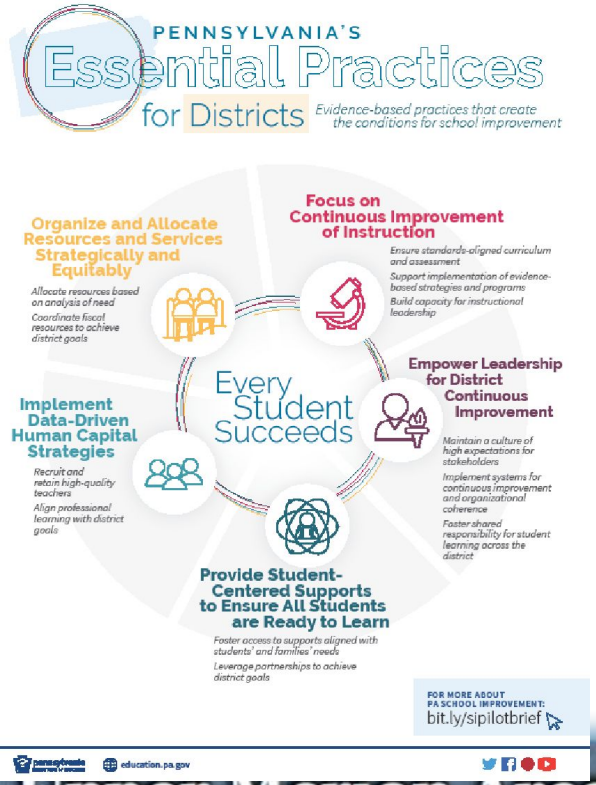
Future Ready Comprehensive Planning Presentation

Upper Merion Area School District
Susan S. Silver, Ed.D.,
Assistant Superintendent
October 4, 2023

