Curriculum/Technology/Student Service Committee Meeting

Upper Merion Area School District
September 19, 2022

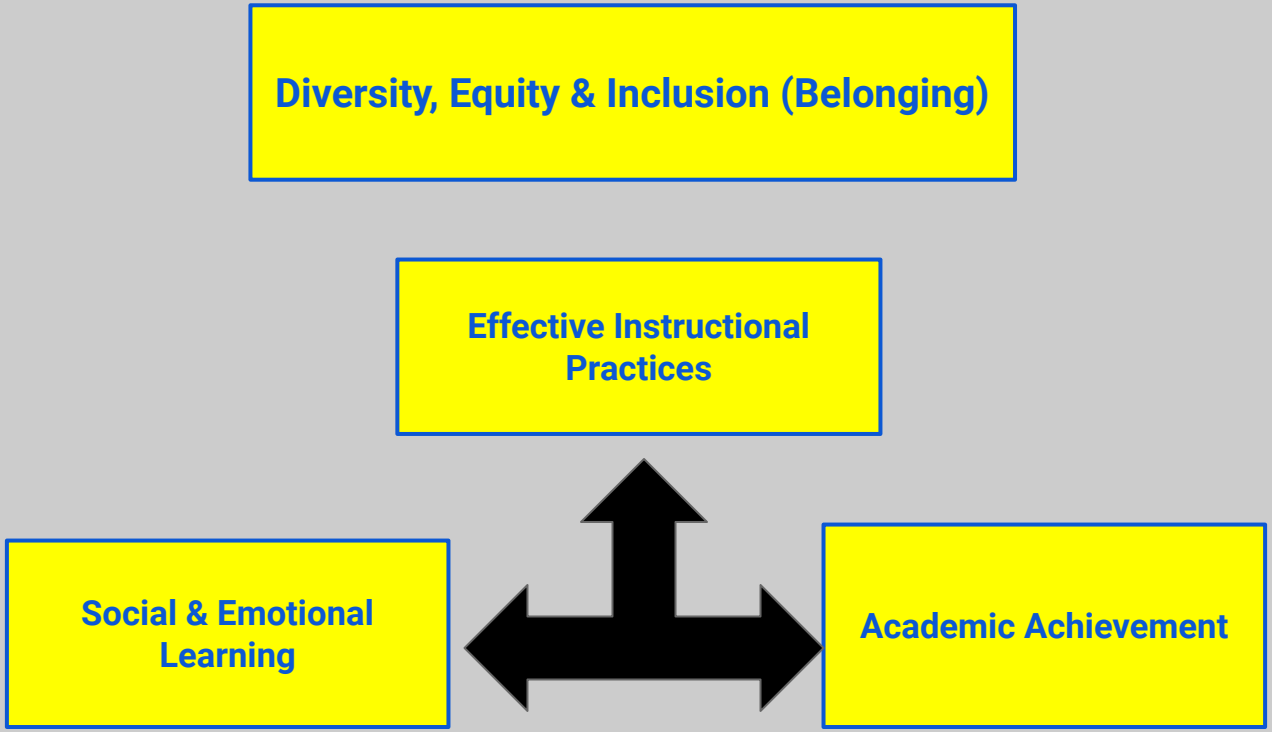
Welcome!

Mr. Ross Hamilton, Jr.,
Advisor for Diversity, Equity, & Climate

Agenda

1. “Learning Spaces that Matter”
2. Diversity, Equity, & Belonging - 2022-2023
3. MTSS & the Science of Reading
4. Positive Behavior Intervention & Supports (PBIS)

