's Consortium for Mental Health and Optimal Development Psychological Sense of School Membership (PSSM) for High School	Built on the belief that students can help students succeed, Boomerang Project's proven high school transition program trains mentors from the junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be during the transition to high school and help facilitate freshman success.

Material/Resources/Supports Needed	PD Step	Comm Step
https://www.boomerangproject.com/transition-programs/link-crew	no	yes

Action Steps	Anticipated Start/Completion Date
Continue to implement the Link Crew program.	03/01/2024 - 06/30/2027

Monitoring/Evaluation	Anticipated Output
Survey Data - University of Pennsylvania's Consortium for Mental Health and Optimal Development Psychological Sense of School Membership (PSSM) for High School	Built on the belief that students can help students succeed, Boomerang Project's proven high school transition program trains mentors from the junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be during the transition to high school and help facilitate freshman success.

Material/Resources/Supports Needed	PD Step	Comm Step
https://www.boomerangproject.com/transition-programs/link-crew	no	yes

Action Plan: Cultural Proficiency Training

Action Steps	Anticipated Start/Completion Date
Continue to provide research-based, on-going and embedded professional development for staff, students and all stakeholders on cultural proficiency.	04/01/2024 - 06/30/2027

Monitoring/Evaluation	Anticipated Output
Student Surveys - Psychological Sense of School Membership (PSSM) - yearly Staff Surveys - PeopleBench Staff resilience Survey - yearly Stakeholders Survey - yearly	The outcomes of these action steps are to move the District on the continuum of cultural proficiency to cultural competence and to maintain a culture of belonging.

Material/Resources/Supports Needed	PD Step	Comm Step
District data/Partnerships with experts in the field of cultural proficiency	yes	yes

Action Steps	Anticipated Start/Completion Date
Integrate Culturally Relevant and Sustaining Education (CR-SE) competencies in new teacher induction plans as well as all professional development plans.	04/01/2024 - 06/30/2027

Monitoring/Evaluation	Anticipated Output
Student Surveys - Psychological Sense of School Membership (PSSM) - yearly Staff Surveys - PeopleBench Staff resilience Survey - yearly Stakeholders Survey - yearly	The outcomes of these action steps are to move the District on the continuum of cultural proficiency to cultural competence and to maintain a culture of belonging.

Material/Resources/Supports Needed	PD Step	Comm Step
https://www.education.pa.gov/Educators/Certification/BecomeAnEducator/Pages/Program-Framework.aspx Instructional Coaches Curriculum & Instruction Department	yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all elementary school students through response to intervention (RTI) programming and effective core instruction. (Math Achievement) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	First in Math	Continue to implement First in Math to support math fluency.	04/01/2024 - 06/30/2027
Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all elementary school students through response to intervention (RTI) programming and effective core instruction. (Math Achievement) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Trapezium Math	Tiered training for Kindergarten teachers in Trapezium Math	04/01/2024 - 06/30/2027
Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all middle school students as well as students with disabilities and black students through response to intervention (RTI) programming and effective core instruction. (Math Achievement)	Multi-tiered system of supports (MTSS)	Continue to implement Response to Intervention	04/01/2024 - 06/30/2027

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)		(Academic) and Positive Behavior Intervention and Support (Behavior) programs in all seven schools.	
Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all middle school students as well as students with disabilities and black students through response to intervention (RTI) programming and effective core instruction. (Math Achievement) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Multi-tiered system of supports (MTSS)	Focus on the effective implementation of Response to Intervention supports through universal assessments and pedagogy to address all tiers of instruction (Tier 1, 2 & 3) and expand to math instruction	04/01/2024 - 06/30/2027
Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all middle school students as well as students with disabilities and black students through response to intervention (RTI) programming and effective core instruction. (Math Achievement)	Multi-tiered system of supports (MTSS)	Training for staff on the use of appropriate core instruction for	04/01/2024 - 06/30/2027

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)		both ELA and Math as well as how to utilize data to drive instructional practices.	
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs as evaluated through perception surveys for staff, students and parents. (Cultural Proficiency) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Youth Aid Program - Montgomery County	Implement the High School Youth Aid Program with fidelity.	04/01/2024 - 06/30/2027
Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all middle school students as well as students with disabilities and black students through response to intervention (RTI) programming and effective core instruction. (Math Achievement) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Cultural Proficiency Training	Continue to provide research-based, on-going and embedded professional development for staff, students and all stakeholders on cultural proficiency.	04/01/2024 - 06/30/2027
Increase over the next three years, the overall math achievement with a focus on math	Cultural	Integrate	04/01/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
fluency, problem-solving, and reasoning skills for all middle school students as well as students with disabilities and black students through response to intervention (RTI) programming and effective core instruction. (Math Achievement) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Proficiency Training	Culturally Relevant and Sustaining Education (CR-SE) competencies in new teacher induction plans as well as all professional development plans.	- 06/30/2027

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
First in Math	Grades 1 - 6 Math Teachers	Implementation of First in Math program

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increase over the next three years, the overall math achievement with a focus on math fluency, problem solving, and reasoning skills for our students through the use of math interventions, specifically our students with disabilities and our black students.	02/15/2024 - 06/30/2027	Dr. Sean Gardiner