Agenda

1. Welcome and Introductions
2. Review of Previous Plan
3. Current District Focus
4. The Future of UMASD

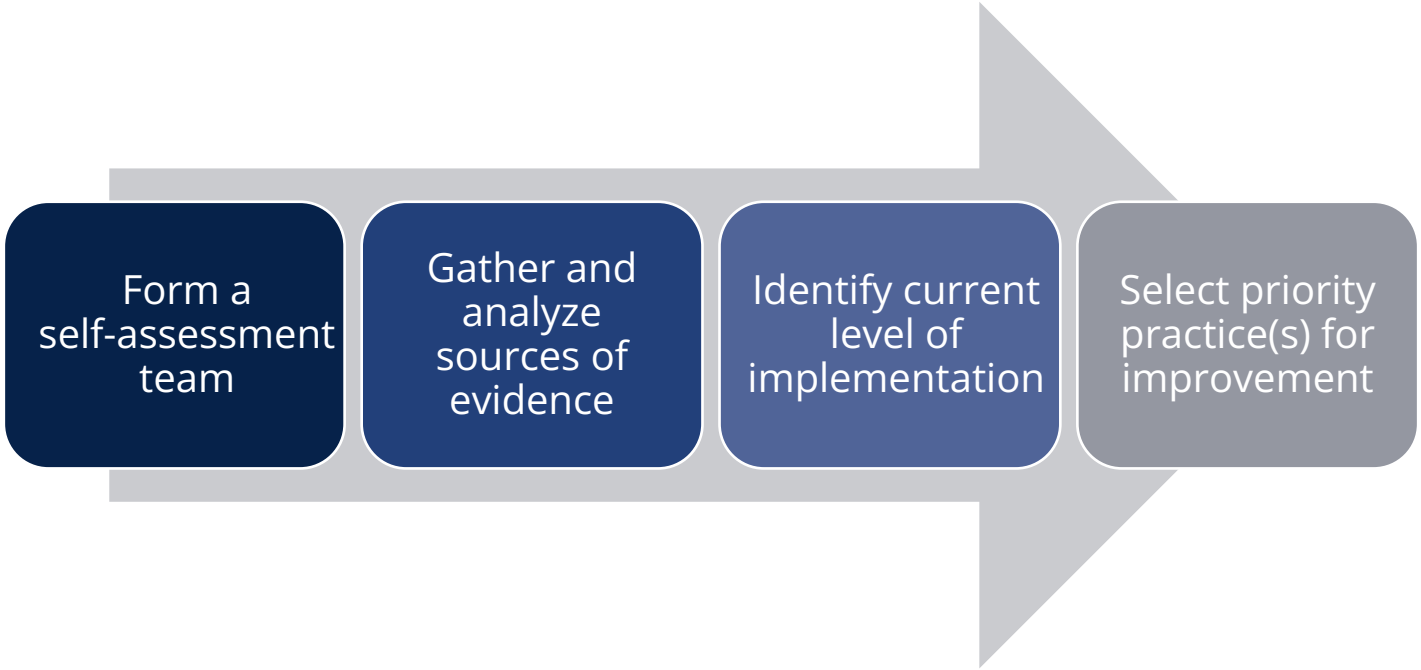
PA Essential Practices for Districts



- ***Improving our capacity to identify the systems, policies, and/or practices*** that are either facilitating or hindering sustained improvement in teaching and learning across schools.

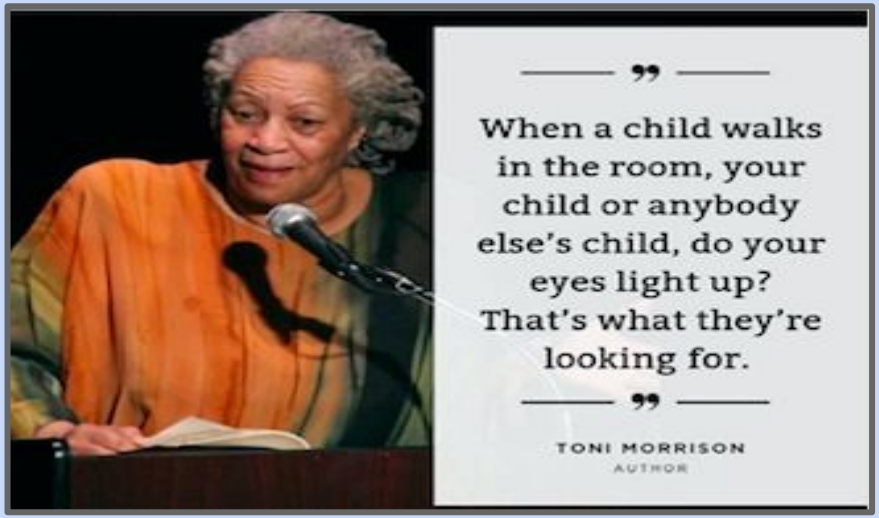
- ***Increasing the efficiency and efficacy*** of district and school improvement efforts and ***sustain progress*** over time

District Self-Assessment Process



Past, Present & Future

» Comprehensive Planning



Not just buzzwords...

It is an alignment and connectedness of these best practices



What if...

...we create opportunities and remove barriers where every learner is encouraged to reach his or her dreams?

PDE Regulations Update

pennsylvania DEPARTMENT OF EDUCATION

Focus of plan must be on…

Access & Equity - Cultural Proficiency

https://www.psba.org/about/equity/

Purpose of Education

In our ever-changing global society, it is economically and morally vital that the commonwealth prepare all our students to be college- and career-ready, to actively participate in our democracy, and to respect, value and include diverse peoples.

Equity is the just and fair distribution of resources based upon each individual student's needs. Equitable resources include funding, programs, policies, initiatives and supports that target each student's unique background and school context to guarantee that all students have equal access to a high-quality education.

Equity, Inclusion, and Belonging in Pennsylvania:

Perceptions and Clarity

Educational communities are seeking clarity around the purpose, intention, and need for equity, inclusion, and belonging in educational spaces. This information is provided by the Pennsylvania Department of Education to help address perceptions and offer clarity on equitable practices in education.

1 Equity

Equity in education is defined as every student having access to the resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, religion, sexual orientation, gender identity, family background and/or family income. (adapted from www.ccsso.org)

2 Inclusion

Inclusion is defined as engagement within a community where the equal worth and inherent dignity of each person is honored. An inclusive community promotes and sustains a sense of belonging. (adapted from Cobb & Krownapple, 2019)

3 Belonging

Belonging is defined as experiencing appreciation, validation, acceptance, and fair treatment within an environment. (adapted from Cobb & Krownapple, 2019)

pennsylvania
DEPARTMENT OF EDUCATION

Perception	Clarity
Equity, inclusion, and belonging is only for urban educational spaces with diverse populations.	Equity, inclusion, and belonging helps create access, opportunity, and a healthy learning environment for ALL learners, regardless of demographic (urban, rural, suburban). Educational communities include people of varying lived experiences who have diverse needs and a variety of strengths.
Equity, inclusion, and belonging is another way of promoting Critical Race Theory.	Critical Race Theory is not part of or taught in any state required curriculum. Equity, inclusion, and belonging in education helps create spaces for ALL learners and staff to be their authentic selves. Discussions about cultures and identities in education are important to ensure equitable access for ALL learners.
Equity, inclusion, and belonging is only about funding.	Equitable funding is an important consideration to ensure fair access and opportunity for students across Pennsylvania. Funding is one part of the process to create healthy learning environments - but it cannot shift systems in isolation.
Equity, inclusion, and belonging suggests that I am not a good person or that my education system is bad.	It is important to understand who we are as we interact with others. Self-Awareness, one of the PDE equity pillars of practice, invites people to explore and reflect upon their own thoughts, ideas, and beliefs. Self-awareness supports how to engage in healthy relationships with people of diverse backgrounds—but it is not intended to encourage guilt, shame, or hopelessness. Discussing equity, inclusion, and belonging may be uncomfortable, however, it is important to ensure we can engage with individuals, families, and communities who are different from us.
Equity, inclusion, and belonging does not allow for diverse viewpoints.	Diverse viewpoints are an important part of our democracy and help our nation thrive. Equity, inclusion, and belonging help create the conditions for civil dialogues to occur. Equity in voice, inclusion of different perspectives, and honoring the lived experiences of others is a vital part of preparing youth for global citizenship, as well as a global workforce and marketplace.

Future Ready Comprehensive Plan 2021-2024

UMASD is operating at its ideal best when...

Our Students

- graduate prepared academically, culturally, and technologically prepared for the challenges of the 21st century
- graduate prepared to be lifelong 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

https://www.umasd.org/Page/344

UMASD is operating at its ideal best when...

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



Guiding Principles...



- Provide a 21st century culture for customized learning.
- Establish a district system that fully ensures the consistent implementation of **effective instructional practices** across **all** classrooms in each school.
- Provide professional learning that is **focused, job-embedded**, and results in a 21st century culture of learning for all students.
- Establish a district system that fully ensures consistent implementation of **standards aligned curricula** across all schools for all students.
- Maintain a **balanced and consistent assessment** system.
- Smooth **transitions that support** all students as they move from grade to grade, building to building, district to district, and high school to postsecondary plans.

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

Review - 2023-on

Diversity & Inclusion - District-wide Diversity and Inclusion Strategy and Plan

Update:

- New High School and Schedule
- Elementary Schedule
- Staffing
- Responsive Classroom and Morning Meeting
- Positive Behavior Interventions and Supports
- Academic Supports





Artist views of the new Caley School building.



Artist views of the new Gulph School building.

Strengths & Challenges

1. Equity Audit - Phase 3
2. Data Analysis - Academic, Perception, School Systems, Demographic
3. Current Committees:
    a. Professional Development
    b. IAC Committee
    c. ESL
    d. Diversity, Equity, Inclusion, and Belonging

Stakeholder Subcommittees
Through the Lens of Equity

- Recruitment, Hiring and Retention
- Family and Community Engagement
- Curriculum & Instruction
- Professional Development
- Disproportionality – Special Ed, Gifted, Discipline
- Building Policies and Procedures
- Student Voice

Future Ready Comprehensive Plan - New Timeline

1. Update and post information on UMASD website - September 2023
2. Information presentation during Curriculum/Technology/Student Service Committee Meeting - September 18, 2023
3. Hold stakeholder meetings - October 2023 and January 2024
    a. Review current data
    b. Review strengths and challenges
4. Review feedback and update plan for submission
5. Present updated plan during School Board Meeting - February 5, 2024
6. Post Plan- allow for 28 day public viewing of plan
7. Seek School Board of Directors approval - March 7, 2024
8. Submit plan to PDE

Thank you

Contact Information:

Dr. Susan S. Silver

ssilver@umasd.org

610-205-6414