District-wide Focus: Intersectionality





High School Highlights

Learning Spaces that Matter

Upper Merion Area School District

3 AREAS OF FOCUS

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3



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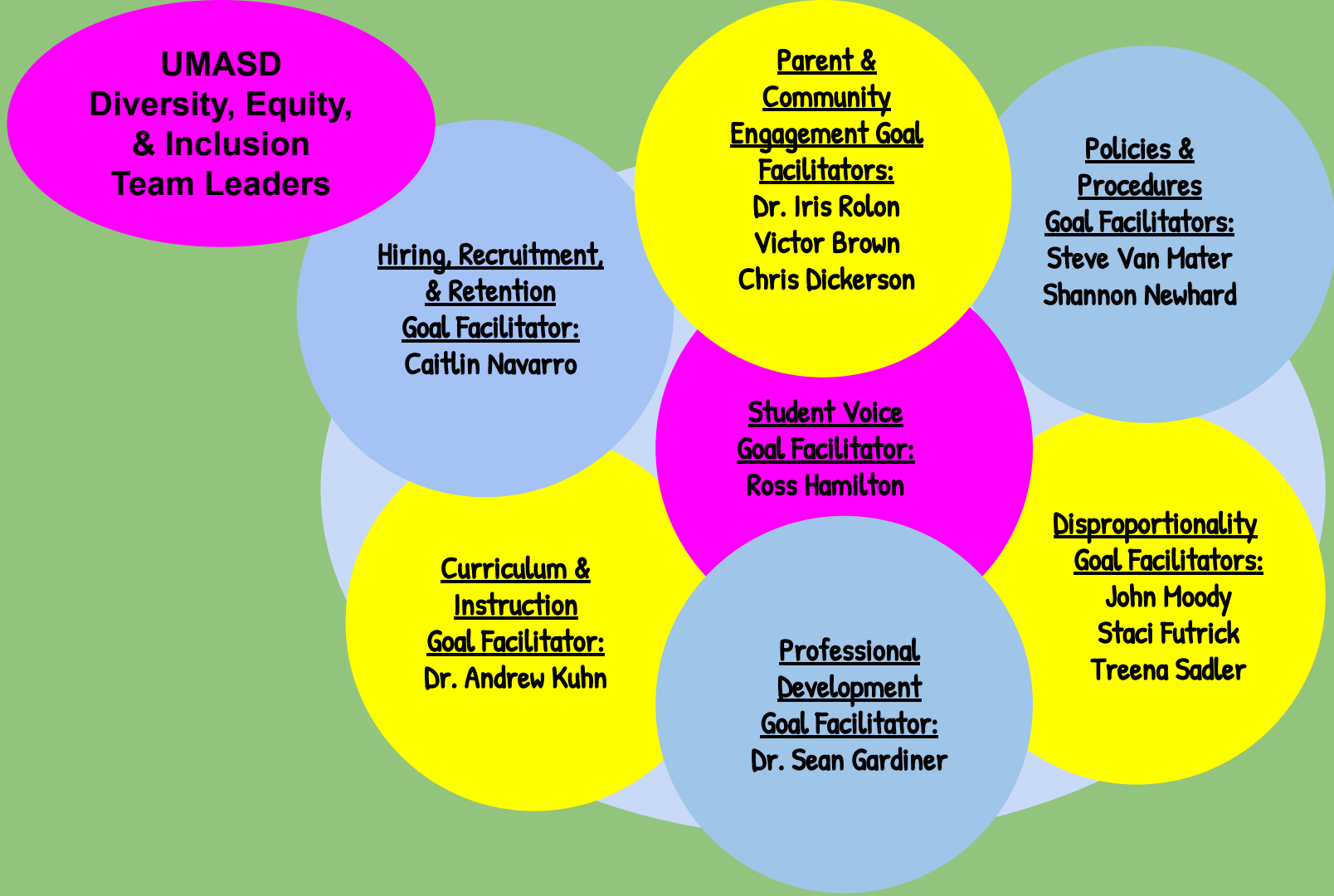


Upper Merion Area School District
2022-23
Curriculum & Instruction

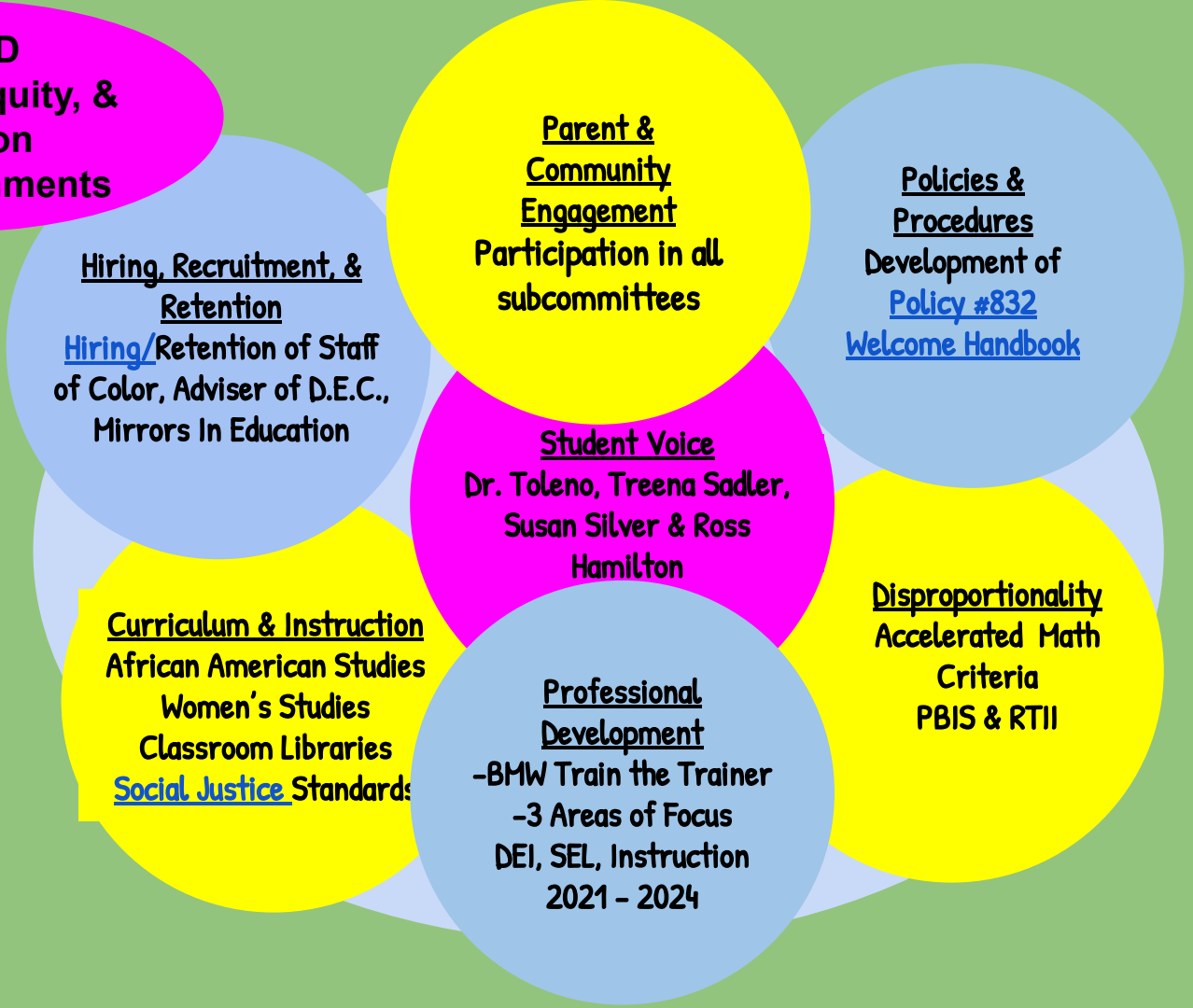
D.E.I. Committee: Status Update

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UMASD
Diversity, Equity,
& Inclusion
Team Leaders
Parent &
Community
Engagement Goal
Facilitators:
Dr. Iris Rolon
Victor Brown
Chris Dickerson
Policies &
Procedures
Goal Facilitators:
Steve Van Mater
Shannon Newhard
Hiring, Recruitment,
& Retention
Goal Facilitator:
Caitlin Navarro
Student Voice
Goal Facilitator:
Ross Hamilton
Curriculum &
Instruction
Goal Facilitator:
Dr. Andrew Kuhn
Disproportionality
Goal Facilitators:
John Moody
Staci Futrick
Treena Sadler
Professional
Development
Goal Facilitator:
Dr. Sean Gardiner

UMASD Diversity, Equity, & Inclusion Accomplishments



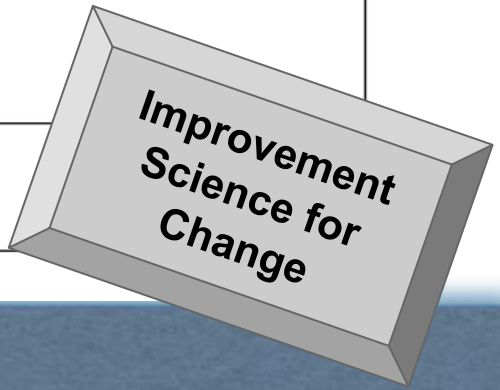
Next Steps…

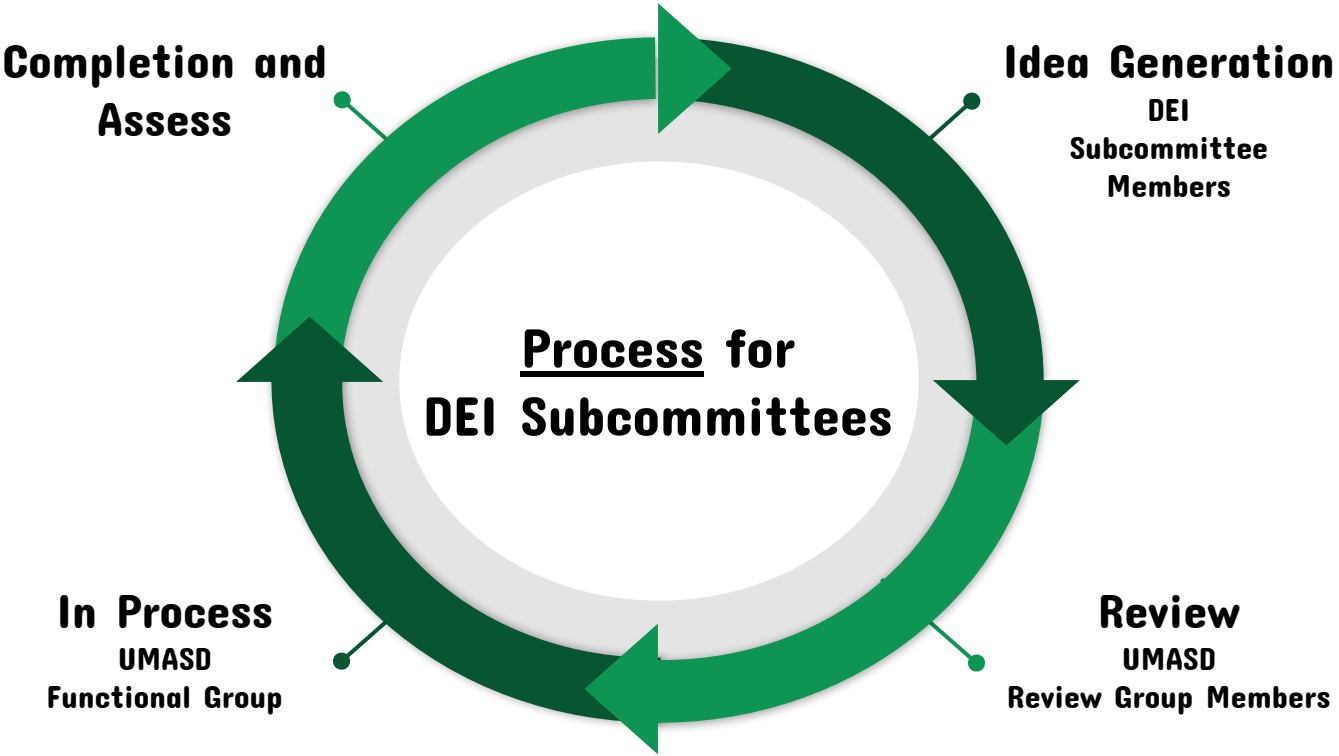
Fundamental question: To what extent have we made progress towards our compelling direction

UPENN Consortium of Mental Health & Optimal Development

4 Guiding Questions for Effective Collaboration

	What is your current state? Does your team have a clear answer to this question? Would everyone on your team answer this question in the same way?	**What is your desired state?** In what direction would you like to see your team move? Given your context and the challenges / opportunities you currently face, where does your team need to be?	**What is your plan?** What actions do you plan to take to help you move from your *current state* to your *desired state*?
Purpose What's our team's purpose?			
People Who's on our team, and what are our roles and responsibilities?			
Process How does our team work together?			
Pride How does our team take pride in our work?			




Completion and Assess
Idea Generation
DEI Subcommittee Members
Process for DEI Subcommittees
In Process
UMASD Functional Group
Review
UMASD Review Group Members

MTSS & Elementary Literacy:

The Science of Reading

Science of Reading is focused on...

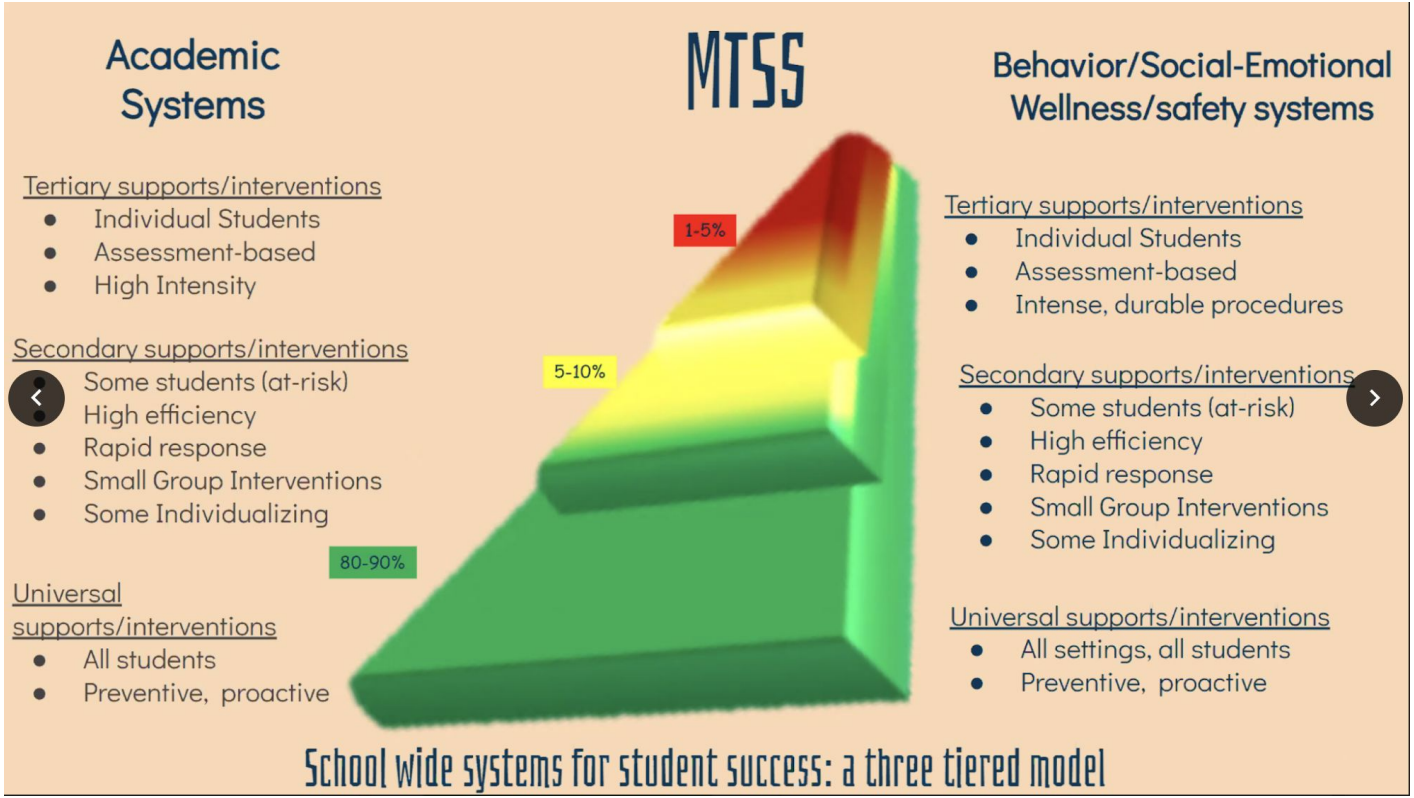
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Multi- Tiered System of Supports



Behavioral Data

SAEBRS scores

two or three times a year

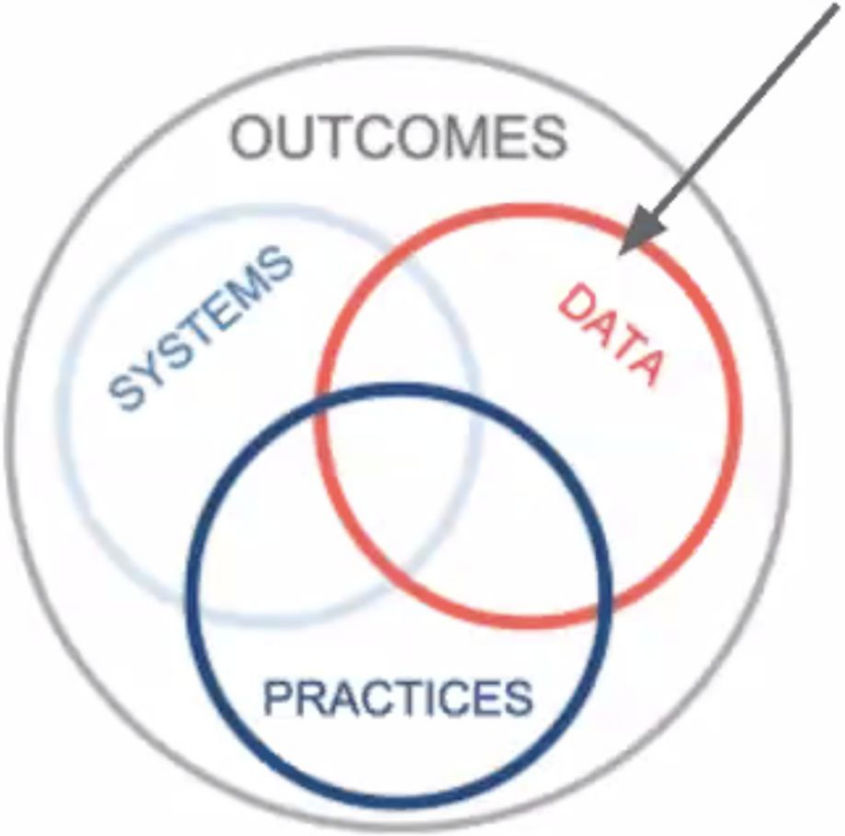
SAEBRS - universal screener – takes the temperature of the entire school system

Candlebrook SAEBRS data indicated a high risk for emotionality for an entire grade-level, so teachers implemented lessons for <u>entire grade</u> to reduce emotionality

AND provided support for <u>individual students</u> at Tier 2 and Tier 3 services

Core Instruction

Intervention



Candlebrook demonstrated RESPONSIVENESS to behavioral / social emotional wellness data

What can we do differently to respond to these data?

This is NOT a deficit model. This is an opportunity to build necessary skills.

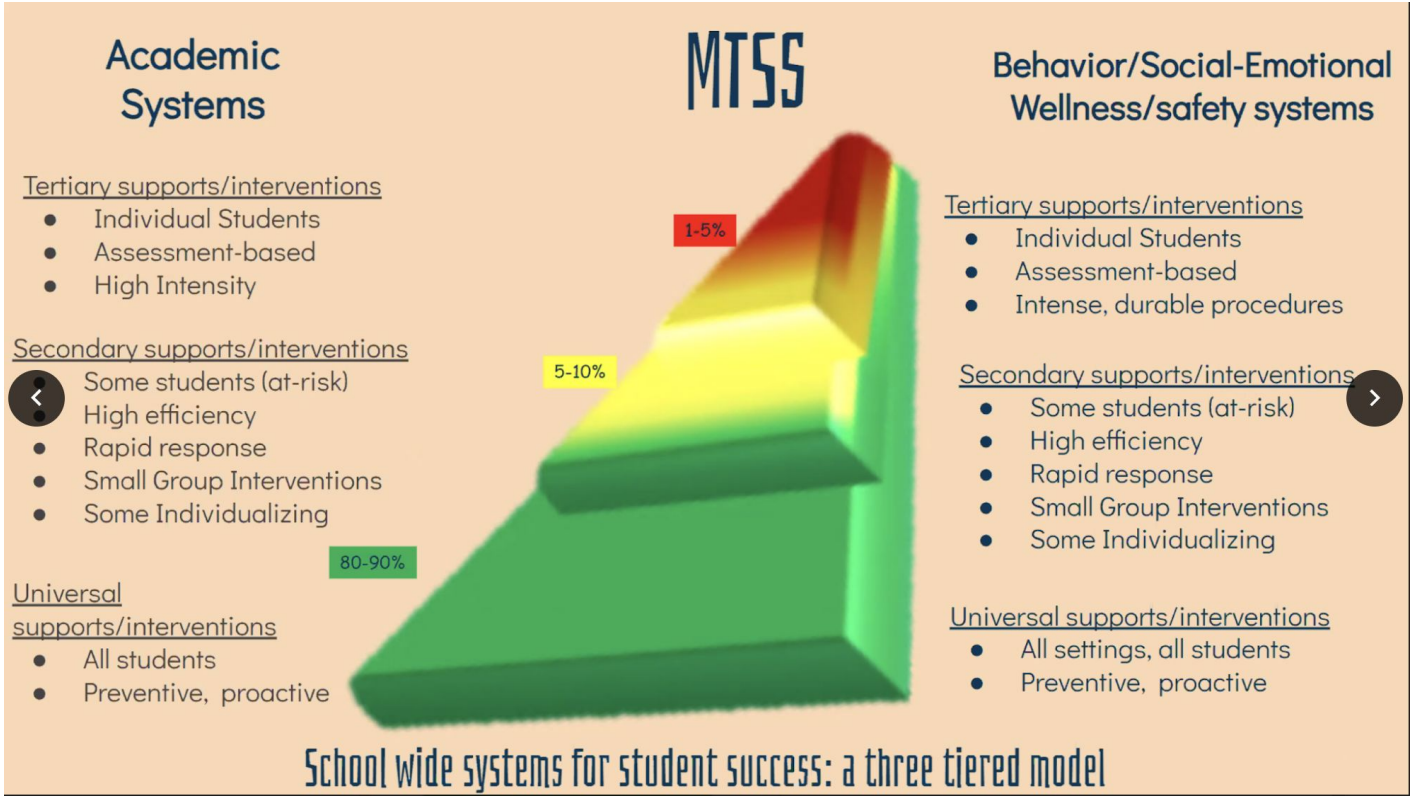
"Re-story" your students





...in response to the data

Multi- Tiered System of Supports



Literacy Data

ELA cut scores

Measures of Academic Progress (MAP) by NWEA

Performance level on progress report	Percentile Achievement on MAP	Performance level name	Performance level color on Google data sheet
1	0 - 18th	Below Basic	red
2	19th - 49th	Basic	yellow
3	50th - 91st	Proficient	green
4	92nd - 100th	Advanced	blue

MAP Reading indicates reading achievement
MAP Language correlates with writing skills

Sight Words

SW Grade 2	FALL	WINTER	SPRING
1	0-100	0-200	0-300
2	101-299	201-399	301-499
3	300-499	400-599	500-799
4	500+	600+	800+

ORF cut scores in Words Correct per Minute (WCM)

When interpreting a student's reading ability also consider the student's **prosody**.

Prosody includes:
reading in phrases, pacing, syntax, self-correction, intonation

Performance level on progress report	Percentile	Performance level name	Performance level color on Google data sheet
1	below 25th	Below Basic	red
2	25th - 49th	Basic	yellow
3	50th - 89th	Proficient	green
4	90th - 100th	Advanced	blue

ORF Grade 2	FALL	WINTER	SPRING
1	24 or below	41 or below	60 or below
2	25-50	42-71	61-88
3	51-105	72-124	89-141
4	106 or above	125 or above	142 or above

Running Records

RR Grade 2	Aug-Sept	FALL	WINTER	SPRING
1	below I	below J	below K	below L
2	I	J	K	L
3	J	K	L	M
4	K+	L+	M+	N+

Guided Reading - Wonders leveled readers

1	Apprentice
2	Approaching
3	On-level
4	Beyond

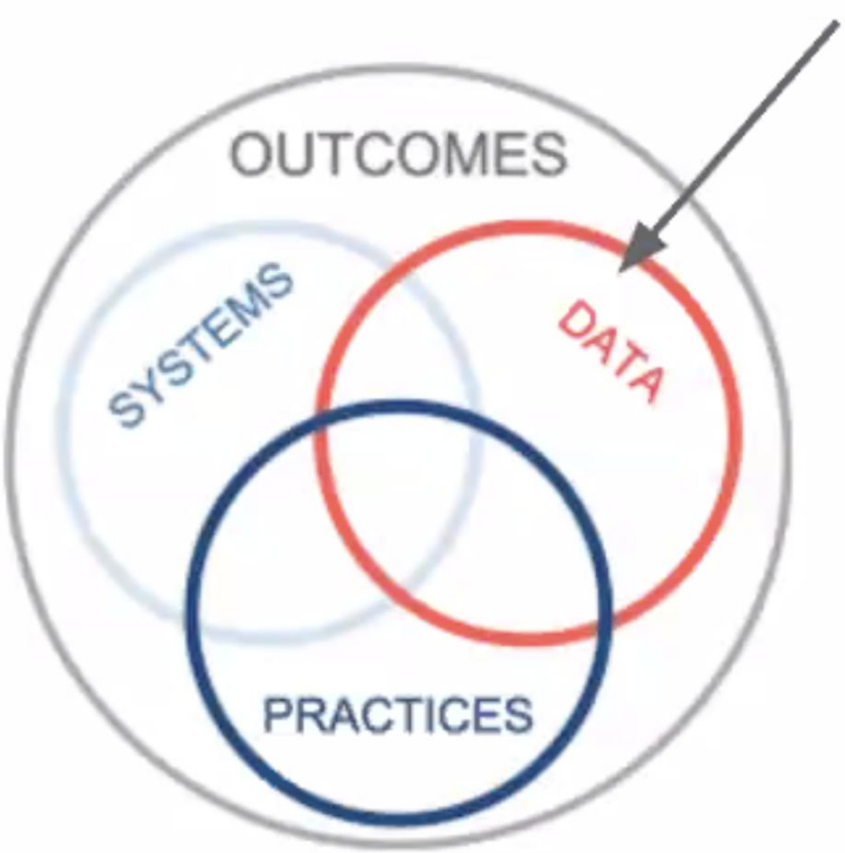
Overall

Level 1	Needs Intensive Intervention
Level 2	Needs Short-Term Intervention
Level 3	Meets Expectations
Level 4	Exceeds Expectations

MAP
Sight Words
ORF - Wonders
Running Records
Wonders LR

_____

Overall 1, 2, 3, 4



WHY are we looking closely

the Science of Reading is undisputed:

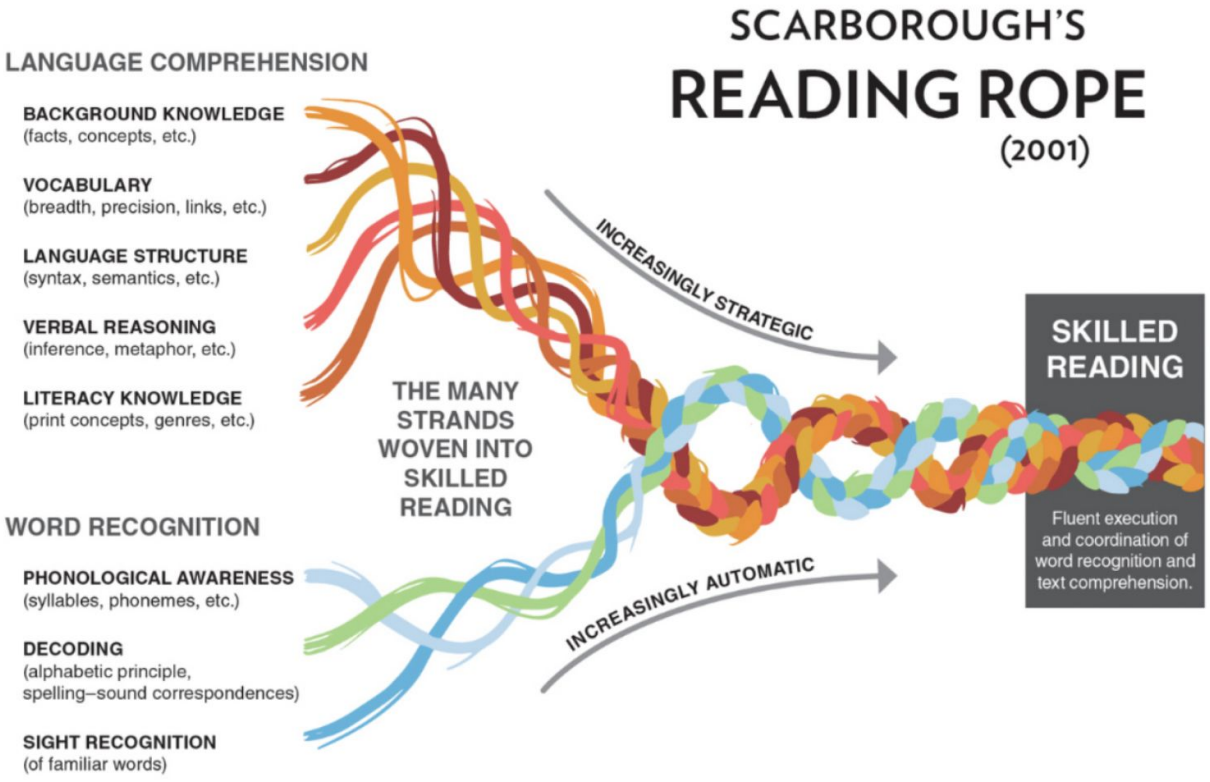
phonemic awareness, phonics, vocabulary, fluency, comprehension

also see this *Time* article and this video with Emily Hanford

WHAT are we looking to do

make sure we have quality data

What is the Reading Rope?



Science of Reading: phonemic awareness, phonics, fluency (decoding & prosody), literal comprehension, critical analysis vocab

Dibels 8 - benchmarking for foundational literacy

(in 60 second probes)

DIBELS® 8TH EDITION
UNIVERSITY OF OREGON | College of Education

Kinder	LNF	PSF	NWF	WRF		
First	LNF	PSF	NWF	WRF	ORF	
Second			NWF	WRF	ORF	Maze
Third			NWF	WRF	ORF	Maze
Fourth					ORF	Maze

Bridgeport Elementary's journey in 2019-22

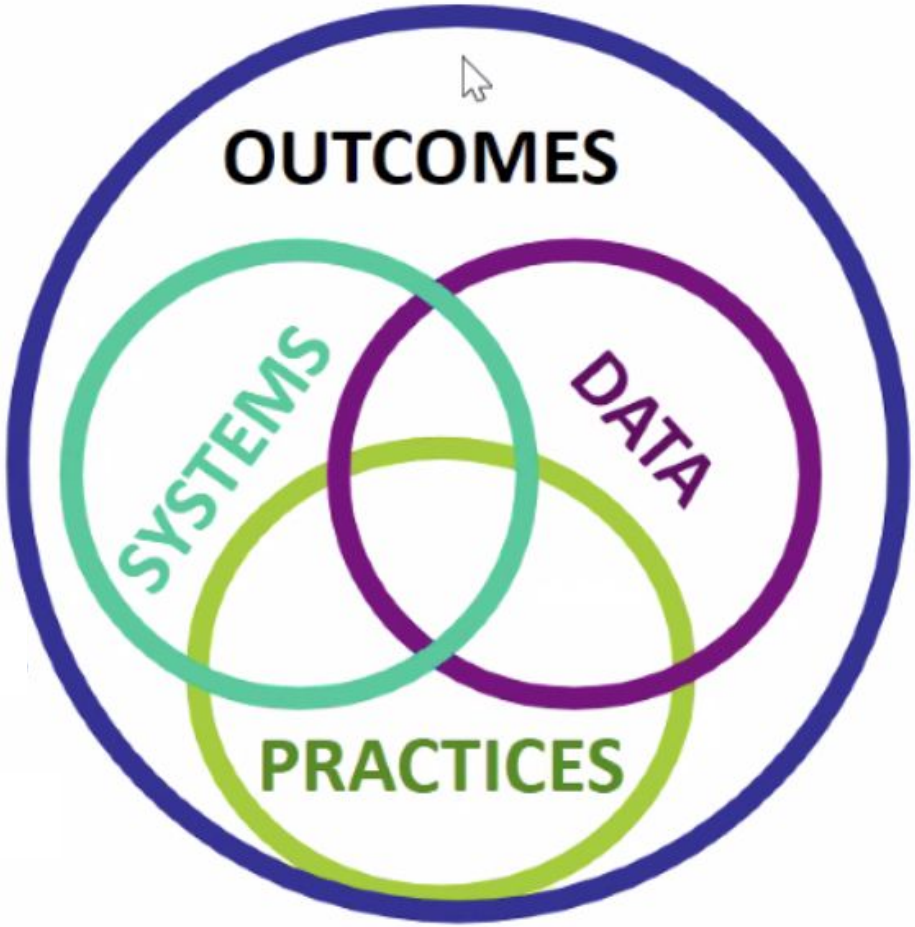
working with Amber Molloy, MCIU Literacy Director

Year	Grade Level	DIBELS Assessment	Percent of Students At or Above Level
2019	Kindergarten	Phoneme Segmentation Fluency	32%
2020	1st Grade	Nonsense Word Fluency - Words Read Correctly	66%
2021	2nd Grade	Oral Reading Fluency - Accuracy	72%
2022	3rd Grade	Oral Reading Fluency - Accuracy	96%

WHAT are we doing in UMASD in the Core (Tier 1) in priority order:

1. **FUNdations** 30 min in every K-2 classroom everyday
2. **Guided Reading** at least 4 days a week in every K-4 classroom
   –Running Records remain the “gold standard”
3. **Wonders**
4. (writing as often as possible)




OUTCOMES
SYSTEMS
DATA
PRACTICES

Multi-tiered Systems of Support

Positive Behavior Interventions and Supports



Video Link:
PBIS We're All in This Together



Thank You!

Please email questions or concerns to:

Dr. Susan S. Silver, ssilver@umasd.org
Dr. Sean Gardiner, sgardiner@umasd.org
Dr. Andrew Kuhn, akuhn@umasd.org