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning	Teaching Diverse Learners in Inclusive Settings Teaching Diverse Learners in Inclusive Settings

Professional Development Step	Audience	Topics of Prof. Dev
Trapezium Math	Kindergarten teachers	Implementation of Trapezium Math Program

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Kindergarten teachers will implement the program with fidelity. Kindergarten students will develop strong math skills through effective instruction.	04/01/2024 - 06/30/2027	Dr. Sean Gardiner, Director of STEM

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in Inclusive Settings
3c: Engaging Students in Learning	

Professional Development Step	Audience	Topics of Prof. Dev
Multi-tiered system of supports (MTSS)	K-12 Teachers and Administrators	How to Analyze Data and Impact Instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Data teams will analyze academic and behavior data to determine levels of instruction and appropriate grouping.	04/01/2024 - 06/30/2024	Dr. Susan Silver

Danielson Framework Component Met in this Plan:

1a: Demonstrating Knowledge of Content and Pedagogy

2a: Creating an Environment of Respect and Rapport

1b: Demonstrating Knowledge of Students

3c: Engaging Students in Learning

1b: Demonstrating Knowledge of Students

3c: Engaging Students in Learning

1a: Demonstrating Knowledge of Content and Pedagogy

3d: Using Assessment in Instruction

2a: Creating an Environment of Respect and Rapport

This Step meets the Requirements of State Required Trainings:

Common Ground: Culturally Relevant Sustaining Education

Common Ground: Culturally Relevant Sustaining Education

Professional Development Step	Audience	Topics of Prof. Dev
MTSS - RTI - Academics	K-6 ELA/Math Teachers	Tiered Intervention and Supports Intervention Matrix

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Universal implementation of core instruction and appropriate use of tier 2 and tier 3 interventions.	04/01/2024 - 06/30/2027	Dr. Susan Silver

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	Common Ground: Culturally Relevant Sustaining Education
1b: Demonstrating Knowledge of Students	
3c: Engaging Students in Learning	
3b: Using Questioning and Discussion Techniques	

Professional Development Step	Audience	Topics of Prof. Dev
Youth Aid Program - Montgomery County	High School YAP panel	Youth Aid Program roles and responsibilities Restorative Practices

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of YAP program with fidelity	04/01/2024 - 06/30/2027	Jonathan Bauer, High School Principal Angela Bell, Assistant District Attorney, Montgomery County

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	Common Ground: Culturally Relevant Sustaining Education
4d: Participating in a Professional Community	
2a: Creating an Environment of Respect and Rapport	
4c: Communicating with Families	

Professional Development Step	Audience	Topics of Prof. Dev
Link Crew	High School Teachers who participate in Link Crew	Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Boomerang Project's proven high school transition program trains mentors from your junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of Link Crew program	04/01/2024 - 06/30/2027	Jonathan Bauer, High School Principal

Danielson Framework Component Met in this Plan:

4e: Growing and Developing Professionally

1b: Demonstrating Knowledge of Students

This Step meets the Requirements of State Required Trainings:

Common Ground: Culturally Relevant Sustaining Education

Professional Development Step	Audience	Topics of Prof. Dev
Cultural Proficiency Training	K-12 Teachers, Administrators and Staff	Best practices in culturally and historically responsive teaching and learning

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Through classroom and building equity walks, data will indicate the implementation of these practices.	04/01/2024 - 06/30/2027	Dr. Susan Silver

Danielson Framework Component Met in this Plan:

1e: Designing Coherent Instruction

2a: Creating an Environment of Respect and Rapport

4c: Communicating with Families

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

This Step meets the Requirements of State Required Trainings:

Common Ground: Culturally Relevant Sustaining Education

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs as evaluated through perception surveys for staff, students and parents. (Cultural Proficiency) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Fly Five	Continue to implement Fly Five lessons into Morning Meetings and classroom routines.	2024-04-01 - 2027-06-30
Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all elementary school students through response to intervention (RTI) programming and effective core instruction. (Math Achievement) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	First in Math	Continue to implement First in Math to support math fluency.	2024-04-01 - 2027-06-30
Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all elementary school students through response to intervention (RTI) programming and effective core instruction. (Math Achievement) The District will provide all staff with job embedded and appropriate professional learning	Trapezium Math	Provide additional support in Kindergarten math fluency through collaborative problem-solving	2024-04-01 - 2027-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)		and mastery in the following areas: counting, reasoning, automaticity, fluency, and test-taking.	
Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all elementary school students through response to intervention (RTI) programming and effective core instruction. (Math Achievement) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Trapezium Math	Tiered training for Kindergarten teachers in Trapezium Math	2024-04-01 - 2027-06-30
Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all middle school students as well as students with disabilities and black students through response to intervention (RTI) programming and effective core instruction. (Math Achievement) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Multi-tiered system of supports (MTSS)	Continue to implement Response to Intervention (Academic) and Positive Behavior Intervention and Support (Behavior) programs in all	2024-04-01 - 2027-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		seven schools.	
Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all middle school students as well as students with disabilities and black students through response to intervention (RTI) programming and effective core instruction. (Math Achievement) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Multi-tiered system of supports (MTSS)	Focus on the effective implementation of Response to Intervention supports through universal assessments and pedagogy to address all tiers of instruction (Tier 1, 2 & 3) and expand to math instruction	2024-04-01 - 2027-06-30
Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all middle school students as well as students with disabilities and black students through response to intervention (RTI) programming and effective core instruction. (Math Achievement) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Multi-tiered system of supports (MTSS)	Training for staff on the use of appropriate core instruction for both ELA and Math as well as how to utilize data to drive instructional practices.	2024-04-01 - 2027-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all middle school students as well as students with disabilities and black students through response to intervention (RTI) programming and effective core instruction. (Math Achievement) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Multi-tiered system of supports (MTSS)	Continue to focus math acceleration efforts on marginalized students. In the Upper Merion Area School District we offer acceleration in mathematics in 5th, 6th, 7th, and 8th grade. Each year we use a process specific for each grade level to identify students to accelerate in mathematics. This gives students four chances at acceleration starting in 4th grade.	2024-04-01 - 2027-06-30
Increase over the next three years, the overall math achievement with a focus on math	Multi-tiered	Continue to focus	-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
fluency, problem-solving, and reasoning skills for all middle school students as well as students with disabilities and black students through response to intervention (RTI) programming and effective core instruction. (Math Achievement) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	system of supports (MTSS)	math acceleration efforts on marginalized students. In the Upper Merion Area School District we offer acceleration in mathematics in 5th, 6th, 7th, and 8th grade. Each year we use a process specific for each grade level to identify students to accelerate in mathematics. This gives students four chances at acceleration starting in 4th grade.	
Increase a focus on social and emotional learning to provide an inclusive environment and build a sense of belonging for all students through the use of proactive programs as	Youth Aid Program -	Implement the High School	2024-04-01 - 2027-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
evaluated through perception surveys for staff, students and parents. (Cultural Proficiency) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Montgomery County	Youth Aid Program with fidelity.	06-30
The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Link Crew	Continue to implement the Link Crew program.	2024-03-01 - 2027-06-30
The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Link Crew	Continue to implement the Link Crew program.	2024-03-01 - 2027-06-30
Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all middle school students as well as students with disabilities and black students through response to intervention (RTI) programming and effective core instruction. (Math Achievement) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Cultural Proficiency Training	Continue to provide research-based, on-going and embedded professional development for staff, students and all stakeholders on cultural proficiency.	2024-04-01 - 2027-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase over the next three years, the overall math achievement with a focus on math fluency, problem-solving, and reasoning skills for all middle school students as well as students with disabilities and black students through response to intervention (RTI) programming and effective core instruction. (Math Achievement) The District will provide all staff with job embedded and appropriate professional learning opportunities to help the process of achieving cultural competency. (Cultural Competence and Inclusion)	Cultural Proficiency Training	Integrate Culturally Relevant and Sustaining Education (CR-SE) competencies in new teacher induction plans as well as all professional development plans.	2024-04-01 - 2027-06-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Fly Five	K-4 Teachers	Fly Five Program for SEL

Anticipated Timeframe	Frequency	Delivery Method
04/01/2024 - 06/30/2027	2x a year	Presentation Posting on district website

Lead Person/Position

Dr. Andrew Kuhn, Director of Humanities

Communication Step	Audience	Topics/Message of Communication
Trapezium Math	Kindergarten Teachers and Parents	Information about the program

Anticipated Timeframe	Frequency	Delivery Method
04/01/2024 - 06/30/2027	On-going	Posting on district website

Lead Person/Position

Dr. Sean Gardiner, Director of STEM

Communication Step	Audience	Topics/Message of Communication
First in Math	Grades 1-6 teachers and parents	Information on program and awards for student of the month

Anticipated Timeframe	Frequency	Delivery Method
04/01/2024 - 06/30/2027	Monthly	Email Newsletter

Lead Person/Position
Dr. Sean Gardiner, Director of STEM

Communication Step	Audience	Topics/Message of Communication
Multi-tiered system of supports (MTSS)	Teachers, Administrators, Parents	Information regarding PBIS & RTII

Anticipated Timeframe	Frequency	Delivery Method
04/01/2024 - 06/30/2027	On-going	Posting on district website

Lead Person/Position
Dr. Susan Silver

Communication Step	Audience	Topics/Message of Communication
Cultural Proficiency	Teachers, Administrators, Staff, Students, and Parents	Communication about cultural competence

Anticipated Timeframe	Frequency	Delivery Method
04/01/2024 - 06/30/2027	On-going	Email Newsletter Posting on district website Presentation

Lead Person/Position
Dr. Susan Silver

Communication Step	Audience	Topics/Message of Communication
High School SEL	High School teachers, administrators, students, staff, and parents	Information regarding the YAP program Link Crew

Anticipated Timeframe	Frequency	Delivery Method
04/01/2024 - 06/30/2027	On-going	Email Posting on district website Letter

Lead Person/Position

Jonathan Bauer, High School Principal

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline